

COURSE INFORMATION SHEET

DATE: January 1, 2007
SECONDARY SCHOOL: BREBEUF C.H.S., TCDSB
DEPARTMENT HEAD: B. Margou
TEACHER M. Loconte, T. Santo
DEPARTMENT: Canadian and World Studies



Curriculum Policy Document:		Canadian and World Studies	
Course Title:	The Individual and the Economy	Course Code	(CIE 3M)
Pre-requisite:	Canadian History in the 20 th Century, Grade 10, Academic or Applied	Grade & Type	Grade 11 University/College Preparation
Full Year / Semester:	Semester	Credit Value	1
COURSE DESCRIPTION (AS SPECIFIED IN MINISTRY OF EDUCATION POLICY DOCUMENT)			
<p>Students who study economics develop an understanding of different economic systems and institutions, both in Canada and throughout the global economy. A knowledge and understanding of economics helps students appraise when markets are best able to serve the public interest, and when collective or government action is necessary. An examination of how markets, prices, and governments influence economic decision-making is used to assess economic issues and choices from an ethical perspective, which must be made as derived from the Catholic tradition. Applying economic theory to current issues and situations provides students with an opportunity to develop thinking, inquiry, and communication skills. Students use economic concepts and models, as well as methods of economic inquiry, to analyse the choices they make as they live their lives as consumers, contributors, and citizens in a mixed economy. This course equips students for further study of economics at the university or college level.</p> <p>How This Course Supports The Ontario Catholic School Graduate Expectations: This course encourages the Catholic learner to develop his/her gifts and abilities to promote growth toward personal responsibility in making economic choices. Unit topics encourage students to develop moral, ethical, and realistic decision-making in an effort to develop as conscientious Christian citizens. For example, a student of economics should be aware of the need for social and economic justice at home and internationally. Specifically, in Canada, there is the need for economic assistance for households below a subsistence standard of living; abroad, there may be the need for social conscience when considering a 'just' wage for labour in a developing country. What is Canada's role in providing assistance to these developing nations? This concept of justice can be expanded to include choices at a micro-level. For example, when making investment or consumer product choices, a student may have to take into consideration the moral and ethical record of the company whose shares or products they are purchasing. Would the student's choice(s) be consistent with Catholic social and economic teaching?</p>			
Strand / Unit Titles	Hours	Overall Expectations / Unit Description	
1. Introduction to Economics	(app. 18% of class time)	<p>Economic Decision Making</p> <ul style="list-style-type: none"> ➤ explain how the scarcity of economic resources requires individuals and societies to make economic choices; ➤ use economic concepts and models, and methods of economic inquiry, to analyse specific economic situations; ➤ make critical use of different types and sources of economic information. <p>Economic Stakeholders</p> <ul style="list-style-type: none"> ➤ demonstrate an understanding of the factors that influence consumer demand and satisfaction in the marketplace; ➤ identify how individuals contribute to the production process and the factors that determine what they receive in return; ➤ describe the benefits to individuals and the economy of different 	
2. Supply and Demand	(app. 16%)		
3. Business and Labour in Canada	(app. 15%)		
4. Personal Financial Management	(app. 14%)		
5. Macro Economic Indicators	(app. 14%)		

<p>6. International Trade</p> <p>7. Current Economic Issues and Applications</p>	<p>(app. 15%)</p> <p>(app. 8% of class time)</p>	<p>forms of saving and investment;</p> <p>Self-Interest and Interdependence</p> <ul style="list-style-type: none"> ➤ explain how self-interest in a market makes consumers and producers interdependent; ➤ describe the extent, nature, and impact of Canada's economic interdependence with other nations; ➤ describe ways in which governments in Canada intervene in the economy to balance the competing self-interests of stakeholders. <p>Economic Institutions</p> <ul style="list-style-type: none"> ➤ identify the distinguishing characteristics of Canada's economic system; ➤ explain the functions of markets, profits, and the decision-making process in the private sector; ➤ describe the role and impact of government in the Canadian economy; ➤ describe the role and impact of organized labour in the Canadian economy. <p>Assessing Economic Change</p> <ul style="list-style-type: none"> ➤ describe the causes and consequences of change in consumer and resource markets; ➤ explain how consumers are affected by changes in prices, in incomes, and in their own needs as they grow older; ➤ identify trends in labour markets and use this information to develop career plans; ➤ describe the principles of personal financial planning; • evaluate current economic data to determine the economic well-being of Canadian stakeholders.
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STUDENT EVALUATION CRITERIA

TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING		
KNOWLEDGE/UNDERSTANDING	25	Written exam	20	TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
INQUIRY/THINKING	15	Final Assign.	10	
COMMUNICATION	15			
APPLICATION	15			
TERM TOTAL	70	FINAL TOTAL	30	

