

# BUSINESS DEPARTMENT

## NEWMARKET HIGH SCHOOL

### CIA4U- Analysing Current Economic Issues

Grade 12–University/College

Course Code: CIA4U1

Credit Value: 1.0

Level: Grade 12-University/College

Teacher: Hook

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 analyze current economic issues, make informed judgements, and present their findings.

#### What will you be expected to learn? (Key Learning Points)

*In this course, you will be expected to provide evidence that you can:*

1. Analyze complex economic decisions in terms of their impact on various stakeholder groups.
2. Evaluate current economic information by applying concepts and models.
3. Analyze the function of public, private and international institutions and their impact on the Canadian economy.
4. Identify the goals of the Canadian economy, and explain the impact of the implementation of these goals.
5. Examine and compare the measures of economic well-being.
6. Examine systems and institutions, and their interdependence in the global economy.
7. Analyze the causes and consequences of economic instability and the effectiveness of stabilization programs.
8. Apply economic policies and tools to develop solutions to economic situations.

*You will be expected to demonstrate your understanding of these key learnings through your knowledge, thinking, communication and application of the learning.*

<b>Knowledge</b> Emphasizes the ability to recall factual information, recognize fundamental concepts and the foundational skills of the subject/discipline.	20%
<b>Thinking</b> Emphasizes the thinking skills used in thinking processes to demonstrate the student's understanding of information they have processed.	20%
<b>Communication</b> Emphasizes the clear, precise and effective use of oral, written and visual language to communicate the student's understanding of information and ideas	15%
<b>Application</b> Emphasizes the application and integration of knowledge, skills, processes and techniques to produce evidence of the student's understanding.	15%
<b>Summative Activity</b>	<b>30%</b>

#### Teaching Strategies:

- Socratic
- debate
- field trips
- activity centres
- guest speakers
- problem solving
- jigsaws
- video-viewing/analysis
- role-playing
- think/pair/share
- computer investigation
- co-operative learning
- research using various sources
- class discussions and debates
- group research/presentations
- instructional intelligence activities
- note-taking from text and lecture

**How will you demonstrate your learning? (what you say, write and do)**

<b>70% of your learning will be assessed through:</b>	<i>Formative and Summative Evaluations</i>	Throughout the course
<b>30% of your learning will be assessed at the end of the course (last four weeks of the semester)through:</b>	<i>Final Evaluation 20% Exam</i>	Knowledge, Application, Interpretation and Analysis questions.
	<i>Final Evaluation 10% Rich Assessment Task</i>	A project where students are required to research, analyze, interpret and communicate their findings.
<b>100% of your learning will be recorded as:</b>	<i>Final Grade on Report Card</i>	

**Your skills as a learner will be assessed in the way you demonstrate:**

**Learning Skill “Look Fors”**

<b>Responsibility</b>	<input type="checkbox"/> Fulfills responsibilities and commitments within the learning environment. <input type="checkbox"/> Completes and submits class work, homework, and assignments according to agreed-upon timelines. <input type="checkbox"/> Takes responsibility for and manages own behaviour.
<b>Organization</b>	<input type="checkbox"/> Devises and follows a plan and process for completing work and tasks. <input type="checkbox"/> Establishes priorities and manages time to complete tasks and achieve goals. <input type="checkbox"/> Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
<b>Independent Work</b>	<input type="checkbox"/> Independently monitors, assesses, and revises plans to complete tasks and meet goals. <input type="checkbox"/> Uses class time appropriately to complete tasks. <input type="checkbox"/> Follows instructions with minimal supervision.
<b>Collaboration</b>	<input type="checkbox"/> Accept various roles and an equitable share of work in a group. <input type="checkbox"/> Responds positively to the ideas, opinions, values, and traditions of others. <input type="checkbox"/> Builds healthy peer-to-peer relationships through personal and media-assisted interactions. <input type="checkbox"/> Works with others to resolve conflicts and build consensus to achieve group goals.
<b>Initiative</b>	<input type="checkbox"/> Looks for and acts on new ideas and opportunities for learning. <input type="checkbox"/> Demonstrates the capacity for innovation and a willingness to take risks. <input type="checkbox"/> Demonstrates curiosity and interest in learning. <input type="checkbox"/> Approaches new tasks with a positive attitude. <input type="checkbox"/> Recognizes and advocates appropriately for the rights of self and others.
<b>Self-Regulation</b>	<input type="checkbox"/> Sets own individual goals and monitors progress towards achieving them. <input type="checkbox"/> Seeks clarification or assistance when needed. <input type="checkbox"/> Assesses and reflects critically on own strengths, needs, and interests. <input type="checkbox"/> Identifies learning opportunities, choices, and strategies to meet personal needs and achieves goals <input type="checkbox"/> Perseveres and makes an effort when responding to challenges.