

*Public District School Board Writing Partnership*

Canadian and World Studies

# Course Profile

## **Analysing Current Economic Issues**

Grade 12  
University Preparation  
CIA4U

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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## Course Overview

### **Analysing Current Economic Issues, CIA4U, Grade 12, University Preparation**

**Policy Document:** *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000.*

**Prerequisite:** Any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

## Course Description

This course explores the choices that individuals and societies make about the use of resources in a competitive global economy. Students will use economic concepts and models, as well as methods of economic inquiry to analyse current economic issues and make informed economic choices based on their analysis.

## Course Notes

The course, *Analysing Current Economic Issues*, provides students the opportunity to explore the choices that individuals and societies make about the uses and allocation of resources in a competitive global economy. Through the use of key foundational economic concepts and models, as well as methods of economic inquiry, students begin this exploration by studying how the allocation of resources can be made individually and collectively to satisfy the often conflicting objectives of wealth, freedom, and equity. As the scope of this study moves from the individual to economic institutions, students will appreciate the need and role of both private and public stakeholders in achieving the desirable economic goals of security, freedom, equity, performance, and well-being.

As students move from a micro study of resource allocation to a macro perspective, they also begin to appreciate their role in defining what economic changes need to be made to ensure economic prosperity in the twenty-first century. By evaluating current and historical economic statistics, students come to better understand how the well-being of citizens can be measured and effectively compared both nationally and globally. In completing this evaluation, they naturally extend their assessment of economic measures, generally obtained by public institutions, to an assessment of the role of government in meeting a nation's economic objectives. They also develop an understanding of the integral relationship between the study of politics and the study of economics. As a natural extension of this understanding, students move their exploration of resource allocation to an international level, to investigate the incentives for, and the effects of, a country trading internationally in order to better protect and respect globally accepted economic rights and responsibilities.

To consolidate student understanding of key economic concepts, models, and theories, students end the course by exploring the nature and reasons for economic conflict and, in the context of analysing current economic issues, demonstrate how informed economic choices can be made to balance the conflicting economic objectives, rights, and responsibilities of various economic stakeholders.

All considerations for planning and implementation, specific rationales for the course mapping and presentation, as well as why the expectations are clustered, are stated in the remaining text of this overview. Activities developed in Unit 6 address bias by including supporting materials reflecting a wide range of socio-economic, family, gender, race, and ethnocultural interests. As well, students will be examining their own belief systems and the belief systems underlying various national cultures in several units in this Course Profile. This will ensure that more than one point of view is promoted.

The teacher should be aware of the level of difficulty and sophistication of a number of the activities in this course and the skills needed to complete them. However, many of these activities are designed to provide students with the skills necessary for the culminating activities. As well, many of these activities have been directly applied in the classroom with much success and powerful student learning. Although initially students may struggle with the concepts and skills suggested; with practice, most students master them and are fully prepared to meet the challenges that face them in their postsecondary careers.

Teachers should also be aware that much of the theory in this course rests on two assumptions: first, that governments and economic institutions intervene only in the best interests of all Canadian citizens, and secondly that the market serves the public good and governments intervene appropriately only when necessary. As a result, teachers of economics should consider equity issues throughout the course.

This Course Profile has incorporated a balance of individual and group work activities. As such, teachers must be aware of the potential difficulties that arise in group work situations particularly with respect to accountability. To ensure accountability for each student, all group tasks clearly assign individual roles and responsibilities. (See Let the Games Begin, course culminating activity performance task outline)

### Units: Titles and Times

Unit 1	Applying Theories of Economic Choice to Maximize the Welfare of a Nation and its Citizens	20 hours
Unit 2	Economic Institutions: Changes Needed to Ensure Economic Prosperity in the Twenty-First Century	15 hours
Unit 3	The Validity of Economic Measures of Performance	20 hours
Unit 4	Economics and Politics: The Role of Government in the Economy	20 hours
Unit 5	Freer International Trade: Incentive, Costs and Benefits	15 hours
* Unit 6	Economic Conflict: Balancing the Interests of Economic Stakeholders	20 hours

\* This unit is fully developed in the Course Profile.

### Unit Overviews

#### Unit 1: Applying Theories of Economic Choice to Maximize the Welfare of a Nation and its Citizens

**Time:** 20 hours

#### Unit Description

What type of economic system best allocates resources to maximize national wealth? How can a nation's resources be allocated individually and collectively to best meet the needs and desires of its citizens? Students explore responses to these two central questions by applying fundamental economic concepts to the study of an economics issue dealing with welfare economics. Through the use of problem-set type questions, students demonstrate an understanding of key economic concepts such as indifference curves, production possibility frontiers, and budget lines. The application of these concepts in the context of welfare economics allows students to use marginal analysis to explain how consumers, producers, and governments make important economic choices to satisfy the interests of individual stakeholders and the interests of a nation as a whole. Using application questions, students also evaluate how the quality and quantity of consumer information, among other factors, can impact on a consumer's optimal choice by having them apply the theories of supply and demand to determine the overall effect on equilibrium achieved in a market. Many of these concepts are reinforced through a seminar on Adam Smith, modelled by the teacher and summarizing Smith's ideas and theories in the context of welfare economics.

This seminar also serves as a lead into the study of the component parts of economic theories in which students compare and contrast models of economic theory with those of the pure sciences. Through this comparison, students identify the concepts of “normative” and “positive” economics and then apply them to an evaluation of whether a current trend like globalization effectively satisfies the often conflicting goals of freedom and equity. This provides yet another opportunity for students to practise the application of welfare economics theories. To prepare students for the unit’s culminating activity, they are introduced to the concept of an economic spectrum, and in pairs, present a current or historical case study representative of one of the positions on this spectrum. This presentation focuses on defending the case study they chose as an accurate representation of one of the positions on the spectrum. As well, consistent with the structure of the Adam Smith seminar, the first pair of students presents a seminar on Karl Marx. This also serves to support the students in the completion of the unit culminating activity.

### Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	DMV.02, DM1.01, SIV.01, SIV.02, SI1.02, SI1.03, SI1.04, SI 2.02, SI4.03	Knowledge/Understanding Application	Welfare economics: Unit 1 problem set
2	DMV.01, DMV.03, SIV.01, SIV.04, ECV.01, DM2.01, DM2.02, DM2.03, DM2.06, DM3.02, SI1.01, SI1.02, SI1.03, SI2.01, SI2.02, SI4.03, EC5.04	Thinking/Inquiry Communication	Comparing the economic theories of Adam Smith and Karl Marx: seminars
3	DMV.01, DMV.03, ESV.01, ESV.03, DM1.01, DM1.04, DM2.03, DM2.04, DM3.01, ES3.01, ES3.03	Knowledge/Understanding Thinking/Inquiry Communication Application	What, how and for whom to produce? Case study presentations
4	DMV.01, DMV.02, DMV.03, ESV.01, ESV.03, SIV.01, SIV.04, DM2.03, DM2.06, DM3.04, ES3.01, SI1.02, SI1.03, SI2.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Culminating Activity: Defending a charge against capitalism/communism and unit test

### Unit Culminating Activity

Following several assessed applications of the theory of welfare economics, students write a closing statement from the perspective of a defence lawyer in which they try to convince a jury of either capitalism’s or communism’s innocence in relation to a criminal charge. The charge is: Capitalism/communism is charged with the blatant disregard for human dignity and the environment, and with the inefficient allocation of resources, all of which negatively impact national wealth.

## Unit 2: Economic Institutions: Changes Needed to Ensure Economic Prosperity in the Twenty-First Century

**Time:** 15 hours

### Unit Description

Students learn to identify the different types of Canadian economic institutions and to assess how their relative strengths and weaknesses have impacted on our economy over time. Through a further examination of these various private and public stakeholders, students determine their role in the achievement of the desirable economic goals of security, freedom, equity, performance, and well-being. Students begin their analysis by writing a short opinion paper evaluating the merits of Canada’s private and financial sectors as economic engines for growth. The teacher uses problem-set type questions to

support student understanding of the microeconomic concepts addressed in their papers. These questions address microeconomic theory, e.g., various types of competitive market structures and financial structures and production theory. In their papers, students examine the degree to which Canadians have historically relied upon governmental intervention for economic support and begin to assess continued need for it. Following a study of the Canadian public sector and foreign institutions, such as the International Monetary Fund (IMF) and the International Bank for Reconstruction and Development (IBRD), students present an assessment of how effectively their chosen organization has contributed towards Canada's economic development. Responding to changes brought about by recent trends towards globalization, students next investigate source documents and other materials to determine the viability of such measures as deregulation, privatization, and mergers to counteract Canada's mounting economic instability. The class shares the results of these document analyses in the form of round table discussions focusing on the question, What changes should Canada make to ensure economic prosperity in the twenty-first century? The successful completion of these tasks allows students to effectively work with the culminating activity in which they create a viable and sustainable twenty-first century Utopian-style economic system for Canada. A unit test evaluates student comprehension and application of key concepts practised in the completion of problem-set type questions.

### Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	SIV.02, EIV.01, EI1.01, EI1.02, EI3.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Private sector institutions/ Writing to convince; Short opinion paper
2	EIV.02, EIV.03, ECV.05, DM3.04, EC3.01	Knowledge/Understanding Thinking/Inquiry Communication Application	Public sector and international institutions/ Individual and group presentations
3	ECV.04, DM3.02, EC1.03, EC2.04, EC5.01	Knowledge/Understanding Thinking/Inquiry Communication Application	Deregulation and privatization of the economy/ Document analysis and discussion
4	DM2.04, DM3.01, SI4.02, EI1.04, EC1.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Culminating Activity: Utopia argumentative paper, Unit Test

### Unit Culminating Activity

In groups, students research and produce argumentative papers that recommend Utopian-style solutions to Canada's current economic problems by proposing changes to the role of private, public, and foreign economic institutions in our economy. In groups of three, students first research excerpts of major Utopian theories, such as, but not limited to, Plato's *Republic*, More's *Utopia*, Engels' *Socialism: Utopian and Scientific*, and later twentieth century examples to more fully understand the historical context behind the concept of "Utopia." Students then divide up the three institutional categories and prepare viable recommendations that ultimately work together to ensure continued Canadian prosperity. Students create a formal group paper that presents a unified and workable plan for the attainment of Canada's economic goals in the twenty-first century.

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### Unit 3: The Validity of Economic Measures of Performance

Time: 20 hours

#### Unit Description

How well have measures of Canada's economic performance really measured the well-being of its citizens relative to other countries of the world? How has the standard of living across various regions of Canada differed? Commonly used measures of economic well-being such as GDP, inflation, unemployment, and national income are frequently used to answer these central questions. Students critically evaluate the validity of these measures and, in a panel discussion, present their own responses to these questions. Students demonstrate a fundamental understanding of each of these measures, their meaning, how they are calculated, what factors affect them, and how they may be interpreted by completing an assessed series of problem-set type questions. With this fundamental understanding, students then complete a series of tasks that allow them to evaluate the validity of each significant measure independently. Through the use of a supported opinion paper, students respond to the focus question, i.e. is the GDP statistic a valid measure of economic growth. In responding to this question, students consider the costs and benefits of economic growth as well as its limitations as a measure of well-being. Students evaluate such concepts as inflation, unemployment, and the standard of living as valid measures of economic well-being through case studies supported by students responses to their validity. Lastly, students present their positions on the validity of income statistics through a visual representation in the form of their choosing. This visual representation must address the composition and distribution of real incomes in the Canadian economy and focus on the validity of income statistics in measuring poverty. In culmination, each of these tasks supports the completion of the unit culminating activity described below and requires that students apply and evaluate various types of economic information.

#### Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	DMV.02, DMV.03, EIV.04, ECV.01, ECV.02, DM1.02, DM 3.03, DM3.04, EI4.01, EC1.01, EC1.02, EC 2.01, EC2.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Supported opinion paper on: Is the GDP statistic a valid measure of economic growth?
2	DMV.03, ECV.01, ECV.02, ECV.05, DM3.01, DM3.03, EC1.01, EC1.02, EC3.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Creation of case study with response on unemployment and inflation, Seminar
3	DMV.03, ECV.01, ECV.04, ECV.05, DM3.03, EC1.02, EC1.03, EC4.01	Knowledge/Understanding Thinking/Inquiry Communication Application	Visual Representation of the validity of income as a measure of poverty
4	DMV.02, EIV.04, ECV.01, ECV.02, ECV.04, ECV.05, DM1.02, EI4.01, EC1.01, EC1.02, EC1.05, EC2.01, EC2.02, EC3.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Unit Culminating Activity: Panel discussion, unit test

#### Unit Culminating Activity

In a panel discussion, students present their evaluation of the validity of several key economic measures of well-being and defend their own personal responses to two questions; How well has Canada's economic performance really measured the well-being of its citizens relative to other countries of the world both today and in the past? and How has the standard of living across various regions of Canada really differed? In groups of five, students assume one of the following roles: a UN representative,

provincial representatives (of two distinctly different economic regions of Canada), a federal representative, and a moderator. Each student generates a series of questions to be used in a panel discussion, prepares responses to these questions reflecting the positions they intend to defend, and applies these questions and answers in the panel discussion. Students then formally present their response to one of these questions in the form of a short position paper.

#### **Unit 4: Economics and Politics: The Role of Government in the Canadian Economy**

**Time:** 20 hours

##### **Unit Description**

What role does the government play in meeting the economic objectives of a nation's economy? How effectively does the government fulfill this role? Building on their understanding of the circular flow model of the economy, students explore responses to these questions through the study of monetary and fiscal policy. Through the use of problem-set type questions, students describe the involvement of various levels of government in the economy in the role of producer, consumer, regulator, and redistributer of wealth. They also identify, classify, and determine the relative importance of the various sources and types of government revenue available to support this involvement, and explain how fiscal and monetary policy tools can be used by the government to regulate and stabilize the economy. Using a graphic organizer, students then do a comparative analysis of various fiscal or monetary policy options. Students evaluate the effectiveness of these policies at achieving the goals of economic stability and enhancing citizens economic security the unintended consequences and side effects of their policy actions.

Completing another series of problem-set questions gives students the opportunity to develop an understanding of the difference between debt and deficit at different levels of government, of how the forms and functions of money affect monetary policy in Canada, and of how the factors that influence the exchange rate can impact indirectly on the economy. Students examine the recent trends in debts and deficits.

In preparation for a mock election in their schools, students also identify the conflicting objectives of different economic stakeholders, the economic goals of previous governments, and form opinions about what the economic goals of government should be to meet the needs of these stakeholders. Students compare competing policy options that already exist and identify which monetary or fiscal policy directives most closely reflects their views. They then synthesize their understanding of the key concepts in this unit to form political parties and develop economic platforms representative of their group's views. This platform should include the creation of a budget that outlines a proposed revenue model and the creation of a series of posters to market their proposed monetary and fiscal policy solutions. Lastly, each group presents its platform to the class and provides the other parties with a one-page flyer outlining its platform. Where possible, an audience comprised of students from different courses or members of the community provides an authentic forum for assessment. Students practise the use of decision-making matrices to peer assess the policies of each party. Based on platform presentations, students elect a winning party.

##### **Unit Overview Chart**

<b>Activity</b>	<b>Learning Expectations</b>	<b>Assessment Categories</b>	<b>Focus</b>
1	SIV.03, EIV.02, ECV.03, ECV.04, SI3.03, EI2.01, EI2.03, EI2.05, EC3.03, EC3.04, EC4.03	Knowledge/Understanding Thinking/Inquiry Application	Public policy cost benefit analysis supported by a graphic organiser
2	DMV.03, ESV.02, EIV.02, DM3.01, DM3.02, ES2.04, EI2.02, EI2.03, EI2.04	Thinking/Inquiry Communication Application	Creation of an economic budget

Activity	Learning Expectations	Assessment Categories	Focus
3	DMV.03, EIV.02, ECV.03, DM3.04, EI2.03, EC3.03	Communication Application	Creation of a marketing poster
4	SIV.02, EIV.02, ECV.03, ECV.04, SI2.03, EI2.01, EI2.03, EI2.05, EC3.03, EC4.03	Thinking/Inquiry Communication Application	Platform flyer and presentation
5	DMV.03, ESV.01, ESV.02, SIV.02, ECV.03, DM3.04, ES1.03, ES2.04, SI2.03, EC3.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Culminating Activity: Report on how well does government supports the goal of economic stability

### Unit Culminating Activity

Based on the election process described above, students apply their understanding of fiscal and monetary policy to assess the strength or weakness of the winning party's economic platform. Students create a decision-making matrix to evaluate the winning party's platform and write a brief report identifying what they perceive to be the consequences, positive and negative of instituting the winning party's budget and how well the party's fiscal and monetary policy supports the goal of economic stability.

## Unit 5: Freer International Trade: Incentives, Costs and Benefits

**Time:** 15 hours

### Unit Description

What are the incentives for a country to participate in international trade? What are the effects of freer international trade on different stakeholders? Students address these questions by exploring the costs and benefits of international trade as the world's economies move toward greater global interdependence. Using a diagnostic assessment, students begin this investigation by reviewing different models of economies. While revisiting these models, students select one of various national economies representative of either, capitalist, socialist, or command models. Students then compare these economies, (which include models of developing economies), their respective methods of decision making, their ownership and allocations of resources, and their ability to satisfy stakeholder needs and achieve common economic goals. Students also use them throughout the unit to prepare for the culminating activity.