ASSESSMENT FORMAT USED

WRITTEN	PERFORMANCE	OTHER
Papers/Reports/Essay	Presentations	Teacher Observation
Tests, quizzes	Projects	Researching the Internet
Diagramming	Simulation/role playing activities	Case Studies
Graphic organizers	Debates	Computer-assisted learning
Argumentative paragraph	Demonstrations	Cooperative Learning
Graphical analysis	Use of Powerpoint/Projector	Lectures
Document analysis	Poster Making	Stock Market Simulation Game
Editorial analysis	Documentation of Sources	

RESOURCES (EXAMPLES PROVIDED)	
TEXTBOOK	<i>Understanding Economics 2ndEd., 2003, McGraw-Hill (\$66)</i>
STUDENT MATERIALS	binder, calculator, ruler, pens, paper, internet very helpful
EXCURSIONS	t.b.a.
COMPUTER USE	Connection to the internet at home very useful but not mandatory
COURSE RELATED WEBSITES	http://eclass.tcdsb.org/

DEPARTMENT POLICIES, PROCEDURES AND STUDENT EXPECTATIONS

WRITTEN WORK

- Teachers in this subject area are required under most circumstances to give at least a ONE week due date notice for all evaluations or assignments. Unit culminating assignments require at least a TWO week notice. Thus, the final due date will have passed 7 days (i.e. or 14 days for major assignments) for the student at the start of the class period to receive a “no mark” **unless** prior to the due date alternate arrangements are made with the teacher (e.g. for family emergencies, extended school trips, special educational considerations, etc.,). The teacher will also accept a late assignment handed in along with a written explanation as to why the assignment was late and use his/her professional judgment as to whether the assignment will be evaluated. The teacher will take into consideration legitimate extenuating circumstances for the assignment not having been submitted electronically or by other means by the student on time. The teacher will also provide an alternative assignment in cases where the assignment was already handed back to the class and where the student explanation was deemed appropriate by the teacher. The teacher will also provide a **no** mark for skill related assignments (e.g., paragraph structure, bias, graphing, etc) and will provide a new due date to make up the skill related work. The onus is on the student to approach the teacher for any alternative opportunity. All “no marks” will be translated into zeros at the official reporting period if expectations are not met in alternate ways. The teacher during the official reporting period will also consider the student’s most consistent level of achievement within the 4 evaluative categories and will use professional judgment to adjust.

PLAGIARISM:

- Students shall be reminded that the use of an author's ideas in a student paper without giving proper credit to the author constitutes plagiarism. Likewise the use of an author's words without providing proper citation is plagiarism. All information and ideas taken from a source must be noted! One must use a footnote or endnote to give proper credit to the author. Also, works (i.e. including images) taken from the internet must adhere to copyright laws. Finally, a bibliography is a requirement for all major research papers.
- Students submitting other students’ work in full or partially will be deemed as plagiarism and both the copier and provider (i.e. if provider has prior knowledge or through negligence) will receive a mark of zero.
- Students must hand in original copies and are expected to produce upon request a second copy of all research information and rough copies and drafts within 24 hours of the request. Failure to meet the requested expectations will result in a zero mark given. ***This also means that students are expected to have duplicate copies of all major assignments at hand to be submitted to the teacher if necessary.***

SEMINAR OR ORAL PRESENTATIONS

- Attendance for a seminar or oral presentation on the date assigned is an academic responsibility, both to a student’s classmates and to the teacher. Firstly, cancellation of a seminar will create serious curriculum problems for the teacher. Only a certain amount of planned time is allotted for such seminars so that the core curriculum specified through the Ministry of Education is covered. Secondly, your classmates also plan their agenda in accordance with what is to be covered on a particular class day. Therefore, the consequences for missing a seminar are more severe compared to any other assignment.
- In the case of a medical or family emergency, the following procedures must be adhered to, otherwise a mark of zero will be assigned:
 - Phone the school office by 8:00 a.m. and leave a brief message with the secretary **or** e-mail your teacher
 - Upon return to school, provide the teacher with a medical certificate explaining your absence. For family emergency situations, please have your parent leave a message via an e-mail or directly on the teacher’s voice mail box if this is indicated by the teacher to be the preferred method.
 - Upon return to school, provide the teacher with proof that the presentation is complete.

*Please note that the above three expectations may be waived by the teacher if the absent student has switched dates with a classmate. Written proof of such is highly recommended along with teacher approval.

