

## ***RICHVIEW COLLEGIATE INSTITUTE***

<b>PROGRAM AREA:</b> Canadian and World Studies	<b>COURSE NAME:</b> Analysing Current Economic Issues
<b>COURSE CODE:</b> CIA4U1	<b>GRADE/LEVEL:</b> 12 University/College Preparation
<b>PREREQUISITE:</b> Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.	<b>CREDIT VALUE:</b> 1.0 Credit

**Cost of Textbook/equipment replacement:** \$75.00  
(if lost or damaged)

**Additional Course Costs:** \_\_\_\_\_

### **Textbooks(s)/Resources:**

**Economics Now: Analyzing Current Issues. Don Mills: Oxford University Press, 2002.**

### **COURSE DESCRIPTION:**

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgements, and present their findings.

### **CURRICULUM STRANDS (UNITS) and OVERALL EXPECTATIONS:**

#### **By the end of this course, students will:**

- explain the cause and nature of the three types of choices that all economic systems must Make;
- explain the nature of Canada's economic growth and determine whether and/or how this growth furthers the economic goal of efficiency;
- analyse the changing importance of the public and private sectors of the economy and what this means for the achievement of the macroeconomic goals of freedom and equity;
- analyse the causes and consequences of economic instability and the effectiveness of stabilization policies designed to help Canadians achieve an appropriate level of economic security.
- describe economic stakeholder groups and the criteria each uses to make economic decisions;
- explain the economic rights and responsibilities of "the economic citizen";
- compare the ways and the degree to which different types of economic systems satisfy the needs of stakeholders.
- explain how stakeholders use self-interest to make choices that maximize economic wellbeing;

## **CURRICULUM STRANDS (UNITS) and OVERALL EXPECTATIONS: *(continued)***

- describe how groups of stakeholders and markets within an economy are interdependent and may be affected simultaneously by a change;
- assess the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy;
- analyse examples of conflicts of self-interest that prevent the achievement of economic goals.
- describe the nature and functions of Canada's private economic institutions;
- describe the nature and functions of Canada's public economic institutions;
- analyse the nature and functions of international economic institutions and their impact on the Canadian economy.
- use methods of economic inquiry to locate, gather, evaluate, and organize different types of current economic information from a variety of sources;
- analyse various economic choices, using the concepts, models, and processes of economic inquiry;
- communicate the results of economic inquiries, using appropriate economic terms, concepts, and models, and a variety of forms.

**INTRODUCTION:** Historical background, fundamental concepts, and economic systems.

**ECONOMIC EFFICIENCY:** Supply and Demand.

**GROWTH AND PRODUCTIVITY:** Gross Domestic Product, Unemployment, CPI, and Inflation.

**FISCAL POLICY:** Federal Budget Analysis

**MONETARY POLICY:** The Role of the Bank of Canada and the Government in the economy,  
The Canadian dollar.

**DISTRIBUTION OF INCOME:** The social welfare system and Government spending in Canada.  
The politics of economics.

**INTERNATIONAL TRADE:** The North American Free Trade Agreement and the World Trade Organization.

### **Assessment and Evaluation**

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. A final mark will be calculated using the following categories or strands.

**Formative Evaluation:** *(70% of the final mark will be based on evaluations conducted throughout the course)*  
*All four achievement categories/strands do not need to be evaluated in each evaluation task.*

Communication (%)	Knowledge/Understanding (%)	Thinking and Inquiry (%)	Application/Making Connections (%)
25	25	25	25

**Summative Evaluation:** (30% of the final mark will be based on a final evaluation in the form of culminating activities).

**Components of Summative Evaluation:** 1. \_\_\_\_Presentations\_\_\_\_ 10 (%)  
2. \_\_\_\_Essay\_\_\_\_ 20 (%)

**\*\* A detailed explanation of the culminating activity/activities will be distributed to students in the class.**

**Learning Skills:** The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Responsibility, Independent Work, Initiative, Organization, Collaboration, Self-Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

**Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.**

Evaluation Categories	TERM WORK = 70%					SUMMATIVE = 30%	
	Test #1	Test #2	Test #3	Major Assignments (two)	Minor Assignments	Formal Essay (Bib/Thesis)	Presentation and Handout
<b>Knowledge and Understanding</b> 25 %	X	X	X	X	X Ongoing	X	X
<b>Application</b> 25 %	X	X	X	X	X Ongoing	X	X
<b>Thinking and Inquiry</b> 25 %	X	X	X	X	X Ongoing	X	X
<b>Communication</b> 25 %	X	X	X	X	X Ongoing	X	X
<b>Relative Weighting of Each Evaluation Task</b>	14	14	14	(2 x 9) = 18	10 Ongoing	20	10

## Course Evaluation: CIA4U1 (Analyzing Current Economic Issues)

**Overview:** The evaluation tasks for this course are designed to challenge students while meeting the necessary criteria of the four evaluation categories. Each task involves the four necessary evaluation components and an effort has been made to create each test or assignment to track students performance with respect to each of the four evaluation categories. The weighting of the four evaluation categories (25 % each) has been established by Ministry of Education and T.D.S.B directives.

**Minor Assignments:** This category includes the ongoing assessment of oral and written competency as demonstrated through the completion of in class activities and out of class assignments.