Using a second diagnostic activity, students review the economic rights and responsibilities of individuals, either as an extension of Grade 10 Civics or by revisiting these rights and responsibilities in the context set out in the Grade 11 Economics Course Profile. Students also apply these concepts to the economy they selected by comparing the economic rights and responsibilities of the individuals in that nation as defined by the UN's Declaration of Human Rights to those protected by law in Canada's Charter of Rights and Freedoms. To facilitate this comparison, students also explore the social and political values prevalent in the nation selected. The concepts of "comparative advantage," "absolute advantage" and "specialization" will then be applied in an assessment of how international trade can serve to satisfy the rights and responsibilities in the nation of their choice. Students summarize their findings in the form of a visual mind map. Problem-set type questions assist students in developing a fundamental understanding of the concepts of comparative and absolute advantage, the benefits of specialization and international trade, and provide an opportunity for students to apply and analyse current and historical data on Canada's national balance of payments.

Returning to the focus questions for this unit, students first describe the nature of international economic agreements and institutions such as World Trade Organization (WTO), General Agreement on Tariffs and Trade (GATT), North American Free Trade Agreement (NAFTA), and the European Union (EU), and then analyse the role they play in the national economies they selected. To increase the complexity of

this analysis, students also explain how and why external events, such as the creation of Organization of the Petroleum Exporting Countries (OPEC) in 1973, the Mexican debt crisis of 1982, the stock market crash in 1929, or the September 11, 2002 terrorist attack on the US, may have affected their national economy. To practise the skills needed to complete this analysis, students use Canada as a model to illustrate how events in other parts of the world can affect the Canadian economy and its stakeholders. Based on the students' analysis of their respective economies, the class creates a visual timeline that identifies important economic events, the dates their nations ratified specific treaties, and describes how their selected economies were impacted upon by these events and treaties. This timeline allows students to identify the concerns of both domestic and foreign stakeholders with respect to globalization and economic rights treaties. Students also use it to produce a brief report outlining the costs and benefits to Canadian stakeholders of the trend towards freer international trade.

### Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	ESV.02, ESV.03, SIV.03, ES2.01, ES3.02, ES3.03, SI3.01, SI3.02	Knowledge/Understanding Thinking/inquiry Application	Diagnostic assessment on economic systems and rights and responsibilities
2	SIV.03, ECV.05, SI3.01, SI3.02, EC5.01, EC5.02, EC5.03	Knowledge/Understanding Thinking/Inquiry	Economic rights and responsibilities: Visual mind map
3	DMV. 03, ESV.02, SIV.03, EIV.03, DM3.01, ES2.01, SI3.04, EI3.01	Thinking/Inquiry Application	Country Profile: Describing the economics of a Nation
4	DMV.03, SIV.03, EIV.03, ECV.01, ECV.05, DM3.04, SI3.04, EI3.03, EC1.05, EC5.02, EC5.03	Thinking/Inquiry Communication	Timeline of international events and cost/benefit report
5	DMV.02, DMV.03, ESV.02, ESV.03, SIV.03, EIV.03, ECV.05, DM2.04, DM3.04, ES2.04, ES3.02, SI3.01, EI3.01, EC5.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Culminating Activity: Trade treaty and letter to leader

### Unit Culminating Activity

Students create a draft economic trade agreement/treaty. Students have researched and analysed the interests of particular nations and their stakeholders with respect to freer international trade. These previous activities provide students with the information needed to draft a list of points they wish to include in the agreement. Students then negotiate with countries of their choice. After ratifying a legal international trade treaty, students write a letter to the leader of the country they represented explaining the terms of the new agreement, how it will benefit their country, and what restrictions it will place on it.

## Unit 6: Economic Conflict: Balancing the Interests of Economic Stakeholders

**Time:** 20 hours

### Unit Description

Students examine and critically assess reasons for the conflict of interests among the various stakeholders in the Canadian economy. Students begin by identifying the major stakeholder groups and the economic choices they make, including stakeholders associated with the “hidden economy.” A panel discusses the issue of “economic instability and how we can work together to avoid it” in order to identify strategies to achieve the economic goal of efficiency. Students then select a major economic stakeholder group and

research the group's historic involvement in the Canadian economy, in order to more completely understand the rationale for the economic choices they make. Each student synthesizes this research by creating a visual cost-benefit analysis of their findings for the class to use in identifying overall economic trends. In a short argumentative paper, students take a position on the issue Economic Rights vs. Economic Responsibilities; can self-interest co-exist alongside economic stewardship? The ability of individual students to critically examine the opportunity costs, or externalities, of economic conflicts as they pertain to the achievement of fundamental economic goals is a prime focus of this activity. Students engage in a culminating activity that applies and evaluates their comprehension of the material with a series of real world economic problems.

### Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1	EIV.04, ECV.02, ECV.03, ES1.01, ES1.02, EI4.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Hidden economy and economic instability/Panel discussion
2	DMV.02, DMV.03, DM3.01, EC1.03, EC4.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Research economic performance/Multiple Intelligence presentation
3	SIV.01, DM2.04, DM3.02, ES2.02, ES2.03, EI4.03, EI4.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Economic rights and responsibilities-stewardship/Revised Simulation Activity
4	SIV.04, DM1.03, DM2.05, DM3.04, SI4.01, SI4.04, EC2.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Culminating Activity: Court trials on the costs of self-interest motives

### Unit Culminating Activity

Students select from a variety of teacher-generated topics an authentic, real world issue of Canadian economic conflict. This activity takes the form of a court trial in which the opposing parties research and defend their respective economic positions and goals, and at the same time compile a case against their opponents. The wide variety of roles available for students ensures that the greatest number of learning styles and modes of communication can be incorporated into the trial. Students organize themselves into groups of eight to ten, and select a topic from the list provided that may include Halifax's Africville, Newfoundland's outports, the TransCanada Pipeline, coastal fishing rights, the Athabaska Tribal decision, or any other pertinent economic conflict of the twentieth century. Each student can choose the role of litigant, appellant, barrister, solicitor, or witnesses and then demonstrate the skill of communicating and defending their arguments in the style of a formalized court trial, using the remaining students in the class as a jury. This activity is designed to permit multiple trials, so that every student has the opportunity to be both a juror and a court trial participant.

