

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	The Individual and the Economy	COURSE CODE	CIE3M
PRE-REQUISITE	None	GRADE & TYPE	Grade 11, University/College Preparation
FULL YEAR / SEMESTER	Semester	CREDIT VALUE	One

COURSE DESCRIPTION
<p>Students who study economics develop an understanding of different economic systems and institutions, both in Canada and throughout the global economy. A knowledge and understanding of economics helps students appraise when markets are best able to serve the public interest, and when collective or government action is necessary. An examination of how markets, prices, and governments influence economic decision-making is used to assess economic issues and choices from an ethical perspective, which must be made as derived from the Catholic tradition. Applying economic theory to current issues and situations provides students with an opportunity to develop thinking, inquiry, and communication skills. Students use economic concepts and models, as well as methods of economic inquiry, to analyse the choices they make as they live their lives as consumers, contributors, and citizens in a mixed economy. This course equips students for further study of economics at the university or college level.</p>

LISTED IN ORDER OF INSTRUCTIONAL DELIVERY		
STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
Unit 1: Introduction to Economics	19	<ul style="list-style-type: none"> • Students acquire knowledge and terminology critical to understanding economic concepts. • The unit begins with an examination of the factors which relate to decision-making. Through personal, family, and social choices, students acquire a better understanding of factors and values which influence decision-making. • Students are introduced to the spectrum of economic systems including the market, command, and mixed economies. The unit concludes with a look at the interdependence of businesses and individuals as key elements in the circular flow of wages, products, money, work effort.

<p>Unit 2: Supply and Demand</p>	<p>18</p>	<ul style="list-style-type: none"> • The supply and demand model is used to explain how markets function. • With the use of tables and graphs, students determine product price and identify the forces that help determine this price. Once students understand the concept of market equilibrium, shifts or changes in supply and demand will be examined. • The unit concludes with applications of supply and demand and an examination of the effects of government intervention, or other forms of intervention, which disrupt or stabilize free market conditions.
<p>Unit 3: Business and Labour in Canada</p>	<p>16</p>	<ul style="list-style-type: none"> • Once again the tradeoffs prevalent throughout the study of economics are examined as both sides compete for scarce resources. • Students examine the motives, which drive businesses (i.e., profit), as well as the motivation behind the labour movement, (i.e., the economic well-being of its members). • Market types (monopoly, oligopoly, etc.) can affect the operation of both business and labour. Students revisit the supply/demand model (previously examined in Unit 2), to view how market equilibrium is determined in unionized labour markets. • Students study the legal formats under which businesses may operate (partnership, corporation, etc.). • The important role that entrepreneurs play in the Canadian economy is examined. • The function of organized labour and unions and their interaction with company objectives is explored through a collective bargaining simulation activity.
<p>Unit 4: Personal Financial Management</p>	<p>15</p>	<ul style="list-style-type: none"> • An analysis and interpretation of the important macro economic indicators of Gross Domestic Product (GDP), inflation, and unemployment. These indicators are important when examining the performance of an economy. • During this unit students demonstrate an understanding of various practical financial applications they may require during their lifetimes. • Students formulate a financial plan, which includes an examination of the Canadian economic system as it relates to them. • In addition, students examine the foreign exchange value of the Canadian dollar, interest rates, government spending, taxation rates, and stock market indicators. • Also, students investigate measures of personal economic well being, tax planning, and credit management techniques.

<p>Unit 5: Macro Economic Indicators</p>	<p>15</p>	<ul style="list-style-type: none"> • The concepts of the workings of a national economy and the relationship between various international economies provides students with an opportunity to view the impact of larger economic measures as well as those of the global economy. • Concepts studied in previous units are elaborated on a wider scale, as students examine measures of national well-being. The relationship between inflation and employment is explored in addition to the other trade-offs, including those which governments are called upon to make through taxation and fiscal policy.
<p>Unit 6: International Trade</p>	<p>16</p>	<ul style="list-style-type: none"> • The study of international trade requires students to examine the benefits which result when economies specialize and then trade with other economies which have also specialized. All countries gain when each “does what they do best”, as per the theory of comparative advantage. This examination of relative strengths and weaknesses between nations should help students to respect and affirm the diversity and interdependence of the world’s peoples and cultures in order for trade among nations to be used to the mutual benefit of all. • Students consider the role and motivation of various stakeholders in Canada who stand to gain from international trade. These stakeholders include manufacturers, consumers, labour and government, as well as Canada’s trading partners. • To understand current trade trends as well as historical trade relationships, students examine statistics outlining imports and exports by various product types. Students are required to read data displayed in a variety of ways (e.g., graphs, charts, tables). This examination of current and past trends provides the basis for students to forecast future trends in trade. • The significance of Canada’s relationships with her major trading partners is identified. Students examine the important and unique trade relationship with the United States including an assessment of the North American Free Trade Agreement and other current issues.

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	20	ISP	15	
INQUIRY/THINKING	15			
COMMUNICATION	15	Exam	15	
APPLICATION	20			
TERM TOTAL	70	FINAL TOTAL	30	

ASSESSMENT FORMAT USED				
WRITTEN		PERFORMANCE		OTHER
Book Review		Presentations		Student-teacher conferencing
Short Answer		Visual aids		Interviews
Journals		Graphical analysis		Portfolios
Case studies		Projects		Skills Checklist
Quizzes/tests				
Single/group assignments				
Assignment Weighting Policy		Tests--3 Assignments/Essays--2 Quizzes—1		

RESOURCES	
Textbook	<i>Economics Now</i> , Angelo Bolotta, Charles Hawkes, Oxford Canada, 2003

POLICIES & PROCEDURES	
Late Assignments	Refer to the Bishop Allen Academy Late Policy Document found on pages 18 and 19 of the Student Agenda.
Plagiarism	See "School Code of Behaviour"
Homework/Classwork Assignments	Students will be given time in class/home to complete assignments
Teacher Contacts	Students will receive a monthly progress report for parental review & signature
Extra Help	After school assistance is always provided as need arises

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 	
SKILL: WORK HABITS/HOMEWORK			
INDICATORS:			
<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*.