



TORONTO WORLD SCHOOL

Course Outline

DEPARTMENT: Canadian and World Studies

COURSE TITLE/ GRADE/ COURSE TYPE: Social Science Gr. 12 Analyzing Current Economic Issues University Prep

COURSE CODE: CIA4U

CREDIT VALUE: 1.0

CREDIT HOURS: 110 hours

COURSE DEVELOPER: Simon Gallo

COURSE DEVELOPMENT DATE: January 2024

COURSE REVISER/REVISION DATE: TBD

DEVELOPED FROM: The Ontario Curriculum Grade 12 Social Sciences 2018(Revised)

PREREQUISITES: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

COURSE DESCRIPTION

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 EXPECTATIONS

By the end of the course, students will:

ECONOMIC INQUIRY AND SKILL DEVELOPMENT

- use the economic inquiry process and the concepts of economic thinking when investigating current Canadian and international economic issues
- apply in everyday contexts skills developed through economic investigation, and identify various careers in which a background in economics might be an asset

FUNDAMENTALS OF ECONOMICS

- demonstrate an understanding of the significance of the concept of scarcity and how it influences economic choices and decisions of various economic stakeholders
- demonstrate an understanding of supply and demand models, including how to apply these models, and of factors that affect supply and demand
- analyse aspects of economic growth/development, including its costs, benefits, and sustainability
- analyse how economic and political ideas and various sociocultural factors affect economic decision making

FIRMS, MARKETS, AND ECONOMIC STAKEHOLDERS

- demonstrate an understanding of markets and theories of the firm
- analyse economic trade-offs from the perspective of different stakeholders, including those in different countries, and how trade-offs influence economic decisions
- explain ways in which governments, both in Canada and internationally, intervene in the economy to help address social needs and economic imbalances

MACROECONOMICS

- demonstrate an understanding of various macroeconomic models and measures, including indicators used to measure economic inequalities, and assess their usefulness
- demonstrate an understanding of fiscal policy in Canada, including how it is shaped and its impact
- analyse various aspects of monetary policy in Canada and their impact on the economy

GLOBAL INTERDEPENDENCE AND INEQUALITIES

- analyse various theories, models, and issues relating to international trade
- analyse the impact of some key international economic events and developments as well as various responses to them

- explain the main causes and effects of global economic disparities and assess the effectiveness of responses to these disparities

CORE CONTENT AND SEQUENCE

Unit	Title	Content	Duration
Unit 1	Economic Inquiry	The first unit of this course begins by having students explore basic economic concepts such as production possibilities curves, scarcity, choice, and opportunity cost. The second half of the unit deals with different types of economies, including traditional, command, market and mixed, and also looks at key figures in economies like Adam Smith and Karl Marx.	20 hours
Unit 2	Fundamentals of Economics	The second unit takes in-depth look at all the important aspects and determinants of market demand, market supply, and market price. The laws of demand and supply are covered as is the concept of price elasticity.	22 hours
Unit 3	Firms, Markets and Stakeholders	In this unit students learn through examples the role of production and costs. Production under perfect and imperfect competition is examined with topics such as profit maximization, monopolies, and oligopolies being covered in depth. Students finish the unit with analysis of the market for labour, learning about demand and supply shifts, wages and other labour market issues.	23 hours
Unit 4	Macroeconomics	Now that students have learned the basics and have an understanding of microeconomics, they begin to explore large-scale economic phenomena. The unit teaches students about GDP, including the expenditures and income approach. They will also learn how to calculate	21 hours

		a country's GDP. Other major topics include unemployment rate and inflation.	
Unit 5	Global Interdependence	Students learn about economic fluctuations and fiscal policy in this unit. The aggregate demand and supply model is covered, and students learn how to draw and use sketch-graphs to show how certain factors will affect the AD curve. The potential effect of shocks to the economic system, such as changes in government spending, changes in net exports, and changes in investment are also explored. The second half of the unit looks at fiscal policy. Both expansionary and contractionary fiscal policies are covered and topics such as the multiplier effect, automatic stabilizers, and the pros and cons of fiscal policy are analyzed.	21 hours
FINAL		<ul style="list-style-type: none"> Final Exam 	3 hours