### Teaching/Learning Strategies

The challenge presented by this course is the depth to which economic concepts and theories need to be explored. Since a variety of courses may be used as prerequisites for this course, students have not necessarily taken the Grade 11 economics course. These challenges make it incumbent upon the teacher to carefully craft a course which simultaneously engages student interest while developing their ability to read critically and process information analytically, to critique other forms of information, and to thoughtfully respond to issues in a clear and original manner.

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Critical to student success in this course is the use of a variety of teaching/learning strategies which address a variety of learning styles and intelligences. This is an ideal course for teachers to draw on a rich variety of primary and secondary sources including music, poetry, works of art, literature, cartoons, and movies to capture students' interest in the subject matter. The uses of variety of media can engage and challenge all students in the course.

It is suggested that teachers use an issues/theme approach to provide students with a focus for their study and an opportunity to learn from a variety of sources. While teachers may choose to introduce the central issues/themes and lay the foundations for students, through lectures and readings; these issues/themes can/will act as a springboard for students to explore economic trends and draw conclusions based on their own beliefs and values. To be truly engaged in their learning and ultimately successful in the study of economics the students must actively engage with the material. Students need to actively discuss, debate, and challenge ideas, have an opportunity to record their thoughts, and have a variety of ways to demonstrate their learning. Students can demonstrate their learning through drawings, panel debates, mock elections, seminar discussions, and so on.

Designated as a university preparation course, this course must assist students in the development of certain skills. Paramount among these is the ability to read for meaning and critique documents both written and graphical, such as graphs and tables. To be successful in developing these skills, students must have the opportunity to learn and practise critical thinking skills and the opportunity to share and debate the results of their study with their peers. To systematically address the logical development of these skills, each unit focuses on one particular skill to be developed. For example, in Unit 1, the skill of explaining will be the focus; in Unit 2, the skill of describing; then the skills of comparing/classifying, evaluating, analysing, and demonstration throughout the remainder of the units. By the end of the course, students write a documented essay, host a seminar discussion based on the work of a particular economic thinker, write formal tests and exams, and complete authentic performance-based culminating activities which require them to demonstrate learning in creative ways. For students to be successful at these various tasks requires that they have an opportunity to practise, receive feedback, and incorporate it before being asked to perform for grades.

The following teaching-learning cycle, applied in the development of each unit, can assist teachers in designing a program which ensures all types of learners needs are addressed and that various types of assessment are woven into the program in a coherent and meaningful way. This model of curriculum design is the model all of the activities in this Course Profile, and provides teachers with a model of the teaching-learning wheel in practice.

- Step One:** Teacher as Motivator  
Teacher establishes the central theme/issue to be addressed  
Through class/group discussions teachers gauge prior learning and biases/misconceptions students are bringing to the class regarding the theme/issue to be studied.  
Appeals to the Concrete Reflective Learner  
Assessment: Diagnostic
- Step Two:** Teacher as Expert  
Teacher lays critical foundations through lectures, readings, videos  
This provides students with the necessary framework from which to begin their own exploration of the theme/issue.  
Appeals to the Abstract Reflective Learner  
Assessment: Diagnostic and Self, Peer, Parent/Community, or Teacher Formative

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**Step Three:** Teacher as Coach/Facilitator  
Students begin to explore the theme/issue through research, group activities  
This is the students opportunity to apply and practise what they have been learning without fear of failure.

Appeals to the Abstract Active Learner

Assessment: Self, Peer, Parent/Community or Teacher Formative

**Step Four:** Teacher as Colleague/Evaluator

Students use the research they have gathered and ideas generated through group activities to fashion an end product – from a written response to mock elections or jury trials.

Appeals to the Concrete Active Learner

Assessment: Teacher/Community Expert Formative and Summative

The four-step teaching-learning wheel ensure all types of learners are comfortable at some point and challenged to continue to work in areas that are not their strengths. It also provides a template for teachers in planning activities so that their course becomes a carefully woven quilt focused on student success rather than a random assemblage of teaching strategies.

The teaching-learning wheel is an effective template at the course, unit, and activity level. At a course level, teachers consider the “big questions” of the course, the foundational skills students require to be successful in the course, and the how the final evaluation measures students overall achievement relative to the central concepts and skills addressed by the “big questions.” Throughout the course, students make connections between the material covered and the final evaluation.

At a unit level, teachers identify the central theme and or issue(s) of the particular unit and the specific skills students need to complete the unit culminating activity. Students then have an opportunity to apply what they learn on a daily basis to the broad unit theme.

At an individual activity level, teachers identify the specific theme/issue to be addressed. They carry out a diagnostic activity with students, then lay the foundations through a lecture, reading, etc. Students are then asked to apply the theories/ideas to a particular issue and to produce a demonstration of their learning.

### **Creating an Inclusive Learning Environment**

For students to be engaged in what they are learning, they must see a relevance to their lives and see themselves represented in the material presented. In the diverse classrooms of today, it is crucial that every effort be made to draw on readings, visual sources, and other learning aids which reflect a balance in gender, religion, race, and regions of the world. Where possible, students should explore answers to central economic questions by examining the lives and works of women as well as men, and the economics of all parts of the world. As well, interdisciplinary considerations must be made to meet the expectations and interests of the students. Students should explore many of the questions raised through a variety of media, including contemporary music, film, literature, and art.

### **Assessment & Evaluation of Student for Achievement**

**Problem Set Portfolios:** The Course Profile, Analysing Current Economic Issues, is designed around the use of problem-set portfolios to monitor and support student progress. Each problem-set portfolio contains a set number of questions or tasks designed to have students demonstrate success at developing a high level understanding of key concepts, theories, and models in each unit. Each question/task is also designed to be supported by a lesson which provides the necessary scaffolding to help ensure student success at mastering key concepts and skills essential for success in future university endeavours. As students complete each portfolio task, they receive formative assessment from peers, parents, teachers, and/or other members of the community which will assist them in addressing areas of weakness and making revisions necessary for mastery. Each of these tasks is linked to a specific area of the

Achievement Chart to ensure that all four areas are assessed. However, emphasis will be placed on the Application category of the Achievement Chart to ensure that the demonstrated understanding of key concepts and skills is consistent with the performance standards generally acceptable for a university course destination.