GROUP WORK EXPECTATIONS

Successful group work depends upon the individual effort and participation of each of the members of the group. It is therefore the student’s responsibility to be present and actively involved in group discussions and presentations. To ensure that a student and the group are not penalized because of an absence, it is essential that:

- the group chairperson have at least rough copies of all the members’ work
- the group be prepared to present even in the absence of one or more members
- it is the student’s responsibility to call or e-mail each member of the group and the teacher prior to the presentation in the event of a crisis that prevents his participation.

ABSENCES FROM CLASS

Please note that it is the responsibility of the student to find out what work has been missed in his absence. Whenever possible, see the teacher to receive class assignments prior to an absence if it is known ahead of time (e.g. sporting events). If that is not possible, use the e-mail system. (your own teacher or margouv@tcdsb.org---Dept. Head)

In case an assignment was due on the day of an absence (with the exception of homework—show the teacher first day back), the student is responsible to either e-mail the assignment or deliver it to the teacher by some other means on the due date. Failure to deliver the assignment on the due date would result in an assigned mark of zero. Tests and quizzes must be written first day back accompanied by a parental note and in consultation with the teacher’s preference of time (i.e., usually before school begins).

HOMEWORK	-all homework lessons for most courses are given at the start of the semester— they may also be found on e-class.
TEACHER CONTACTS	<u>your</u> own teacher or margouv@tcdsb.org --Dept. Head
EXTRA HELP	-please make arrangements with the teacher outside of class time -e-class website -- http://eclass.tcdsb.org/
REPORTING DATES	Early “Warning” letter within first month approx., print out of class mark whenever requested by student or parent, mid-term report card & final report card.

Learning Skills Criteria	
In each reporting period, the quality of the learning skills demonstrated by the student in each of the FOLLOWING categories WILL BE identified on the report card using the following letter symbols.	
E–EXCELLENT	G–GOOD
S–SATISFACTORY	N–NEEDS IMPROVEMENT
SKILL: WORKS INDEPENDENTLY INDICATORS:	
<ul style="list-style-type: none"> • accomplishes tasks independently • accepts responsibility for completing tasks • follows instructions • regularly completes assignments on time and with care • demonstrates self-direction in learning • independently selects, evaluates, and uses appropriate learning materials, resources, and activities 	<ul style="list-style-type: none"> • demonstrates persistence in bringing tasks to completion • uses time effectively • uses prior knowledge and experience to solve problems and make decisions • reflects on learning experiences
SKILL: ORGANIZATION INDICATORS:	
<ul style="list-style-type: none"> • organizes work when faced with a number of tasks • devises and follows a coherent plan to complete a task • follows specific steps to reach goals or to make improvements • revises steps and strategies when necessary to achieve a goal 	<ul style="list-style-type: none"> • manages and uses time effectively and creatively • demonstrates ability to organize and manage information • follows an effective process for inquiry and research • uses appropriate information technologies to organize information and tasks
SKILL: INITIATIVE INDICATORS:	
<ul style="list-style-type: none"> • seeks out new opportunities for learning • responds to challenges and takes risks • demonstrates interest and curiosity about concepts, objects, events, and resources • seeks necessary and additional information in print, electronic, and media resources • identifies problems to solve, conducts investigations, and generates questions for further inquiry • requires little prompting to complete a task, displaying self-motivation and self-direction 	<ul style="list-style-type: none"> • approaches new learning situations with confidence and a positive attitude • develops original ideas and devises innovative procedures • attempts a variety of learning activities • seeks assistance when needed • uses information technologies in creative ways to improve learning for self or others
SKILL: TEAMWORK INDICATORS:	
<ul style="list-style-type: none"> • works willingly and cooperatively with others 	<ul style="list-style-type: none"> • questions the ideas of the group to seek clarification, test thinking, or

<ul style="list-style-type: none"> • shares resources, materials, and equipment with others • responds and is sensitive to the needs and welfare of others • solves problems collaboratively • accepts various roles, including leadership roles • takes responsibility for his or her own share of the work to be done • works to help achieve the goals of the group or the class • helps to motivate others, encouraging them to participate • contributes information and ideas to solve problems and make decisions 	<ul style="list-style-type: none"> reach agreement • shows respect for the ideas and opinions of others in the group or class • listens attentively, without interrupting • in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding • recognizes the contribution of group members by means of encouragement, support, or praise • seeks consensus and negotiates agreement before making decisions
<p>SKILL: WORK HABITS/HOMEWORK INDICATORS:</p>	
<ul style="list-style-type: none"> • completes homework on time and with care • puts forth consistent effort • follows directions • shows attention to detail • uses materials and equipment effectively 	<ul style="list-style-type: none"> • begins work promptly and uses time effectively • perseveres with complex projects that require sustained effort • applies effective study practices