TEACHING AND LEARNING STRATEGIES

The strategies used are varied in order to meet the needs and the range of learning styles encountered in the classroom, and includes the following:

Response Journals
Think / Pair / Share

Homework / Practice
Problem Solving
Textbook Use

Discussions
Co-operative Activities

STRATEGIES FOR ASSESSMENT AND EVALUATION

Assessments and evaluations will be continuous throughout the course and will include a variety of evaluation methods. The tools highlighted in yellow will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
<p style="text-align: center;">Student Product</p> <p><input type="checkbox"/> Journals/Letters/Emails (checklist)</p> <p><input type="checkbox"/> Learning Logs (anecdotal)</p>	<p style="text-align: center;">Student Product</p> <p><input type="checkbox"/> Assignment</p> <p><input type="checkbox"/> Journals/Letters/Emails (checklist)</p>	<p style="text-align: center;">Student Product</p> <p><input type="checkbox"/> Assignment</p> <p><input type="checkbox"/> Journals/Letters/Emails (checklist)</p>

<input type="checkbox"/> Learning Goals (Checklist) <input type="checkbox"/> Entrance tickets <input type="checkbox"/> Exit tickets	<input type="checkbox"/> Pre-tests (scale/rubric) <input type="checkbox"/> Peer feedback (anecdotal/checklist) <input type="checkbox"/> Entrance ticket <input type="checkbox"/> Vocabulary notebooks (anecdotal)	<input type="checkbox"/> Tests (scale/rubric) <input type="checkbox"/> Exam <input type="checkbox"/> Reports (rubric) <input type="checkbox"/> Essays (rubric)
Observation	Observation	Observation
<input type="checkbox"/> Whole class discussions (anecdotal) <input type="checkbox"/> Self-proofreading (checklist)	<input type="checkbox"/> Class discussions (anecdotal) <input type="checkbox"/> Debate (rubric) <input type="checkbox"/> Performance tasks (anecdotal/scale)	<input type="checkbox"/> PowerPoint presentations (rubric) <input type="checkbox"/> Performance tasks (anecdotal/scale)
Conversation	Conversation	Conversation
<input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small Group Discussions (checklist) <input type="checkbox"/> Pair work (checklist)	<input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small group discussions (checklist) <input type="checkbox"/> Pair work (anecdotal) <input type="checkbox"/> Peer-feedback (anecdotal) <input type="checkbox"/> Peer-editing (anecdotal) <input type="checkbox"/> Oral pre-tests (scale/rubric)	<input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Question and Answer Session (checklist) <input type="checkbox"/> Oral tests (scale/rubric)

COURSE EVALUATION

THE FINAL GRADE:

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for Business Studies. Term work will be 70% of the overall grade for the course; the evaluation will be 30% with a written exam and performance task.

Term Work (70%)	Assessment	Percentage
Unit 1	Unit Test (SP)	8%
	Presentation (Observation)	10%
Unit 2	Unit Test (SP)	11%
Unit 3	Unit Test (SP)	7%
	Student/teacher Conference (Conversation)	5%
Unit 4	Unit Test (SP)	14%
Unit 5	Unit Test (SP)	10%
	Presentation (Obs.) and Question/Answer Session (Conv.)	5%
Final Evaluation (30%)	Performance task (Observation)	10%
	Final Exam	20%

Within the 70% term mark and the 30% final mark, the breakdown of the achievement chart categories will be approximately 25% Knowledge/Understanding, Application 25%, Communication 25%, and Thinking/Inquiry 25%.

CONSIDERATIONS FOR PROGRAM PLANNING

English language learners: As our school can have multilingual student population, special accommodation will be made to bring a rich diversity of background knowledge and experience to the classroom.

TWS courses can provide a wide range of options to address the needs of ESL/ELD students. Assessment and evaluation exercises will help ESL students in mastering the English language. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how the operation of their own physical world can contribute to their success in their social world. The student whose first language is not English enters Ontario Secondary schools with diverse linguistic and cultural backgrounds. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development.