### Unit Culminating Activities

In addition to a series of portfolio tasks in each unit, students may be required to complete a unit culminating activity which demonstrates student success at meeting the unit’s expectations. These activities draw on the application of key concepts and skills addressed in the problem-set portfolio tasks completed throughout the unit. The work evaluated in the completion of the culminating activities is directly linked to all four areas of the achievement chart categories. The chart below summarizes the suggested culminating activity for each of the units.

Unit	Culminating Activity
1	Defence lawyer’s closing statement to a jury defending capitalism or communism in the charges of a blatant disregard for human dignity, the environment, and the inefficient allocation of resources, all of which negatively impact on national wealth.
2	Group argumentative paper on the structure of economic institutions best able to ensure economic prosperity for Canada in the twenty-first century.
3	Panel discussion addressing the question: How well has Canada’s economic performance really measured the well-being of its citizens nationally and globally?
4	Report on mock election results identifying the consequences of instituting the winning party’s platform.
5	Drafting an international trade treaty and letter reporting the terms of the new agreement and the costs and benefits of the agreement to the nation represented.
6	Jury trial on conflicting economic objectives, rights, and responsibilities relating to a current high profile economic issue.

### Unit Tests

In each unit, students complete a unit test comprised of multiple-choice questions and a written component. These questions focus on three areas of the Achievement Chart categories: Knowledge/Understanding, Thinking/Inquiry, and Application. The written component is based on a reading sample and is consistent with the forms of reading and writing and the literacy skills developed throughout the unit. The structure of this test is consistent with test writing formats and standards generally prevalent in university economic courses.

### Seminars

Two to three times in each unit, pairs of students lead a small informal group discussion on a primary source reading assigned by the teacher to the class. The first seminar discussion is teacher-led and serves as a model of the evaluation criteria at Level 4. All four categories of the Achievement Chart are linked to the evaluation criteria for the preparation and leadership of a seminar. Seminars are specifically designed to allow students to develop the skill of questioning at all levels along a thinking skills continuum. They also meet the specific expectation “to evaluate different types of economic information to determine main ideas and the supporting factual details contained in each, the assumptions made, the opinions expressed, and the degree of logical consistency, relevance and validity” (DM3.03). As well, selected seminar readings link directly to the key concepts addressed in the expectations of the unit. Students assigned to lead each seminar are required to complete pre-seminar tasks to be submitted to the teacher at least one week prior to their leadership of the seminar. This allows students the opportunity to confer with the teacher for assessment and to make revisions for improvement. This evaluation activity is also designed to align with the reading skills required by students to successfully complete university courses.

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## Final Evaluation

Seventy per cent of the student's grade will be based on evaluations conducted throughout the course. Thirty per cent of this grade will be based on a final evaluation. It is recommended that the final evaluation for the course, *Analysing Current Economic Issues*, consists of three parts: first, a formal written examination consisting of multiple-choice questions; second, a course-long culminating activity supported by activities completed throughout the course; lastly, a formal opinion paper based on a focus question provided to the students at the start of the course requiring the use of concepts, theories, and ideas drawn from the seminars presented throughout the course.

*Formal Written Examination:* A formal written examination consisting of multiple-choice questions has been included to provide students the opportunity to practise the skill of writing an exam in the format typically required in university economics courses.

*Course-long Culminating Activity: Let the Games Begin:* Students, working in teams of three, create a board game with a theme other than economics, such as politics, psychology, history, geography, law, science, entertainment, or arts and literature. This theme requirement serves to ensure effective cross-curricular integration by which students transfer their understanding of economic concepts to other areas of study and hence demonstrate the high level thinking skill of Application. Each student on the team creates five multiple-choice questions for each of the units in the course focusing on the key concepts and theories in the unit. This task allows students to develop an in-depth understanding of the construction of multiple-choice questions. This leads inherently to an increased ability to respond to such questions, providing for greater success in the writing of formal multiple-choice exams typically found on university style economics examinations. In addition, each student creates five game strategies based on the economics theory of games. Two of these strategies are to be simple; the other three complex. Near the end of the course, students work together to assemble the game. Each student plays a particular role with specific responsibilities making them individually accountable. The roles include editing, design, layout, and construction. Once the board game is complete, peers, parents, and game company representatives visit the class to play the games and play a role in the assessment of the game.

*Formal Opinion (Thesis) Paper:* Students receive an open-ended focus question at the beginning of the course which will allow them to draw on information, statistics, theories, concepts, and ideas from the seminars presented throughout the course. The teacher may choose to assign this essay question either as part of the formal written examination or independent of this exam as a separate part of the final evaluation for this course in which case process work may be completed throughout the course to guide and monitor student progress.

For any assessment or evaluation designed for this course, appropriate tools including checklists, rubrics, and marking schemes will be provided to assist students along a learning continuum.

## Accommodations

This Course Profile has been crafted to meet the needs of a diversity of learners considering learning styles and multiple intelligences. In addition, specific accommodations for students with exceptional learning needs have been suggested with each activity provided in the developed units. IEPs for exceptional students provide teachers with specific learning strategies that work best with individual students. The proficiency levels outlined in *The Ontario Curriculum, Grades 9 to 12, English As a Second Language and English Literacy Development* provide teachers and school administrators with a guide to receiving and accommodating these learners in the regular classroom.

There is a variety of strategies for exceptional students. Economics teachers are encouraged to review students' IEPs to decide the best course of action to assist them in meeting the expectations of the Grade 12 Economics course. The variety of learning strategies and student performance tasks provide teachers with some guidance, but each student's program will require appropriate accommodations based on the recommendation for instruction and assessment included in the IEP.

