Ontario eSecondary School
Course Outline
2019-2020

Ministry of Education Course Title: Analyzing Current Economic Issues, University Preparation	
Ministry Course Code: CIA4U	
Course Type: University Preparation	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities	
Department: Canadian and World Studies	
Course developed by: **Vitaliy Bilous**	**Date: January 30th, 2019**
Length: **One Semester**	**Hours:** **110**
This course has been developed based on the following Ministry documents: 1. Ministry of Education Curriculum Policy Document: Canadian and World Studies: The Ontario Curriculum Grades 11 & 12, 2015 (Revised) 2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)*	

COURSE DESCRIPTION/RATIONALE

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

OVERALL CURRICULUM EXPECTATIONS

Unit 1

By the end of this course, students will:

A1. Economic Inquiry: use the economic inquiry process and the concepts of economic thinking when investigating current Canadian and international economic issues.

A2. Scarcity and Choice: demonstrate an understanding of the significance of the concept of scarcity and how it influences economic choices and decisions of various economic stakeholders.

A3. Developing Transferrable Skills: apply in everyday contexts skills developed through economic investigation, and identify various careers in which a background in economics might be an asset.

Unit 2

By the end of this course, students will:

B1. Supply and Demand Models: demonstrate an understanding of supply and demand models, including how to apply these models, and of factors that affect supply and demand.

B2. The Firm and Market Structures: demonstrate an understanding of markets and theories of the firm (FOCUS ON: *Cause and Effect; Stability and Variability*).

B3. Economic Trade--Offs and Decisions: analyse economic trade--offs from the perspective of different stakeholders, including those in different countries, and how trade--offs influence economic decisions (FOCUS ON: *Economic Significance; Economic Perspective*).

Unit 3

By the end of this course, students will:

C1. Monetary Policy: analyse various aspects of monetary policy in Canada and their impact on the economy (FOCUS ON: *Cause and Effect; Economic Perspective*).

C2. Fiscal Policy: demonstrate an understanding of fiscal policy in Canada, including how it is shaped and its impact.

C3. Macroeconomic Models and Measures: demonstrate an understanding of various macroeconomic models and measures, including indicators used to measure economic inequalities, and assess their usefulness (FOCUS ON: *Stability and Variability; Economic Perspective*).

Unit 4

By the end of this course, students will:

D1: The Role of Government in Redressing Imbalance: explain ways in which governments, both inCanada and internationally, intervene in the economy to help address
social needs and economicimbalances (FOCUS ON: *Stability and Variability; Economic Perspective*).

D2: Economic Thought and Decision Making: analyse how economic and political ideas and various socio--cultural factors affect economic decision--making (FOCUS ON: *Economic Significance; Economic Perspective*).

D3: Growth and Sustainability: analyse aspects of economic growth/development, including its costs, benefits, and sustainability (FOCUS ON: *Cause and Effect; Economic Perspective*).

Unit 5

By the end of this course, students will:

E1: Theories and Models of International Trade: analyse various theories, models, and issues relating to international trade (FOCUS ON: *Economic Significance; Stability and Variability*);

E2: International Economic Developments: analyse the impact of some key international economic events and developments as well as various responses to them (FOCUS ON: *Stability and Variability; Economic Perspective*);

E3: International Economic Power and Inequality: explain the main causes and effects of global economic disparities and assess the effectiveness of responses to these disparities (FOCUS ON: *Cause and Effect; Economic Perspective*).

COURSE CONTENT

Unit	*Length*
Unit 1: The Nature of Economics and the Economy	20 hours
Unit 2: Economics of Demand and Supply	20 hours
Unit 3: Economic Measures of Performance	20 hours
Unit 4: The Role of Government and Canadian Economy	20 hours
Unit 5: Global Economy	20 hours
Culminating Activity	8 hours
Final Exam	2 hours
	Total 110 Hours

UNIT DESCRIPTIONS

UNIT 1: THE NATURE OF ECONOMICS AND THE ECONOMY

In this introductory unit, you will examine the basic concepts of economics. You will develop an understanding of the economic problem as it relates to scarcity and choice. With unlimited wants but limited resources, individuals, as well as entire economic sectors, such as households, businesses, government and foreign markets must make choices about how to best allocate scarce economic resources.

