



# Cardinal Leger Secondary School

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*We believe that each one, created in the image and likeness of God, is called by name into the Dufferin-Peel community to realize the Ontario Catholic School Graduate Expectations to the fullest extent possible as we all journey from the early years to vocation.*

## COURSE OUTLINE

<b>Department:</b>	Business and Technology
<b>Course:</b>	Analyzing Current Economic Issues
<b>Course Code:</b>	CIA 4U1 – Grade 12 University

<b>Common Course Calendar</b>	<b>Course Description:</b>	
	<p>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.</p> <p>This course helps students to meet the Ontario Catholic School Graduate Expectations by promoting effective communication, decision-making, problem-solving, time and resource management skills.</p>	
<b>Ministry/ICE Curriculum Documents</b>	<b>Strand/Unit Title</b>	<b>Corresponding Catholic Graduate Expectation Indicators for each Strand/Unit</b>

	<p><b>Economic Decision Making</b></p> <ul style="list-style-type: none"> <li>• Explain the cause and nature of the three types of choices that all economic systems must make;</li> <li>• Explain the nature of Canada's economic growth;</li> <li>• Analyse the changing importance of the public and private sectors;</li> <li>• Analyse the causes and consequences of economic instability and the effectiveness of stabilization policies.</li> </ul> <p><b>Economic Stakeholders</b></p> <ul style="list-style-type: none"> <li>• Describe the economic stakeholder groups and criteria used to make economic decisions;</li> <li>• Explain the economic rights and responsibilities of the economic citizen;</li> <li>• Compare the ways and the degree to which different types of economic systems satisfy the needs of stakeholders.</li> </ul> <p><b>Self-Interest and Interdependence</b></p> <ul style="list-style-type: none"> <li>• Explain how stakeholders use self-interest to make choices maximizing wellbeing;</li> <li>• Describe how groups of stakeholders and markets within an economy are interdependent;</li> <li>• Assess the ways in which the degree, and the degree to which, people in Canada and other countries have become interdependent in the global economy;</li> <li>• Analyse examples of conflicts of self-interest that prevent achievement of economic goals.</li> </ul> <p><b>Economic Institutions</b></p> <ul style="list-style-type: none"> <li>• Describe the nature and functions of Canada's private economic institutions;</li> <li>• Describe the nature and functions of Canada's public economic institutions;</li> <li>• Analyse the nature and functions of international economic institutions and their impact on the Canadian economy.</li> </ul>	<p>CGE2e</p> <p>CGE2b</p> <p>CGE3c</p> <p>CGE3f</p> <p>CGE4f</p>
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	<p><b>Methods of Economic Inquiry and Communication</b></p> <ul style="list-style-type: none"> <li>• Use methods of economic inquiry to locate, gather, evaluate, and organize different types of current economic information from a variety of sources;</li> <li>• Analyse various economic choices;</li> <li>• Communicate the results of economic inquiries using appropriate economic terms.</li> </ul>	
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## Assessment and Evaluation:

Category Weightings	Weight %
Knowledge/Understanding	30
Thinking	20
Application	30
Communication	20

Final Summative Assessments	Overall Weighting
Term Work	70 %
Exam	30%
	100%

## Learning Skills and Work Habits

E= excellent G= good S=satisfactory N= needs improvement

Responsibility	<input type="checkbox"/> takes responsibility for and manages own behavior <input type="checkbox"/> completes and submits class work, homework, and assignments according to agreed-upon timelines
Organization	<input type="checkbox"/> establishes priorities and manages time <input type="checkbox"/> identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks
Independent Work	<input type="checkbox"/> independently monitors, assesses, and revises plans to complete and meet goals <input type="checkbox"/> uses class time appropriately to complete tasks
Collaboration	<input type="checkbox"/> accepts various roles and an equitable share work in a group <input type="checkbox"/> builds healthy peer-to-peer relationships
Initiative	<input type="checkbox"/> Looks for and acts on new ideas and opportunities <input type="checkbox"/> Approaches new tasks with a positive attitude
Self-Regulation	<input type="checkbox"/> Sets own goals and monitors progress towards achieving them <input type="checkbox"/> Seeks clarification or assistance when needed