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Accommodations teachers should consider are:

- Break down tasks into manageable chunks with deadlines for each chunk.
- Allow access to a word processor for all written tasks.
- Provide allocated time to use adaptive equipment such as the Kurzweil reader.
- Provide data charts into which students record information
- Consider preferential seating for students with vision, hearing or attention difficulties.
- Chart key words for student note-taking.
- Allow scribes in note-taking.
- Use tape recorders or computers as an alternative to written responses.
- Assess student reading comprehension level as early as possible to ensure proper accommodations are made.
- Allow extra time to complete assignments.
- Provide visual cues.
- Provide ample scaffolding to assist students in generating and organizing ideas before completing tasks.
- Provide a glossary of terms for their reference.
- Provide a vocabulary list to assist in the reading of assigned materials.
- Model skills for students when they are expected to draw inferences, conclusions, or assess the implications of case study material.
- Make appropriate adjustments to performance tasks for students with visual impairments or with significant motor dysfunctions.
- There are many enrichment opportunities in this course for gifted students who may wish to explore interdisciplinary connections, issues, and economic theory in greater detail.
- To ensure all students are able to be successful at meeting the expectations of this course it is strongly recommended that teachers use secondary sources to initially introduce and explain economic ideas, theories and concepts. Generally, primary readings in economics will intimidate and overwhelm most students at the Grade 12 level. Gifted students may want to tackle some of the primary readings relating to issues addressed in the course. Also, students need to be encouraged to respond to issues, ideas and theories in a variety of ways, including written work, music, visual art and oral debate and discussion. Finally, in addition to the use of secondary sources, teachers should make use of popular media such as music, movies, games, magazines and newspapers, as vehicles to help students approach issues. By drawing on popular media, teachers can tap into the students' world, and explore profound and timeless issues, grounded in student experiences.

## Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. The teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner.

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The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

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## **Coded Expectations, Analysing Current Economic Issues, Grade 12, University Preparation, CIA4U**

### **Economic Decision Making**

#### **Overall Expectations**

**DMV.01** · explain the cause and nature of the three types of choices that all economic systems must make;

**DMV.02** · apply the concepts, models, and processes of economic inquiry to the study of economic choice;

**DMV.03** · evaluate different sources and types of current economic information.

#### **Specific Expectations**

##### **Understanding Scarcity and Choice**

**DM1.01** – identify specific examples of economic choices – both individual (e.g., for whom to work) and collective (e.g., the level of government spending) – that Canadians must make because economic resources are scarce;

**DM1.02** – classify economic resources and outputs by type (e.g., labour, capital, natural resource, good, service) and by ownership (e.g., public, private);

**DM1.03** – identify options and the explicit and implicit (e.g., opportunity) costs associated with each option when making an economic choice;

**DM1.04** – compare the ways in which different types of economic systems (i.e., market, command, and mixed economies) make choices about what, how, and for whom to produce.

##### **Using the Tools of Economic Analysis**

**DM2.01** – compare the nature of economic inquiry with that of scientific inquiry and identify the consequences (e.g., the certainty of conclusions) that result from these differences;

**DM2.02** – demonstrate an understanding of the major ideas and theories of prominent economists (e.g., Adam Smith, David Ricardo, Thomas Malthus, Karl Marx, John Maynard Keynes) in the context of the economic issues and challenges of their times;

**DM2.03** – apply economic concepts (e.g., opportunity cost, demand, absolute advantage) and models (e.g., production possibilities curve, the market, circular flow) that are used to identify and analyse choices, forecast economic change, and define a reality, problem, or issue;

**DM2.04** – explain the criteria (e.g., economic goals of efficiency, stability, growth, security, equity, freedom) used by different groups of economic stakeholders (e.g., consumers, producers) and economists to evaluate economic change, issues, and choices;

**DM2.05** – apply the cost-benefit method of inquiry to current economic issues to evaluate choices, using stakeholder criteria and economic goals;

**DM2.06** – explain the reasons for agreement and disagreement among economists (e.g., positive compared to normative economics).

##### **Evaluating Economic Information**

**DM3.01** – conduct research effectively to locate information from a variety of different media (e.g., newspapers, Internet sites), institutions (e.g., government agencies), businesses, interest groups (e.g., Canadian Centre for Policy Alternatives, Fraser Institute), and other sources;

**DM3.02** – evaluate the reliability of different sources of information, and identify possible bias;

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**DM3.03** – evaluate different types of economic information (e.g., statistical data, charts, graphs, tables, commentaries, opinions) to determine the main ideas and the supporting factual details contained in each, the assumptions made, the opinions expressed, and the degree of logical consistency, relevance, and validity;

**DM3.04** – communicate economic information and analysis clearly, effectively, and accurately in an appropriate format and style (e.g., written or oral, individually or as part of a group).

## **Economic Stakeholders**

### **Overall Expectations**

**ESV.01** · identify economic stakeholder groups and the criteria each uses to make economic decisions;

**ESV.02** · explain the economic rights and responsibilities of “the economic citizen”;

**ESV.03** · compare the ways and the degree to which different types of economic systems satisfy the needs of stakeholders.

### **Specific Expectations**

#### **Stakeholders and Their Needs**

**ES1.01** – identify the major stakeholder groups in the Canadian economy (e.g., consumers, contributors, socio-economic groups, citizens);

**ES1.02** – identify the criteria used by different groups of economic stakeholders to make economic choices (e.g., consumers might use utility while producers use profit);

**ES1.03** – produce an analysis of the costs and benefits of an economic change or choice (e.g., a rise in interest rates) for different stakeholder groups (e.g., consumers, purchasers, workers, exporters).

#### **The Economic Citizen**

**ES2.01** – compare the individual’s economic rights as defined by the United Nations’ Declaration of Human Rights with those protected by law in Canada;

**ES2.02** – explain the concept of stewardship as it applies to specific examples of economic responsibility and choice (e.g., in terms of pollution, income distribution, use of resources);

**ES2.03** – compare markets and governments with regard to their ability to respect and protect the individual’s economic rights and to promote the objectives of economic stewardship and responsible decision-making;

**ES2.04** – apply the process, skills, and concepts of economic inquiry to analyse public policy issues.

#### **Stakeholder Needs and Economic Systems**

**ES3.01** – analyse the power of different stakeholder groups to make economic decisions in each type of economic system (i.e., market, command, mixed);

**ES3.02** – compare different national economies (e.g., Canada, United States, Japan, China, Sweden) with respect to ownership of resources, goods, and services (e.g., public or private) and method of decision making (e.g., by individuals in markets or by a central authority);

**ES3.03** – compare capitalist, socialist, and command economies with respect to their ability to satisfy stakeholder needs and achieve economic goals.

