



## Ontario eSecondary School Course Outline 2024-2025

|   |  |
|---|--|
| <b>Ministry of Education Course Title: Analyzing Current Economic Issues, University Preparation</b>  |  |
| <b>Ministry Course Code: CIA4U</b>  |  |
| <b>Course Type: University Preparation</b>  |  |
| <b>Grade: 12</b>  |  |
| <b>Credit Value: 1.0</b>  |  |
| <b>Prerequisite(s): Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities</b>   |  |
| <b>Department: Canadian and World Studies</b>   |  |
| <b>Course developed by:<br/>Vitaliy Bilous</b>  | <b>Date: January 30<sup>th</sup>, 2019</b> |
| <b>Length:<br/>One Semester</b>   | <b>Hours:<br/>110</b>                      |
| This course has been developed based on the following Ministry documents: <ol style="list-style-type: none"><li>1. Ministry of Education Curriculum Policy Document: Canadian and World Studies: The Ontario Curriculum Grades 11 &amp; 12, 2015 (Revised)</li><li>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)</i></li><li>3. <i>Learning for All (2013)</i></li></ol> |  |

## 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 in Canada and internationally, intervene in the economy to help address social needs and economic imbalances (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

| <i>Unit</i>   | <i>Length</i>    |
|---|------------------|
| 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          |
| <b>Total</b>  | <b>110 Hours</b> |

## 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

**In this course, students will experience the following activities.**

**Presentations with embedded videos** are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

**End of unit conversations and Poodlls** are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

**Reflection** is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

**Discussions with the instructor** are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

**Instructor demonstrations** (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

**Discussion forums** are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

**Practical extension and application of knowledge** are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

**Individual activities/assignments** assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

**Research** is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

**Writing** as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

**Brainstorming, charts, and graphs** are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

**Readings** are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

**Articles** are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

**Cases** are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

**Oral presentations** in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

**Reflective/comparative analysis and evaluation of written work** is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

## 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.

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. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

## 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  |           |
|---|-----------|
| <b>Course Work</b>                                | <b>70</b> |
| Knowledge/Understanding (K)                       | 17.5      |
| Thinking/Inquiry (T)                              | 17.5      |
| Communication (C)                                 | 17.5      |
| Application (A)                                   | 17.5      |
| <b>Final</b>                                      | <b>30</b> |
| Culminating Activity (3.75K, 3.75T, 3.75C, 3.75A) | 15        |
| Final Exam (3.2K, 3.2T, 4.3C, 4.3A)               | 15        |

**TERM WORK EVALUATIONS (70%)**

| <b>Evaluation Item</b>                    | <b>Description</b>  | <b>Category</b> | <b>Weight</b> |
|---|---|-----------------|---------------|
| Unit 1 Policy Discussion                  | Students will look at the advantages of having health care remain in the public 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, C, A      | 14            |
| Unit 1 Economic 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, C, A      |               |
| Unit 2 Canadian Company Merger 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, C, A      | 17            |
| Unit 2 Test                               | Students are to complete the Chapter 7 Test which assesses students learning on the main topics and concepts of the unit.   | K, T, C, A      |               |
| Unit 3 Documentary Assignment             | Students will demonstrate their understanding and critique of economic issues raised in the Inequality documentary video shown within provided links.   | K, T, C, A      | 7             |
| Unit 3 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, C, A      | 7             |
| Unit 4 Assessing Government Performance   | 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.   | K, T, C         | 17            |
| Unit Country Analyst Website Design       | 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, C, A      |               |
| Unit 5 Collapse of 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?   | K, T, C         | 8             |
| Unit Effects of Globalization             | 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, C, A      |               |

**FINAL EVALUATIONS (30%)**

| Evaluation Item | Description  | Category   | Weight |
|-----------------|--|------------|--------|
| Final Project   | The Summative Project brings together the main topics and concepts of the course into one final assignment where students are to write an Essay. | K, T, C, A | 15     |
| Final Exam      | The Final Exam assesses students on contents and topics from all units of the course.  | K, T, C, A | 15     |

**AFL/AAL/AOL TRACKING SHEET****Unit 1: The Nature of Economics and the Economy – 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 Discussion Forum                 | Analyzing Demand Assignment                                   | North American Company Merger Research Assignment |
| Chapter 4: Learning Log                 | BBC Documentary: The Future of The Global Food Supply at Risk | Unit 2 Test                                       |
| Chapter 5: Learning Log                 | Unit 2: Teacher Check-In                                      |   |
| 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 | The impact of COVID-19 on Global Economy                | Outlook for the Labour Market Assignment |
| Chapter 9 Learning Log                      | Creating and Following Through with a Budget Assignment |  |
| Chapter 10 Learning Log                     | Unit 3: Teacher Check-In                                |  |
| Chapter 11 Learning Log                     |   |  |



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

| <b>AAL</b>                         | <b>AFL</b>  | <b>AOL</b>                                  |
|------------------------------------|---|---|
| Funding Social Welfare Safety Net  | Economic/Political Goals Assignment                 | Assessing Government Performance Assignment |
| Chapter 12 Learning Log            | Canada's COVID-19 Economic Response Plan Assignment | Country Analyst Assignment                  |
| Town Hall Meeting Discussion Forum | The European Debt Crisis Visualized                 |   |
| Chapter 13 Learning Log            | Unit 4: Teacher Check-In                            |   |
| Chapter 14 Learning Log            |   |   |
| Chapter 15 Learning Log            |   |   |

**Unit 5: Global Economy – 20 hours**

| <b>AAL</b>   | <b>AFL</b>                                  | <b>AOL</b>                                |
|--|---|---|
| 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**

| <b>AOL</b>          |
|---------------------|
| Culminating Project |
| Final Exam          |

**CONSIDERATION FOR PROGRAM PLANNING****PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS**

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 percent 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 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 parents, teachers, administration and external educational assessment reports. 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.
- ☐ **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.
- ☐ 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.