

COURSE INFORMATION SHEET

DATE: 20-
SECONDARY SCHOOL: BISHOP ALLEN ACADEMY
DEPARTMENT HEAD:
TEACHER:
DEPARTMENT: BUSINESS/COMPUTER STUDIES



CURRICULUM POLICY DOCUMENT		THE ONTARIO CURRICULUM GRADES 11 & 12 CANADIAN & WORLD STUDIES 2000	
COURSE TITLE	<i>Analyzing Current Economic Issues</i>	COURSE CODE	CIA 4U
PRE-REQUISITE	<i>Any University or University College Preparation course in Canadian World Studies, English or Social Sciences & Humanities</i>	GRADE & TYPE	<i>Grade 12 University Preparation</i>
FULL YEAR / SEMESTER	Semester	CREDIT VALUE	1

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.

LISTED IN ORDER OF INSTRUCTIONAL DELIVERY

STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
ECONOMIC DECISION MAKING	25	<ul style="list-style-type: none"> • 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.
ECONOMIC INSTITUTIONS	20	<ul style="list-style-type: none"> • describe the nature and functions of Canada's public and private economic institutions; • analyse the nature and functions of international economic institutions and their impact on the Canadian economy.

ECONOMIC STAKEHOLDERS	20	<ul style="list-style-type: none"> 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.
SELF-INTEREST AND INTERDEPENDENCE	25	<ul style="list-style-type: none"> explain how stakeholders use self-interest to make choices that maximize economic well-being; 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.
METHODS OF ECONOMIC INQUIRY AND COMMUNICATION	20	<ul style="list-style-type: none"> 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 terms, concepts, and models, and a variety of forms.

STUDENT EVALUATION CRITERIA					
TERM – 70%			FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40			RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
KNOWLEDGE/UNDERSTANDING	15	Culminating activity	10		
INQUIRY/THINKING	20	Examination	20		
COMMUNICATION	15				
APPLICATION	20				
TERM TOTAL	70	FINAL TOTAL	30		

ASSESSMENT FORMAT USED					
WRITTEN		PERFORMANCE		OTHER	
Reports/papers		Debate		Teacher observation	
Short answer		Article presentations		Group discussion	
Multiple Choice		Group presentations		Article/cartoon portfolio	
Graphing		Case presentations			
Problem solving					
Decision making					

RESOURCES	
TEXTBOOK	Working with Economics (6 th Edition), H. Richard Hird
STUDENT MATERIALS	Calculator, expected on-going use of the Globe and Mail and the Toronto Star newspapers, newsmagazine articles and editorial cartoons.
AUDIO/VISUAL	Videos News broadcasts
COMPUTER USE	Library research facilities and opportunities provided
COURSE RELATED WEBSITES	Selected use only – site lists provided throughout course
POLICIES & PROCEDURES	
LATE ASSIGNMENTS	See Bishop Allen late policy for all courses in student agenda.
PLAGIARISM	See “School Code of Behaviour”
HOMEWORK	Homework is assigned to review and complete class work.
DEPARTMENT WEIGHTING POLICY	Quiz/minor assignments/homework—1 Essays/major assignments/presentations—2 Tests—3
LEARNING SKILLS CRITERIA	
IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.	
E–EXCELLENT	G–GOOD
S–SATISFACTORY	N–NEEDS IMPROVEMENT
SKILL: WORKS INDEPENDENTLY	
INDICATORS:	
<ul style="list-style-type: none"> • accomplishes tasks independently • accepts responsibility for completing tasks • follows instructions • regularly completes assignments on time and with care • demonstrates self-direction in learning • independently selects, evaluates, and uses appropriate learning materials, resources, and activities 	<ul style="list-style-type: none"> • demonstrates persistence in bringing tasks to completion • uses time effectively • uses prior knowledge and experience to solve problems and make decisions • reflects on learning experiences
SKILL: ORGANIZATION	
INDICATORS:	
<ul style="list-style-type: none"> • organizes work when faced with a number of tasks • devises and follows a coherent plan to complete a task • follows specific steps to reach goals or to make improvements • revises steps and strategies when necessary to achieve a goal 	<ul style="list-style-type: none"> • manages and uses time effectively and creatively • demonstrates ability to organize and manage information • follows an effective process for inquiry and research • uses appropriate information technologies to organize information and tasks
SKILL: INITIATIVE	
INDICATORS:	
<ul style="list-style-type: none"> • seeks out new opportunities for learning • responds to challenges and takes risks • demonstrates interest and curiosity about concepts, objects, events, and resources • seeks necessary and additional information in print, electronic, and media resources • identifies problems to solve, conducts investigations, and generates questions for further inquiry • requires little prompting to complete a task, displaying self-motivation and self-direction 	<ul style="list-style-type: none"> • approaches new learning situations with confidence and a positive attitude • develops original ideas and devises innovative procedures • attempts a variety of learning activities • seeks assistance when needed • uses information technologies in creative ways to improve learning for self or others
SKILL: TEAMWORK	
INDICATORS:	

<ul style="list-style-type: none"> • works willingly and cooperatively with others • shares resources, materials, and equipment with others • responds and is sensitive to the needs and welfare of others • solves problems collaboratively • accepts various roles, including leadership roles • takes responsibility for his or her own share of the work to be done • works to help achieve the goals of the group or the class • helps to motivate others, encouraging them to participate • contributes information and ideas to solve problems and make decisions 	<ul style="list-style-type: none"> • questions the ideas of the group to seek clarification, test thinking, or reach agreement • shows respect for the ideas and opinions of others in the group or class • listens attentively, without interrupting • in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding • recognizes the contribution of group members by means of encouragement, support, or praise • seeks consensus and negotiates agreement before making decisions
<p>SKILL: WORK HABITS/HOMEWORK</p> <p>INDICATORS:</p>	
<ul style="list-style-type: none"> • completes homework on time and with care • puts forth consistent effort • follows directions • shows attention to detail • uses materials and equipment effectively 	<ul style="list-style-type: none"> • begins work promptly and uses time effectively • perseveres with complex projects that require sustained effort • applies effective study practices

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education’s *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29.*