

École Windsor Secondary

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Economics 12

Day 1, Period 2
Teacher: Mr. Gill
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Room E503

COURSE DESCRIPTION

Economics 12, a part of the Business Education curriculum, builds an understanding of business skills and concepts in the context of current technology, ethical standards, and an increasingly global economy, empowering students with economic, financial, consumer, and communication skills for lifelong participation in local and global contexts.

BIG IDEAS

Big Ideas are the key understandings that students will achieve by the end of the course. These Big Ideas cover the following concepts: Self-Awareness, Collaboration, Career Awareness, and Career Planning. Students will explore and understand the following Big Ideas throughout the Economics 12 course:

Financial and **economic literacy** promotes the financial and economic well-being of both individuals and businesses.

Business creates opportunities to enable change.

Tools and **technologies** can be adapted for specific purposes.

CORE COMPETENCIES

Core Competency is a skill that all learners need to have to be successful in all aspects of their life. In the British Columbia curriculum there are 3 core competencies: Communication, Thinking, and Personal and Social. Throughout the Economics 12 course, students will focus on one of these competencies in each unit.

CURRICULAR COMPETENCIES

Students will have opportunities to try and succeed in the following...

Applied Design

- Conduct research to understand and explain economic concepts
- Choose or create various economic scenarios, and identify potential issues, intended impact, and possible unintended negative consequences
- Make decisions about premises and boundaries that define economic scenarios
- Generate ideas, individually and collaboratively

- Critically analyze how competing social, ethical, and sustainability factors impact the economics of global needs for preferred futures
- Identify patterns and trends to further understand economic systems
- Identify, critique, and use a variety of sources of inspiration and information
- Choose an appropriate form, scale, and level of detail for economic scenarios
- Obtain and evaluate critical feedback from multiple sources, both initially and over time
- Apply the appropriate tools to measure economic activity and impact
- Gather feedback to critically evaluate economic scenarios and make changes to design or processes
- Identify tools, technologies, materials, processes, and time needed for the task at hand
- Share progress to increase feedback and collaboration
- Critically evaluate their ability to work effectively, both individually and collaboratively, including the ability to implement project management processes

Applied Skills

- Communicate outcomes in multiple formats and in a clear and concise manner
- Evaluate and apply a framework for solving problems and making decisions
- Evaluate safety issues for themselves, co-workers, and users in both physical and digital environments
- Identify and critically assess the skills needed related to current or projected tasks, and develop specific plans to learn or refine skills over time
- Demonstrate the ability to make responsible economic decisions as individuals and as members of society

Applied Technologies

- Explore existing, new, and emerging tools, technologies, and systems to further support facts and findings
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Analyze the role and personal, interpersonal, social, and environmental impacts of technologies in societal change
- Examine and analyze how cultural beliefs, values, and ethical positions affect the economics of the development and use of technologies on a national and global level

CONTENT

Students will have opportunities to learn and know the following: the economic problem • macroeconomics and microeconomics • business cycle • structure and operation of the Canadian economic system • marginal utility theory • opportunity costs and sunk costs • law of diminishing returns • economic efficiency and specialization • demand, supply, and equilibrium • consumer choice and elasticity • government actions and impact on the market • economic indicators • money and mediums of exchange • competition in the market • labour • global markets • economics in everyday life • behavioural economics • interpersonal and presentation skills to promote products or services and to interact with potential customers/clients • industry best practices • career options and opportunities in various economic sectors

ASSESSMENT / EVALUATION:

Assignments and Assessment of student performance will include some or all of the following strategies:

Daily participation in class activities - Participation in classroom discussions - Research skills - Quizzes & Tests – In-class presentations - Creativity - Critical Thinking - Application of knowledge - Cumulative Projects - Homework checks - Teacher observations - Self & peer assessment

POLICIES AND PROCEDURES:

- The “I” (Incomplete) symbol is used to alert students and parents that the student is not demonstrating minimally acceptable performance in relation to expected learning outcomes. Students will be informed of an “I” by either an Interim Report mailed home or an “I” on a report card.
- Students are expected to demonstrate ethical (academic honesty), responsible, and thoughtful behavior.

ATTENDANCE

- Students absent from class are solely responsible for obtaining and completing any missed work and contacting the office and teacher.
- Refer to the School District 44 ‘Attendance Matters’ document found on the NVSD Home Page

PRINT STUDENT NAME: _____

STUDENT SIGNATURE: _____

PRINT PARENT/GUARDIAN NAME: _____

PARENT/GUARDIAN SIGNATURE: _____