UNIT 2: ECONOMICS OF DEMAND AND SUPPLY

In this unit you will examine basic economic concepts related to the relationship between the supply and demand of a product and how price affects these concepts. This relationship can be described using statistics, charts and graphs and you will learn to analyse and manipulate these economic tools. You will learn the meaning of elasticity. You will examine the four basic market structures, two of which are competitive and two are concentrated.

UNIT 3: ECONOMIC MEASURES OF PERFORMANCE

In this unit you will be introduced to various economic concepts including Gross Domestic Product (GDP), measuring the Consumer Price Index (CPI), government fiscal policy, the unemployment rate, and the role of the Bank of Canada in developing monetary policy. You will learn how the government makes budget decisions and how those decisions affect supply and demand in the labour force.

UNIT 4: THE OF GOVERNMENT AND CANADIAN ECONOMY

As Canadians, we realize the importance of good governance. We have a unique system of government that allows for a minority government. This makes our democracy one of the most vibrant in the world. As a country we hold our governments to very high standards and this unit will allow you to further analyze good governance. It is these features that will largely transform a minority government into a majority one.

UNIT 5: GLOBAL ECONOMY

As Canadians, we realize the importance of reaching beyond our borders to satisfy our economic needs. As an open economy, Canadians have encouraged an open trading policy with many different countries over the years. This economic advantage has allowed us to prosper and expand our economy and our standard of living over the years. Canada could not exist today without international trade despite the many concerns about globalization and trade that exist. What are the key concepts of international trade? How can Canada and Canadians be wary of unforeseen challenges which may affect our livelihood in the future? This unit will allow you to find answers to some of these all important questions.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Whole-Class Activities

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following:

Class discussions that are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

Teacher demonstrations (research skills, etc.) through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Small Group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning as well as to bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.

The small group activities include the following:

Paired or small group research activities students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through online chat and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.

Comparison and evaluation of written work is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer-correct and self-correct. Students are given a variety of texts to read through embedded links, to make comparisons with different texts, real life situations, and their own writing.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

Story boarding an excellent way for students to present their findings, thoughts, and ideas. This allows another way for their work to be communicated and shared between the student and teacher, and student to student. This can be down through uploading on Moodle and video conferencing.

Charts and graphs are used to present effective learning opportunities of concepts and skills to students who would benefit from visual objects to learn. Every student learns differently, and it is used to help students discover another way to present their information such as graphic organizers, lists, and pictures.

Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for

information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety or reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

Ongoing project work is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Reading students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

Journals are used in which the student can self-reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.

Reflective/Comparative analysis for students working in their portfolios, giving them an opportunity for self-reflection on their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences as well.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big

ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile,* so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

ASSESSMENT ACTIVITIES

- ❑ Homework assignments
- ❑ Individual conference meetings
- ❑ Discussion Forums
- ❑ Diagnostic tests and writing tasks
- ❑ Outlining and planning sheets
- ❑ Completed Templates
- ❑ Editing Checklists
- ❑ Reflections
- ❑ Oral presentations & Active Listening
- ❑ Tests & Exam
- ❑ Essay Writing
- ❑ Evaluations

EVALUATION

The final grade will be determined as follows:

- ❑ Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ❑ Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

  (*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

Weightings	
Course Work	**70**
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
Final	**30**
Culminating Activity	15
Final Exam	15

TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category
Chapter 2: Policy Discussion Research Assignment	Students will look at the advantages of having health care remain in the pubic sector, as well as, having it provided by the private sector. Ultimately you will answer the question, do you believe Canada's health care services should be available privately. Why or why not?	K, T/I, C, A
Chapter 3: Major Economist Contributions Presentation	Students will choose from the list of the prominent economists discussed briefly in the PowerPoint and then will be responsible for a presentation on a different aspect of the economist's life.	K, T/I, C, A
Chapter 6: Canadian Company Merger Research Assignment	Research a merger involving one of the major Canadian companies listed below (or one of your own choosing with your teacher's approval). Write a short report on the merger to include the provided information:	K, T/I, C, A
Chapter 7: Test	Students are to complete the Chapter 7 Test which assesses students learning on the main topics and concepts of the unit.	K, T/I, C, A

