



CIA4U Course Outline – *Analyzing Current Economic Issues*, Grade 12, Academic

ONE FULL CREDIT QUADMESTER CALENDAR

Social and Global Studies, Harbord Collegiate Institute, TDSB

REVISED after Ministry Direction on Final Exams & Culminating Activities

COURSE DESCRIPTION:

This is a course about individual and collective decision-making. Students will study the science of decision-making, including key principles and problems around theorizing and modelling human decisions and judgement. This course investigates the nature of the competitive global economy and explores how economic stakeholders acquire and use market information to make profitable, fair, legal, and ethical decisions. Students will learn about the foundational principles of economic theories, such as capitalism and free markets. As well, students will study microeconomics, macroeconomics, financial markets, corporate social responsibility, and economic globalization. Students will argue concepts, manipulate models, analyze economic information, assess the validity of data, and investigate marketplace dynamics. All of these topics are studied through the lens of current economic issues.

TEACHING STRATEGIES:

Students will work individually and in groups through a series of challenges, activities, projects, reading assignments, lectures, films, multi-media clips, online research activities, presentations, simulations, writing projects and briefs, and seminars designed to stimulate and teach problem-based learning, critical thinking and economic competencies. Students will use critical and creative thinking skills to develop foundational knowledge, use criteria for judgment, build and use a critical and creative thinking vocabulary, implement critical and creative thinking strategies and develop critical and creative habits of mind. Critical and creative thinking skills and strategies will involve establishing economic significance, using primary and secondary evidence, identifying continuity and change, analyzing cause and effect, stability and variability, economic perspective and the ethical dimensions of the free market. The four concepts of economic thinking – *economic significance*, *cause and effect*, *stability and variability*, and *economic perspective* – underpin thinking and learning in the economics program.

COURSE RESOURCES:

Bauer, Mark B. *Social & Global Studies Course Website*. Mark Bauer. Web. <www.socialglobalstudies.com>.

Bolotta, Angelo, et. al. *Economics Now: Analyzing Current Issues 2nd Ed*. Toronto: Oxford University Press, 2019.*

Lovewell, Mark. *Understanding Economics: A Contemporary Perspective School Ed*. Toronto: McGraw Hill Ryerson, 2004.*

*This textbook will be used as an in-class / online resource.

INSTRUCTOR:

Mark B. Bauer can be reached in the *Social and Global Studies* Office (Rm. 328), at 416-393-1650 x 20085, by email at Mark.Bauer@tdsb.on.ca or, through the homepage of the course website www.socialglobalstudies.com under “*Contact Details*”.

Course Leader: M. Bauer

Curriculum Leader: A. Magney

UNIT DESCRIPTION AND EVALUATION:

COURSEWORK (Units 1 to 4) is 100% of your final mark.

All course evaluations, including course culminating evaluations, are equally weighted across all four categories of achievement and designed to allow students the opportunity to exhibit learning across the *Achievement Chart for Canadian and World Studies*. The Achievement Chart is published in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*.

NOTE: This Course is designed with 5 STRANDS. The first strand, *Economic Inquiry and Skill Development*, is interwoven with instruction and learning related to the expectations from the other four strands which are *Fundamentals of Economics, Firms, Markets, and Economic Stakeholders, Macroeconomics, Global Interdependence and Inequalities*. Units 1-5 correspond directly with these 5 strands.

UNIT → TITLE	EVALUATION 70 % of final mark (160 Possible Coursework Marks)
Unit 1: Economic Problems & Principles	Public Schools & the Free Market , 40 marks (25 %) <i>K/U: /10</i> <i>T: /10</i> <i>COM: /10</i> <i>APP: /10</i>
Unit 2: Economic Thinkers & Theories	The Matrix Seminar , 40 marks (25 %) <i>K/U: /10</i> <i>T: /10</i> <i>COM: /10</i> <i>APP: /10</i>
Unit 3: The Market PART A → Production Possibilities Frontier PART B → Microeconomics PART C → Macroeconomics	Market Intervention Test Scenario & Student Scenario , 40 marks (25 %) <i>K/U: /10</i> <i>T: /10</i> <i>COM: /10</i> <i>APP: /10</i>
Unit 4: Financial Markets & Economic Globalization	Economic Globalization Point-Proof Argumentative Outline , 40 marks (25 %) <i>K/U: /10</i> <i>T: /10</i> <i>COM: /10</i> <i>APP: /10</i>

Evaluation other than the culminating activity is subject to change based on informed professional judgment of the instructor, other teachers delivering the course and the curriculum leader of Social & Global Studies.

This course incorporates considerations for program planning that align with ministry and board policy and initiatives (e.g., planning related to students with special education needs, English language learners, equity and inclusive education, financial literacy education, and the *Ontario First Nation, Métis, and Inuit* education policy framework). Every effort is made to maximize student learning and success within the guidelines, policies and procedures specified by *Growing Success, Assessment, Evaluation and Reporting in Ontario Schools* and the TDSB.

Levels of Achievement

LEVEL 1

Level 1 represents achievement that falls well below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in the course or at the next grade level. Mark range 50% to 59%.

LEVEL 2

Level 2 represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success. Mark range 60% to 69%.

LEVEL 3

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their child will be prepared for work in subsequent courses. Mark range 70% to 79%.

LEVEL 4

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the course, rather the student has exceeded the provincial standard for achievement. Mark range 80% to 100%.

CIA4U is based on *The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2015* <<https://www.socialglobalstudies.com/curriculumdocuments.htm>>. Students will be expected to demonstrate the following ministry curriculum overall expectations:

A “*big idea*” is an enduring understanding, an idea that we want students to delve into and retain long after they have forgotten many of the details of the course content. The big ideas address basic questions such as “Why am I learning this?” or “What is the point?” Through exploration of the big ideas, students are encouraged to become creators of understanding and not passive receivers of information. Many of the big ideas are transferable to other subjects and, more broadly, to life itself. In many cases, they provide the opportunity for students to think across disciplines in an integrated way. The big ideas are connected to the overall expectations and the related concepts of disciplinary thinking in each strand. The big ideas are also connected to the general framing questions that are provided for each strand. The big ideas combined with the framing questions are intended to stimulate students’ curiosity and critical thinking and to heighten the relevance of what they are studying. The framing questions are broad and often open-ended and can be used to frame a set of expectations or an entire strand.