**Charles P. Allen High School**

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**Economics12**

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Economics 12 addresses a number of economic issues at both the micro and macroeconomic levels.  This perspective will provide to students an economic education with a unique perspective to comprehend the dynamics of an economic system. Through the study of economic concepts, principles, and systems, students will develop an understanding of how economic decisions affect their lives as individuals and members of society.  This course will address the following themes and curriculum outcomes:

**Unit 1** **Economic Scarcity – Needs and Wants 20%**

-         apply the concept of scarcity to global economic issues

-         identify opportunity costs to limited resources

-         explain the production possibilities curve in relation to economic objectives

-         describe factors that limit the availability of each kind of resource that is used in economic production

-         explain how economic interdependence of people today requires a means to exchange

**Unit 2** **Market Dynamics 20%**

* identify the forces and factors that influence people’s choices and decisions
* understand the decision making process and priorities based on preferences, from a consumer’s perspective
* explain how a price system is largely used to distribute what is produced
* evaluate how a price system can lead to some consumers being able to acquire more goods and services than others
* demonstrate how the consumer’s willingness to acquire goods or services is the key factor in determining what is produced in the Canadian economy

**Unit 3** **Production and Distribution 20%**

* demonstrate an understanding of how the economy functions and is measured
* evaluate the effects of governmental policies on production
* develop a framework for the production process by differentiating between production, costs, and revenue
* assess methods in which efficiency and productivity can influence the ways in which a company produces, the costs it incurs, and the potential profit a company can earn
* describe the contributions that business and production activity can generate for a society
* demonstrate an understanding of how individuals, business, and governments can generate income

**Unit 4** **Growth 15%**

* identify the measurement of output in an economy as GDP and contrast it with economic capacity
* explain how employment plays a key role in determining economic growth in the economy
* analyze the role of sustainable development within economic growth
* explain how growth can occur through increasing productivity, that is, generating more output from the same or less input
* evaluate Canada’s role and responsibility in global economic development

**Unit 5** **Governments and the Economy 15%**

* analyze the actions of the federal government when the economy is in decline or expanding too quickly
* analyze the impact of a reduction or increase in taxes on the economy
* compare the impact on the economy if government spending increases versus a reduction
* compare the potential impact on the economy with a rise or decline in interest rates
* identify the consumer price index and how its determined, as a statistic to measure inflation
* identify the possible goals that could be established by a government for the economy of the nation

**Unit 6  Independent Study 10%**

* engage in specific research using investigative methods in order to communicate the findings of their research effectively
* identify and describe the continuing/ persistent questions that exist in the economy of Canada
* identify those theories, events, statistics and graphic representations that have contributed to the economic development of Canada

**Evaluation:**

**Semester Mark = 80% + Exam Mark = 20% = Final Course Mark**

**Exam:**

This exam is during exam week and if a student meets the requirements for an exemption he/she may exempt this exam.

**Assessment:**

**Assessment** is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the learning outcomes in a subject or course.

A) **Formative assessment** is to show growth over time, determine student needs, plan next steps in instruction, and provide students with descriptive feedback.

B) **Summative assessment** is to determine the extent to which learning has occurred for students.

**Evaluation** is the process of analyzing, reflecting upon, and summarizing assessment information and making judgements and / or decisions based on the information gathered.

**Course evaluation will be based on an outcomes based approach of assessing student progress in terms of the units covered throughout the course.** Students will be evaluated using multiple assessment and evaluation strategies that could include but is not limited to: conversations, observations, debates, examinations, tests, quizzes, journals, projects, reflections, portfolios/scrapbooks, presentations, case studies, performances, rubrics, self-assessments, written assignments, ICA’s (in class assessments).

All assignments passed in for evaluation are expected to follow guidelines outlined in class. **Plagiarism** will not be tolerated. Any students found plagiarizing will receive zero, a phone call home, and a referral to the office. This is a serious offence.

**Multiple Opportunities:**

According to the school board assessment\and evaluation policy (art. 3.0 Classroom assignments), it is important to note that there is another opportunity to demonstrate your understanding of the outcomes for a particular unit. **If you have not been taken advantage of extra help throughout the course of the semester then you lose the opportunity. It is your responsibility to demonstrate that extra effort has been put forth to gain the understanding.** Given the number of students and the number of summative assessments that occur throughout the semester, a predetermined date will be set for the assessment to occur. You will be given ample notice of this date and you should make appropriate arrangements as the assessment will be held after the instructional hours.

**Required Materials:**

Binder/ Loose-leaf and Pens/Pencils

Course Textbook: *Economics Now: Analyzing Current Issues*

**Student Expectations/Responsibilities:**

**Missed class time/evaluations:** Attendance in all classes is mandatory due to the large amount of work that needs to be covered in a short period of time. A parent or guardian must call the school to excuse your absence [**902.832.8964 and press 1**]. If a student misses a quiz, presentation or other in-class work, he/she will be expected to complete the missed component on the first day he/she returns to class. Students are responsible for getting the work they missed when they return (all class notes, assignments, homework). Please see my website as I will be updating daily and you can obtain any missing notes, assignments etc. from home.

**Late assignments:** Please see me ASAP if you feel you will be unable to meet an assignment due date so that we can make arrangements for an extension. Please note that assignments will not be accepted after they have been returned to the class marked.

**Disruptions:** Students are expected to follow the discipline policy as outlined in the student agenda. Inappropriate behaviour could include arriving late for class, using a cell phone for non-educational purposes, disrupting the class or activity, disrespectful behaviour, uncooperative attitude/defiance, being repeatedly unprepared for class, leaving class without permission, and inappropriate language. If a student chooses to disrupt the class, a phone call home or admin referral may be the consequence.

**Important Dates:**

I look forward to meeting you on the following dates:

Curriculum Night: September 15

Parent Teacher: November 25 from 6:00-8:00 and November 26 from 1:30-3:30