



Northern Secondary School – History and Economics Department

Course Outline – CIA4U

Course and Contact Information	
Course Title: Analysing Current Economic Issues Course Code: CIA4U Grade: 12 Credit Value: 1 Level: University Preparation Academic Year : 2015 – 2016 Department: History and Economics Curriculum Leader: Mr. Dingwall Teacher: Ms. Nelligan	Email Contact: jessica.nelligan@tdsb.on.ca Telephone Contact: 416-393-0284
Course Description	
<p>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.</p>	
Overall Expectations	
<p>By the end of this course, students will:</p> <p>Economic Decision Making: 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.</p> <p>Economic Stakeholders: 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.</p> <p>Self-Interest and Interdependence: 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.</p> <p>Economic Institutions: 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.</p> <p>Methods of Economic Inquiry and Communication: 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 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.</p>	
Academic Integrity	
<p>Ongoing evaluation in a variety of forms provide students the opportunity to provide evidence of their learning. In order for teachers to accurately assess student learning all tests/exams and assignments must be the student’s own work and must be submitted on time. Cheating, plagiarism, not completing work and submitting work late may result in a mark of “0” for part or all of the evaluation opportunity. Consequences will adhere to Northern Secondary School and TDSB policy and will be determined by the student’s teacher, the Curriculum Leader and, at times, the student’s guidance counsellor and Vice-Principal.</p> <p>Northern policies are outlined in the student handbook. Students and their parents should review these policies together. Additional resources addressing plagiarism are available from the UofT Writing Centre at http://www.writing.utoronto.ca/advice/using-sources. Students and their parents should pay particular attention to the Writing Centre’s “How Not To Plagiarize” http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.</p>	



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Attendance and Punctuality
 Every class is an opportunity to think, learn and socialize. Every class missed is that opportunity lost. The consistent decision to skip, or arrive late to class, and forgo knowledge and betterment eventually becomes irrevocable. Though attendance is not worth marks, better attendance usually translates to better grades and a more complete individual. It is your responsibility to be in class and on time.

Course Materials

Texts: Bolotta, Angelo, Charles Hawkes, Rick Mahoney and John Parker. <i>Economics Now: Analyzing Current Issues</i> . Ontario, Canada: Oxford University Press. (2002).	Replacement Cost to Student: \$108.95
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Unit Number	Unit of Study	Topics included
Unit I	The Nature of Economics and the Economy	Basic concepts and principles of economics, productive resources and economic systems, and the evolution of economic thought.
Unit II	Microeconomics: Understanding the Canadian Market Economy	Demand and supply, production firms and the market, and resource economics.
Unit III	Macroeconomics: Production and Monetary Flows in the Economy	Introduction to macroeconomic theory, the business cycle and fiscal policy, money and banking systems, and monetary policy.
Unit IV	Economic Decision Making	The role of government, employment, recession and recovery, equity and income distribution, the environment and sustainable development.
Unit V	The Global Economy: International Trade and Development	Trade theory, agreements and patterns, financing international trade and international economic issues.
Unit VI	Final Summative Evaluation	Independent Study Project

*Units and topics are subject to change. Every effort will be made to avoid any alteration.

Evaluations
 Students will be evaluated through summative and final summative evaluations. Evaluations aim to be a valuable reflection, demonstration and assessment of classroom and independent learning.

Term Evaluations	Final Evaluations
Term evaluations will comprise 70% of the final grade divided evenly through the achievement categories.	Final evaluations will comprise 30% of the final grade divided evenly through the achievement categories. The final evaluations will consist of the Independent Study Project (15%) and final exam (15%).

Achievement Categories	Learning Skills
<p>Students will be evaluated through term summative evaluations and final summative evaluations in the following achievement categories used to arrive at a percentage grade on the Provincial Report Cards:</p> <p>Knowledge and Understanding (knowledge & understanding of content) 17.5% of final grade</p> <p>Thinking (use of planning skills, processing skills, & of critical/creative thinking processes) 17.5% of final grade</p> <p>Communication (expression and organization of ideas and information, communication for different and purposes, & the use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms) 17.5% of final grade</p> <p>Application (application of knowledge and skills in familiar contexts, transfer of knowledge and skills to new contexts, & making connections within and between various contexts) 17.5% of final grade</p> <p>The Achievement Chart: Canadian and World Studies is can be found on pp. 42-43 of Ontario Curriculum Grade 11 & 12: Canadian and World Studies: available http://www.edu.gov.on.ca/eng/curriculum/secondary/2015CWS11and12.pdf</p>	<p>Learning skills are reported on the Provincial Report Card separately from the percentage mark. They will indicate your demonstration of those skills required to be successful in history. These skills are grouped under the following headings:</p> <p>Responsibility (commitment, deadlines, timelines)</p> <p>Organization (planning, process)</p> <p>Independent Work (class time, homework, dedication)</p> <p>Collaboration (positive relationships, conflict resolution, sharing, teamwork)</p> <p>Initiative (opportunistic, innovative, positive attitude, hard-working)</p> <p>Self-Regulation (goal oriented, critical reflection, perseverance)</p>