



Northern Secondary School

Course Outline: CIA4U – Analyzing Current Economic Issues

“Economics is about how individuals, governments, and firms make choices about the allocation of scarce resources. It involves an understanding of various economic concepts, models, and theories as well as an exploration of economic trends, policies, and practices. Through economic inquiry, students develop their understanding of a range of economic issues, the interests and influence of different stakeholders, and the factors that influence the economic decisions of individuals and institutions.”

The Ontario Curriculum: Canadian and World Studies. “Introduction to Economics” (2015)

Course and Contact Information	
Course Title: Analyzing Current Economic Issues Course Code: CIE3M1 Grade: 11 Credit Value: 1 Level: University / College Academic Year : 2024-2025 Department: Canadian and World Studies Curriculum Leader: Ms. Figueira	Teacher: Mr. Paul Zalewski Email Contacts: paul.zalewski@tdsb.on.ca Telephone Contact: 416-393-0284 ext20090

Course Summary
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 analyse current economic issues, make informed judgements, and present their findings.

Overall Expectations
By the end of this course, students will: Use the economic inquiry process and the concepts of economic thinking when investigating current economic issues in Canada Apply in everyday contexts skills developed through economic investigation, and identify various careers in which a background in economics might be an asset. Analyse the relationship between scarcity and choice and how these considerations affect economic decision making. Apply economic models to analyse economic choices and issues affecting Canada and Canadians. Analyse how different political and economic systems and entities, including governments in Canada, make economic decisions. Demonstrate an understanding of key considerations related to personal financial planning, and use economic data to analyse the costs and benefits of personal financial decisions. Analyse how various factors, including the practices of different stakeholders, affect markets and the value of goods. Explain the main roles, practices, and concerns of workers, both organized and unorganized, in Canada. Analyse patterns and trends related to employment and unemployment in Canada, their causes, and their impact on individuals and society. Analyse causes and measures of, as well as responses to, economic inequality in Canada. Analyse ways in which producers and consumers participate in the Canadian economy and some ways in which governments affect this participation. Analyse various ways in which governments in Canada intervene in the economy as well as factors that influence this intervention. Explain the roles, perspectives, and influence of various economic citizens in Canada. Analyse competing perspectives on scarcity and sustainability in Canada and assess their significance. Explain the criteria that governments and firms in Canada use to weigh trade-offs and make economic choices. Assess the impact of globalization, including international trade and investment, on the Canadian economy

Academic Integrity
Ongoing evaluation in a variety of forms provide students the opportunity to provide evidence of their learning. In order for teachers to accurately assess student learning all tests/exams and assignments must be the student's own work and must be submitted on time. Cheating, plagiarism, not completing work and submitting work late may result in a mark of “0” for part or all of the evaluation opportunity. Consequences will adhere to Northern Secondary School and TDSB policy and will be determined by the student’s teacher, the Curriculum Leader and, at times, the student’s guidance counsellor and Vice-Principal. Northern policies are outlined in the student handbook. Students and their parents should review these policies together. Additional resources addressing plagiarism are available from the UofT Writing Centre at http://www.writing.utoronto.ca/advice/using-sources . Students and their parents should pay particular attention to the Writing Centre’s “How Not To Plagiarize” http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize .



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<p>Attendance and Punctuality</p> <p>Every class is an opportunity to think, learn and socialize. Every class missed is that opportunity lost. The consistent decision to skip, or arrive late to class, and forgo knowledge and betterment eventually becomes irrevocable. Though attendance is not worth marks, better attendance usually translates to better grades and a more complete individual. It is your responsibility to be in class and on time.</p>
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<p>Course Materials</p>	
<p>Texts: Economics Now: Analyzing Current Issues (Oxford University Press, 2002) Authors: Angelo Bolotta, Charles Hawkes, Rick Mahoney, John Piper; ISBN 0-19-541445-4</p>	<p>Replacement Cost to Student: \$80</p>
<p>Supplies: Three-ring binder, pen, pencil, internet and books for additional research. Some teachers may encourage the use of mobile devices in class. Also students should have a valid Toronto Public Library card</p>	

Unit Number	Unit of Study	Explanation
Unit I	Fundamentals of Economics	Scarcity and Choice, Economic Models, Political and Economic Systems, Economic Theorists, Supply and Demand, and Price
Unit II	Firms, Markets and Economic Stakeholders	Elasticity of Supply and Demand, Government Intervention, Industrial Activity, Forms of Business Organization
Unit III	Macroeconomics	Creating Economic Indicators, Business Cycle and Fiscal Policy,
Unit IV	Global Interdependence and Inequalities	Trade Theory, Agreements and Patterns, Financing International Trade, International Economic Issues
Unit V	Methods of Economic Inquiry and Communication	Culminating Task analyzing an economic issue
Unit VI	Final Examination	Multiple Choice and Written Response Final Exam

***Units and topics are subject to change. Every effort will be made to avoid any alteration.**

<p>Evaluations</p>	
<p>Students will be evaluated through summative and final summative evaluations. Evaluations aim to be a valuable reflection, demonstration and assessment of classroom and independent learning.</p>	
<p>Term Evaluations</p> <p>Term evaluations will comprise 70% of the final grade divided evenly through the achievement categories.</p>	<p>Final Evaluations</p> <p>Final evaluations will comprise 30% of the final grade divided evenly through the achievement categories.</p>
<p>Achievement Categories</p> <p>Students will be evaluated through term summative evaluations and final summative evaluations in the following achievement categories used to arrive at a percentage grade on the Provincial Report Cards:</p> <p>Knowledge and Understanding (knowledge & understanding of content) 17.5% of final grade</p> <p>Thinking (use of planning skills, processing skills, & of critical/creative thinking processes) 17.5% of final grade</p> <p>Communication (expression and organization of ideas and information, communication for different and purposes, & the use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms) 17.5% of final grade</p> <p>Application (application of knowledge and skills in familiar contexts, transfer of knowledge and skills to new contexts, & making connections within and between various contexts) 17.5% of final grade</p> <p>The Achievement Chart: Canadian and World Studies is can be found on pp. 39-43 of Ontario Curriculum Grade 11 & 12: Canadian and World Studies available http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf</p>	<p>Learning Skills</p> <p>Learning skills are reported on the Provincial Report Card separately from the percentage mark. They will indicate your demonstration of those skills required to be successful in history. These skills are grouped under the following headings:</p> <p>Responsibility (commitment, deadlines, timelines)</p> <p>Organization (planning, process)</p> <p>Independent Work (class time, homework, dedication)</p> <p>Collaboration (positive relationships, conflict resolution, sharing, teamwork)</p> <p>Initiative (opportunistic, innovative, positive attitude, hard-working)</p> <p>Self-Regulation (goal oriented, critical reflection, perseverance)</p>