



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 inquiry and communication skills to analyse current economic issues, make informed judgments, and present their findings.

Overarching Learning Goals:

By the end of the course, students will:

- Economic Inquiry: Use the economic inquiry process and the concepts of economic thinking when investigating current Canadian and international economic issues;
- Scarcity is a fundamental economic problem and has a major impact on economic choices and decisions;
- Use of supply and demand models to analyze and illustrate factors affecting economic choices;
- Understanding firms and market structure and how they are affected by regulations and various stakeholders. Also includes determining who the relevant stakeholders are and impact of Government intervention;
- Every economic decision involves a trade-off—considers the importance of utility of every transactions and ties back to scarce resources;
- The involvement of the Bank of Canada and the use of interest rates and its impact on the economy;
- Economic disparity continues to be a national and international problem.
- The shifting global economy has an impact on how different nations, groups and individuals respond to economic problems;

Course Weighting

Knowledge	20%
Thinking	15%
Communication	10%
Application	25%

Term	70%
Summative	10%
Final Exam	20%
Final Grade	100%

Course Units and Learning Goals

- Unit 1 – The Economic Problem (Ch1)**
- Unit 2 – Supply and Demand (Ch 2, 3)**
- Unit 3 – Production Costs and Competition (Ch 4, 5, 6)**
- Unit 4 – Macro Economics Terminology (Ch 8, 9)**
- Unit 5 – Fiscal and Monetary Policy (Ch 10, 11, 12, 13)**
- Unit 6 – Foreign Sector (Ch 14, 15)**

Assessment and Evaluation - Key Terms and Definitions

Assessment for Learning: The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there(e.g. portfolios, observations, conversation, Non-graded quizzes, pre-tests, minute papers, exit tickets, written assignments, concept maps, interviews, progress monitoring, performance). The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment as Learning: The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning (e.g. learning logs, Metacognitive questions and self-assessment using Graphic Organizers, Interviews, Conferences); use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals (e.g. goal setting). Assessment as learning requires students to have a clear understanding of the learning goals and success criteria (e.g. co-constructing rubrics/check lists, self assessment, peer assessment).

Assessment of learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. (e.g. test, summative assignment) The information gathered may be used to communicate the student’s achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

STUDENT ASSESSMENT, EVALUATION, AND REPORTING IN PEEL SECONDARY SCHOOLS
(Growing Success Policy 2010 and Peel Policy 14)

Achievement Chart Category			
Knowledge	Thinking/Inquiry	Communication	Application
-Knowledge of content(e.g., facts, terms, definitions) standing of content (e.g., concepts, ideas, theories, procedures, processes)	- Use of planning skills(e.g., focusing research, gathering information,) -Use of processing skill (e.g., analysing, generating, integrating, synthesizing) -Use of critical/creative thinking processes (e.g., inquiry process, problem-solving)	- Expression and organization of ideas and information (e.g., clear expression) - Communication for different audiences and purposes in oral, written, and visual forms -Use of conventions vocabulary, and terminology of the discipline in oral, written, and visual forms	- Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts -Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts -Making connections within and between various contexts
EVIDENCE OF LEARNING			
OBSERVATIONS	CONVERSATIONS	PRODUCTS	
<ul style="list-style-type: none"> • Homework Checks • Checklist • Group Work • Seminars • Participation in Class Discussion • Working individually 	<ul style="list-style-type: none"> • Group Work Records • Student-Teacher Conferences • Class Discussion • Debate • Answering homework questions 	<ul style="list-style-type: none"> • Notebooks • Quizzes • Tests • Seminars • Action Project • Role Playing and Debate • Letter Writing 	

Success Criteria for completing this course:

Learning Skills:

It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: *Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation*. Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

Late and Missed Assignments

Please see the Policy on Absence of Evidence of Student Achievement as outlined in the student agenda.

Plagiarism and Cheating

Please see the Policy on Plagiarism and Cheating as outline in the student agenda.

Homework, Assignments and Effective Communication

To earn a credit students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.