**The Individual and the Economy, Grade 11, College/University Prep**

**Course Description**

This course examines the changing Canadian economy and helps students develop an understanding of their own role as economic agents. Students will apply economic models and concepts to assess the roles of the various stakeholders in the Canadian economy and analyse the interactions among them. Students will consider the economic behaviour of the individual as consumer, contributor, and citizen in a mixed economy and will apply economic inquiry, critical-thinking, and communication skills to make and defend informed economic decisions.

Prerequisite:

Credit:

Teacher:

E-mail:

Keep in mind that learning economics means learning another language. What might seem very challenging in the beginning will get easier and by the end of the course you will speak business lingo. This course will combine theory and experiential learning together.

**What You Need**

* lined and graphing paper loose-leaf paper
* 1 – Three ring binder
* Pen and pencil (eraser), calculator, ruler.
* Dictionary and laptop (your cellphone is not a dictionary and only bring the laptops when asked!

**Assessment & Evaluation**

* This course is primarily assignment-based.
* 70% for course work (workbook, activities, tests, projects, assignments, etc.)
* 15% Final Exam
* 15% Independent Study Project

**UNITS**

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| --- | --- | --- |
| **Unit** | **Title** | **Time** |
| 1 | Fundamentals of Economics | 22 hrs |
| 2 | Financial Planning | 12 hrs |
| 3 | Economic Challenges and Responses | 26 hrs |
| 4 | Economic Citizenship | 12 hrs |
| 5 | Economic Interdependence | 18 hrs |
|  | ISP Presentation and Final Exam | 10 hrs |
|  | Total: | 110 hrs |

# ACHIEVEMENT CHART

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

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| --- | --- | --- |
| **Percentage**  **Grade Range** | **Achievement**  **Level** | **Summary Description** |
| 80-100% | Level 4 | A very high to outstanding level of achievement. Achievement is above the provincial standard. |
| 70-79% | Level 3 | A high level of achievement. Achievement is at the provincial standard. |
| 60-69% | Level 2 | A moderate level of achievement. Achievement is below, but approaching the provincial standard. |
| 50-59% | Level 1 | A passable level of achievement. Achievement is below the provincial standard. |
| Below 50% | Insufficient achievement of curriculum expectations. A credit will not be granted. | |