



# Northern Secondary School – History Department

## Course Outline: CIE3M1 – The Individual and the Economy

“Economics is about how individuals, governments, and firms make choices about the allocation of scarce resources. It involves an understanding of various economic concepts, models, and theories as well as an exploration of economic trends, policies, and practices. Through economic inquiry, students develop their understanding of a range of economic issues, the interests and influence of different stakeholders, and the factors that influence the economic decisions of individuals and institutions.”

The Ontario Curriculum: Canadian and World Studies. “Introduction to Economics” (2015)

Course and Contact Information	
<b>Course Title:</b> The Individual and the Economy <b>Course Code:</b> CIE3M1 <b>Grade:</b> 11 <b>Credit Value:</b> 1 <b>Level:</b> University / College <b>Academic Year :</b> 2015 – 2016 <b>Department:</b> History <b>Curriculum Leader:</b> Mr. Dingwall	<b>Teacher:</b> Mr. J. Karantonis <b>Email Contacts:</b> <a href="mailto:John.karantonis@tdsb.on.ca">John.karantonis@tdsb.on.ca</a>  <b>Telephone Contact:</b> 416-393-0284 x 20085

Course Summary
This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

Overall Expectations
By the end of this course, students will: Use the economic inquiry process and the concepts of economic thinking when investigating current economic issues in Canada Apply in everyday contexts skills developed through economic investigation, and identify various careers in which a background in economics might be an asset. Analyse the relationship between scarcity and choice and how these considerations affect economic decision making. Apply economic models to analyse economic choices and issues affecting Canada and Canadians. Analyse how different political and economic systems and entities, including governments in Canada, make economic decisions. Demonstrate an understanding of key considerations related to personal financial planning, and use economic data to analyse the costs and benefits of personal financial decisions. Analyse how various factors, including the practices of different stakeholders, affect markets and the value of goods. Explain the main roles, practices, and concerns of workers, both organized and unorganized, in Canada. Analyse patterns and trends related to employment and unemployment in Canada, their causes, and their impact on individuals and society. Analyse causes and measures of, as well as responses to, economic inequality in Canada. Analyse ways in which producers and consumers participate in the Canadian economy and some ways in which governments affect this participation. Analyse various ways in which governments in Canada intervene in the economy as well as factors that influence this intervention. Explain the roles, perspectives, and influence of various economic citizens in Canada. Analyse competing perspectives on scarcity and sustainability in Canada and assess their significance. Explain the criteria that governments and firms in Canada use to weigh trade-offs and make economic choices. Assess the impact of globalization, including international trade and investment, on the Canadian economy

Academic Integrity
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.  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 <a href="http://www.writing.utoronto.ca/advice/using-sources">http://www.writing.utoronto.ca/advice/using-sources</a> . Students and their parents should pay particular attention to the Writing Centre’s “How Not To Plagiarize” <a href="http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize">http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize</a> .



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<p><b>Attendance and Punctuality</b></p> <p>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.</p>
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<p><b>Course Materials</b></p>	
<p><b>Texts:</b> Lovewell, Mark. <u>Understanding Economics: A contemporary Perspective</u>. 3<sup>rd</sup> ed. Toronto: McGraw-Hill Ryerson Press, 2005.</p>	<p><b>Replacement Cost to Student:</b> \$69.26</p>
<p><b>Supplies:</b> Three-ring binder, pen, pencil, internet and books for additional research. Some teachers may encourage the use of mobile devices in class.</p>	

Unit Number	Unit of Study	Explanation
Unit I	<b>Economic Inquiry and Skill Development</b>	Students are briefly introduced to Economic Thinking Skills that will be employed to examine Economics throughout the course.
Unit II	<b>Fundamentals of Economics</b>	Scarcity and Choice, Economic Models, Political and Economic Systems, and Financial Planning.
Unit III	<b>Economic Challenges and Responses</b>	Market Systems, Workers in Canada, Employment Patterns and Trends, and Economic Inequality.
Unit IV	<b>Interrelationships among Economic Citizens</b>	Producers and Consumers, Government Intervention, and Economic Citizenship.
Unit V	<b>Economic Interdependence</b>	Perspective on Scarcity and Sustainability, Weighing Trade-offs and making choices, and Economic Globalization
Unit VI	<b>Culminating Evaluation(s)</b>	TBD

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

<p><b>Evaluations</b></p>	
<p>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.</p>	
<p><b>Term Evaluations</b></p> <p>Term evaluations will comprise 70% of the final grade divided evenly through the achievement categories.</p>	<p><b>Final Evaluations</b></p> <p>Final evaluations will comprise 30% of the final grade divided evenly through the achievement categories.</p>
<p><b>Achievement Categories</b></p> <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><b>Knowledge and Understanding</b> (knowledge &amp; understanding of content) 17.5% of final grade</p> <p><b>Thinking</b> (use of planning skills, processing skills, &amp; of critical/creative thinking processes) 17.5% of final grade</p> <p><b>Communication</b> (expression and organization of ideas and information, communication for different and purposes, &amp; the use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms) 17.5% of final grade</p> <p><b>Application</b> (application of knowledge and skills in familiar contexts, transfer of knowledge and skills to new contexts, &amp; 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. 39-43 of Ontario Curriculum Grade 11 &amp; 12: Canadian and World Studies available  <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf</a></p>	<p><b>Learning Skills</b></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><b>Responsibility</b> (commitment, deadlines, timelines)</p> <p><b>Organization</b> (planning, process)</p> <p><b>Independent Work</b> (class time, homework, dedication)</p> <p><b>Collaboration</b> (positive relationships, conflict resolution, sharing, teamwork)</p> <p><b>Initiative</b> (opportunistic, innovative, positive attitude, hard-working)</p> <p><b>Self-Regulation</b> (goal oriented, critical reflection, perseverance)</p>