Chapter 9: Inequality Documentary Assignment	Students will demonstrate their understanding and critique of economic issues raised in the Inequality documentary video shown within provided links.	K, T/I, C, A
Chapter 11: Outlook for the Labour Market Assignment	In a one-page paper, students will discuss their position on future of at least two labour market areas. Based on the data they will find, they are to answer: what areas of the labour markets are projecting heavy growth in the next ten years?	K, T/I, C, A
Chapter 12: Assessing Government Performance Assignment Chapter 15: Country Analyst Assignment	Students will be responsible for researching the federal administration in charge at a specific time in the Canadian history. They will research the priorities of the administration during that time period and the government's performance. Students will act as analysts recently hired by Canadian Government Foreign Relations to keep the Prime Minister updated as to the economic status of countries around the world. Students will build a website by collecting and compiling data and information on a designated country.	K, T/I, C K, T/I, C, A K, T/I, C
Chapter 17: The Collapse of the PEG System Assignment	Students will be using the information that they will gather from the PowerPoint Slides as well as outside research to answer the following question: Why did the Breton Woods system collapse?	
Chapter 19: The Effects of Globalization on Economy	Students will read a quotation about the effect of globalization on international trade. Then they will need to refute or support the position by sharing at least four arguments. Students will present a brief 8-10 minute oral presentation (where they will meet with the teacher in real-time using accompanying PowerPoint slideshow on the following global issue.	K, T/I, C, A

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category
Summative Project (15%)	The Summative Project brings together the main topics and concepts of the course into one final assignment where students are to write an Essay.	SUM
Final Exam (15%)	The Final Exam assesses students on contents and topics from all units of the course.	SUM

AFL/AAL/AOL Tracking sheet:

Unit 1: Basic Principles of Economics – 20 hours

AAL	AFL	AOL
Chapter 1: Scarcity Discussion Forum	What is Scarcity Assignment	Policy Discussion Assignment
Complementary and Conflicting Goals Discussion Forum	Why Our Economic System is Not Sustainable Assignment	Major Economist Contributions Presentation
Chapter 1: Learning Log	Unit 1: Teacher Check-In	
Chapter 2: Learning Log		
Chapter 3: Learning Log		

Unit 2: Economics of Demand and Supply – 20 hours

AAL	AFL	AOL
Demand Quiz	Analyzing Demand Assignment	Canadian Company Merger Research Assignment
Demand Discussion Forum	BBC Documentary: The Future of The Global Food Supply at Risk	Unit 2 Test
Chapter 4 Learning Log	Unit 2: Teacher Check-In	
Chapter 5: Learning Log		
Competitive Market Discussion Forum		
Chapter 6: Learning Log		
Average and Marginal Revenue Assignment		
Chapter 7: Learning Log		

Unit 3: Economic Measure of Performance – 20 hours

AAL	AFL	AOL
Chapter 8 Learning Log	Boom Island Assignment	Inequality Documentary Assignment
Canadian Government Budget Discussion Forum	Creating and Following Through with a Budget Assignment	Outlook for the Labour Market Assignment
Chapter 9 Learning Log	Unit 3: Teacher Check-In	
Chapter 10 Learning Log		
Chapter 11 Learning Log		

Unit 4: The Role of Government and Canadian Economy – 20 hours

AAL	AFL	AOL
Funding Social Welfare Safety Net	Economic/Political Goals Assignment	Assessing Government Performance Assignment
Chapter 12 Learning Log	The European Debt Crisis Visualized	Country Analyst Assignment
Town Hall Meeting Discussion Forum	Unit 4: Teacher Check-In	
Chapter 13 Learning Log		
Chapter 14 Learning Log		
Chapter 15 Learning Log		

Unit 5: Global Economy – 20 hours

AAL	AFL	AOL
Limits of Free Trade Discussion Forum	World Trade Organization Assignment	The Collapse of the PEG System Assignment
Chapter 16 Learning Log	Does the IMF help or hurt the poor nations?	The effects of Globalization on Economy
Chapter 17 Learning Log	Unit 5: Teacher Check-In	
Trade Agreements Signed by Canada Discussion Forum		
Chapter 18 Learning Log		
Pros and Cons of Multinational Corporations Discussion Forum		
Chapter 19 Learning Log		

Finals

AOL
Culminating Project
Final Exam

CONSIDERATION FOR PROGRAM PLANNING

Students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings. Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

ANTIDISCRIMINATION EDUCATION IN GUIDANCE AND CAREER EDUCATION

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- ***Instructional accommodations:*** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ***Environmental accommodations:*** such as preferential seating or special lighting.
- ***Assessment accommodations:*** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Record key words on the board or overhead when students are expected to make their own notes.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.