



Course: ECONOMICS 12

Course Description:

- How does an understanding of finance and Economics allow you to make informed decisions for your own financial well-being and that of your community?
- How does Business create opportunities to enable change?
- How are our everyday decisions closely interconnected with how society, the environment and the economy functions?
- How do we determine what is valuable to us as individuals and a society?
- What is the value of money beyond its monetary worth?

Economics 12 is built around the key idea that economic theories have profound effects on social and political decision making and social movements. The case studies we explore in class are often complex and reveal competing financial priorities, ethical standards, and different worldviews and implications. We frequently begin each class with a group discussion of the most newsworthy economics-related events of the past 24 hours. Students are encouraged to use their critical thinking skills to reflect upon how economics is playing out in their own lives as well as in world affairs. *Economics 12 curriculum revolves around one central aim – that students feel more confident in their economic future based on a greater understanding of the ways that people, money, theory, and limited resources interact in our world.*

Course Expectations:

Economics 12 provides an engaging learning environment where students can challenge themselves academically and feel safe in sharing their ideas. To ensure this, students will:

- abide by the student Code of Conduct
- adhere to the Academic Honesty policy
- respect themselves and others
- attend every class and be punctual
- inquire, think, and participate to the best of their individual ability
- access technology in class when instructed to do so and for learning purposes only

Seycove Learning policies can be accessed at:

[https://www.sd44.ca/school/seycove/About/agenda/Documents/Seycove%20Agenda%20Book%202018-2019%20\(final\).pdf](https://www.sd44.ca/school/seycove/About/agenda/Documents/Seycove%20Agenda%20Book%202018-2019%20(final).pdf)



Evidence of Learning

What Students will KNOW:

- Classical theories of value, growth, and distribution
- Classical economic thought on money, banking and policy
- Behavioural economics
- Development, structure, and function of Canadian and other economic systems, including First Peoples governance
- Interconnections between demography, urbanization, environment, globalization, and economic development
- Economic opportunities and partnerships, including challenges to First Peoples beliefs regarding the land

What students will DO:

- Analyze how we are affected by changing interest rates and the shifting Canadian dollar
- Assess how an economic recession affects individuals and societies
- Debate the economic impacts of automation and technical advances
- Explain how the economy is closely interconnected with social, political, and environmental systems
- Make informed economic predictions based on current events
- Assess how historical conditions influenced the
- Development of economic policies
- Explain the economics of both large and small luxury purchases

What students will UNDERSTAND:

- Contemporary economic theory is grounded in centuries of practice
- Implementing economic systems has profound effects of social and political decision making
- Economic systems have underlying and often opposing ethical standards and implications
- Different worldviews and perspectives gives rise to competing economic approaches

CONCEPTS:

- Perspective and balance of power
- Patterns and habit
- Freedom of choice
- Scarcity and abundance
- Interdependence and conflict
- Nationalism and government systems
- Social systems
- Democracy



Learning Activity	Percentage of final Mark
<ul style="list-style-type: none"> • Participating in a classroom economic system • Market surveys • Participating in economic simulation games • Debating • Role Playing • Making economic recommendations based on current facts / trends • Evaluating systems/ businesses / trends / actions • Inventing / innovating economic tools to solve a personal financial decision • Trading with a simulated stock portfolio • Sharing evidence of a recent relevant economic decision in personal life • Performing self-directed, onsite evaluation of a large corporation (WalMart / Ikea / Toys R Us / Canadian Tire) in self- directed field trip • Surveying a target market • Being part of a Focus Group • Delivering a persuasive speech to a 'hostile' target group in an economy (the consumer / the union / the manufacturer, the financiers, the retailer, the activist, the wealthy, the poor, the senior, a millennial) • Analyzing a company for Fair Trade / Corporate Social Responsibility practices (coffee, fruit, T-shirts) • Quality Testing consumer goods • Evaluating financial documents and economic forecasts • Identifying real-life indicators of potential inflation, deflation, recession • In-class quizzes and tests • Self-reflection journals • Portfolio presentations 	
<p><i>(Typically, Formative Assessment will comprise 80% of the course and Summative Assessment 20%. However, this range may change slightly depending on the particular strengths of the class and will be arrived at through teacher/class consensus)</i></p>	<p>100%</p>