

Level of Instruction

Senior High

Curriculum Overview

This course is an introductory study of economics. The overall objective of the course is to provide students with the knowledge and skills they need to understand an array of economic issues and concepts and to prepare them for effective decision-making and responsible citizenship. A focus on developing and applying the processes of economic inquiry are integrated throughout the program so that students will take with them some understanding and appreciation of the tools of economists as well as the concepts of economics. It examines the fundamental principles and concepts of economics and makes application at both the national and global level. Topics include: fundamental principles of economics, economic systems, demand and supply, market structures, role of government, distribution of income, sustainable development, trade, and global economics.

Curriculum Documents

- Foundation for the Atlantic Canada Social Studies Curriculum (1998)
- Canadian Economy 2203 Curriculum Guide (2004)

Authorized Resources

- Economics Now: Analyzing Current Issues (student resource)
- Economics Now: Analyzing Current Issues (teacher resource)

Supplementary Resources

- Responsible Citizenship and Canada's Tax System teacher's resource from Canada Revenue Agency

Themes/Topics

The course is organized thematically and examines the fundamental principles and concepts of economics and makes application at both the national and global level. These themes contribute to a comprehensive examination of fundamental principles of economic issues.

Thinking Competencies				
UNIT/THEME	Knowing %	Applying %	Integrating %	Total %
1.Fundamental Concepts	6.7	10.6	1.5	18.8
2.Microeconomic Concepts	9.6	10.6	4.3	24.5
3.Macroeconomic Concepts	13.0	6.7	5.8	25.5
4.Global Economic Concepts	7.7	10.6	4.3	22.6
5.Economic Issues	1.9	3.8	2.9	8.6
Totals	38.9	42.3	18.8	100

Assessment

Assessment in this course is governed by the Assessment and Evaluation Policy of the former Eastern School District.

http://www.esdnl.ca/about/policies/esd/I_IL.pdf.

<http://www.esdnl.ca/aboutesd/policies/regulations.jsp?cat=I&code=IL>

Note:

1. All evidence of learning shall be considered when determining a student's final grade. Averaging shall not be used as a sole indicator of a student's level of attainment of the course outcomes.
2. Homework and student behaviour (except where specified in Provincial documents) shall not be given a value for assessment
3. To ensure student achievement of the outcomes, teachers are expected to use a variety of assessments from the following internal data sources:
 - Formal and informal observations (anecdotal records, checklists, etc.)
 - Written Responses (learning logs, journals, blogs, etc.)
 - Projects (Long and short term)
 - Research (brochures, flyers, posters, essays, graphic organizers)
 - Student presentations (seminars, speeches, debates, discussions)
 - Peer/Self assessments (exit and entrance cards, inventories, yes/no activities, learning contracts)
 - Conferencing (questioning, ongoing records, checklists, etc.)
 - Digital Evidence (web page, blog, PowerPoint, Prezi)
 - Portfolios
 - Individual and group participation (demonstrations, interviews, questioning, role play, drama)
 - Work samples (investigations, learning logs, journals, blogs,)

Assessment and Evaluation Plan

Quizzes and Unit Tests	50%
Performance Assessment	50%

Resource Links

Canadian Economics Curriculum Guide

http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/economiced/can_econ2203-04.pdf

Foundation Document

<http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/socialstudies/social.pdf>