Teachers must incorporate appropriate strategies for instructions and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the course expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, scaffolding, manipulatives, pictures, diagrams, graphic organizers; attention to clarity of instructions);
- modelling of preferred ways of working in English; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; simplification of language used in problems and instructions; use of oral interviews, learning logs, portfolios, demonstrations, visual representations, and tasks requiring completion of graphic organizers or cloze sentences instead of tasks that depend heavily on proficiency in English).

Literacy education: Communication skills are fundamental to the development of literacy. Fostering students' communication skills is an important part of the teacher's role in the curriculum. When students read they need to understand vocabulary and terminology. Students are encouraged to use language with care and precision in order to communicate effectively. Students are encouraged to ask questions to their peers/teachers and to also be proactive with

solving their own questions.

The role of information and communications technology: Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Technology can help to reduce the time spent on routine tasks, allowing students to devote more of their efforts to thinking and concept development.

Information technology is considered a learning tool that must be accessed by students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, and presentation software, as would be expected in any environment.

Technology also makes possible simulations of complex systems that can be useful for problem-solving purposes or when field studies on a particular topic are not feasible.

Information and communications technologies can be used in the classroom to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Although the Internet is a powerful electronic learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the ways in which this technology is being abused – for example, when it is used to promote hatred.

Teachers, too, will find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

Equity and Inclusive Education: The TWS equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community - regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors - are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the TWS community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. In addition, TWS differentiates the instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

CHEATING AND PLAGIARISM

Any incident of plagiarism or cheating will result in a resubmission/rewrite of that particular assignment/test at the end of the course on the student's own time and at his/her own expense to pay for

the creation and marking of a new assessment. This incident will be documented in the office. A second incident of plagiarism or cheating in any course will result in a mark of zero for that assignment. For example, if you cheat on an Accounting test and then plagiarize an English essay, you will receive a zero on the essay

MISSED AND LATE ASSIGNMENTS

Teachers will make it Clear to the students and parents/guardians early in the school year that they are responsible not only for their behaviour in the classroom/school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies will be used to encourage the student to modify his/her behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists
- Setting up a student contract
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so
- Deducting marks for late assignments, up to and including the full value of the assignment

Students and parent/guardians will be informed in a timely fashion via phone call, face to face conference, e-mail and if need be a formal letter about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **If the above measures have been put into place and the behaviour of the student has not provided sufficient evidence, then 0 will be inserted as the mark for the missed assignment**

RESOURCES:

GROWING SUCCESS: Assessment, Evaluation & Reporting in Ontario Schools, 1st Ed., Covering Gr. 1 – 12

1. Economics Now (Bolotta, Hawkes, Mahoney, Piper, 2002)
2. Economics for Canadians (McBride, 2012)

Attendance Policy:

Consistent log-in is crucial to a student's success in Toronto World School's online program. The guidelines of the Ministry of Education require that students receive at least

110 hours of scheduled instruction time for each credit course. Attendance patterns will be monitored to ensure a student is actively logging into their course.

Students who have not completed the course within 12 months of enrolment will be automatically removed from the course. Only under extenuating circumstances, with proper documentation and the permission of the Principal, can a student be reinstated.

Acceptable Online Use Policy

Toronto World School uses the ConnectED Integrated Learning Platform and is intended for educational purposes only. The use of this program or any tools within TWS systems, other than for educational purposes, is strictly prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, cyber-bullying or illegal purposes.

The administration has the right to review all student work in order to determine the appropriateness of computer use. If TWS online programs are deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for educational use.

Hardware/software requirements:

Hardware:

- PC running Windows 8 or higher
- Mac running Apple OS X or higher
- Chromebook running Chrome OS

High speed internet is recommended with access to a computer with the following:

- A processor of 2GHz or faster
- 4 GB RAM or greater
- A high speed internet connection of 1.5 MB/s or faster
- Keyboard and mouse
- Headphone/Speakers/Microphone/Camera

Recommended Software:

- Adobe Reader, Shockwave, Flash Player, Java, Office suite

Browser:

- Mozilla Firefox4 or higher, Internet Explorer 7 or higher, Safari 5 or higher, Google Chrome 11 or higher