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## Self-Interest and Interdependence

### Overall Expectations

- SIV.01** · explain how stakeholders use self-interest to make choices that maximize economic well-being;
- SIV.02** · describe how groups of stakeholders and markets within an economy are interdependent and may be affected simultaneously by a change;
- SIV.03** · assess the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy;
- SIV.04** · identify examples of, and reasons for, conflicts of self-interest that prevent the achievement of economic goals.

### Specific Expectations

#### Self-Interest

- SI1.01** – explain Adam Smith’s concept of “the invisible hand”;
- SI1.02** – explain, using concepts of marginal analysis (e.g., marginal utility, cost, return), how different stakeholders determine what economic choice is in their own best interest;
- SI1.03** – describe how the self-interest of buyers and sellers is expressed in a competitive market and maximizes the efficient use of scarce resources and the satisfaction of stakeholders;
- SI1.04** – explain how an understanding of market activity is in the self-interest of stakeholders (e.g., because it permits them to forecast change).

#### Economic Interdependence

- SI2.01** – explain how specialization benefits stakeholders (e.g., through increased productivity) and creates interdependence (e.g., between consumers and producers);
- SI2.02** – illustrate the interdependence of buyers and sellers in markets by describing how a change in demand or supply affects price and quantity sold in one market and how that in turn affects the self-interest and decisions of stakeholders in other markets;
- SI2.03** – describe why and how one change (e.g., a change in interest rates) can affect an entire economy (e.g., employment levels, prices, total output).

#### International Economic Interdependence

- SI3.01** – explain, using the concepts of absolute and comparative advantage, the benefits of specialization and international trade;
- SI3.02** – analyse Canada’s balance of payments data to establish the importance of trade to Canada’s economy and to identify historical and evolving patterns of trade in both goods and services and in capital flows;
- SI3.03** – produce an analysis of the factors that influence the exchange rate of the Canadian dollar and of the ways in which changes in the dollar’s value affect the economy (e.g., output, employment, prices);
- SI3.04** – illustrate, using specific examples, how events in another part of the world can affect the Canadian economy and groups of Canadian stakeholders.

#### Conflicting Self-Interests

- SI4.01** – illustrate, by specific example, how the self-interest of one group of stakeholders may conflict with the self-interest of another and prevent the achievement of economic goals;
- SI4.02** – produce an analysis of the costs and benefits of different types of competitive market structures (e.g., perfect, imperfect competition) from the point of view of different stakeholders and the achievement of economic goals;

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- SI4.03** – evaluate the importance and quality of the information that sellers in a market provide to help buyers make choices and the importance of this information to the achievement of economic goals;
- SI4.04** – explain how externalities (e.g., third party costs) result from conflicts of self-interest in a market and prevent the achievement of economic goals (e.g., efficiency).

## **Economic Institutions**

### **Overall Expectations**

- EIV.01** · compare the different types and functions of institutions in Canada’s private sector;
- EIV.02** · explain the nature and economic functions of Canada’s public institutions;
- EIV.03** · describe the nature of international economic institutions and their impact on the Canadian economy;
- EIV.04** · describe the nature, causes, and consequences of economic institutions and activities that are part of the “hidden” economy.

### **Specific Expectations**

#### **The Private Sector**

- EI1.01** – identify ways in which different forms of privately owned, profit-making institutions differ from collective (e.g., cooperatives), non-profit, and charitable institutions in the private sector;
- EI1.02** – describe the role of Canada’s different types of financial institutions (e.g., banking system, stock and bond markets) as financial intermediaries in capital markets;
- EI1.03** – describe the economic functions performed by commodity futures markets;
- EI1.04** – produce an analysis of the advantages and disadvantages of privatization compared to the public provision of a specific good or service (e.g., private versus public education, private versus government-controlled liquor sales).

#### **The Public Sector**

- EI2.01** – describe how government is involved in the economy (e.g., as a producer of consumer goods and services, supplier of infrastructure, employer of resources, regulator of competition and of aggregate demand, redistributor of income);
- EI2.02** – classify total government spending by level of government (i.e., federal, provincial, local) and by function (e.g., the provision of goods and services, the redistribution of income, debt payments);
- EI2.03** – identify the specific sources and types of municipal, provincial, and federal government revenues and the relative importance of each;
- EI2.04** – describe the difference between, and the recent trends in, the debts and deficits of the three levels of government;
- EI2.05** – describe the forms and functions of money in Canada’s economy and the ways in which the Bank of Canada controls the money supply.

#### **International Economic Institutions**

- EI3.01** – describe the nature and role of international economic agreements and institutions (e.g., the North American Free Trade Agreement, the World Trade Organization, the International Monetary Fund, the Organization for Economic Cooperation and Development);
- EI3.02** – describe the nature of private-sector multinational corporations and the reasons for their growth;
- EI3.03** – produce an analysis of the costs and benefits to Canadian stakeholders of the trend towards freer international trade.

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## **The “Hidden” Economy**

- EI4.01** – identify specific examples of “hidden” economic activity (e.g., housework, crime, volunteer work);
- EI4.02** – explain why the institutions of the “hidden” economy (e.g., illegal and barter markets) have developed and how they work;
- EI4.03** – produce an analysis of the positive and negative economic consequences of “hidden” economic activity (e.g., volunteer work, criminal activity);
- EI4.04** – produce an evaluation of proposals designed to recognize and encourage the positive effects and reduce the negative consequences of activity in the “hidden” economy.

## **Assessing Economic Change**

### **Overall Expectations**

- ECV.01** · describe the nature and specific use of traditional and emerging methods of measuring economic well-being;
- ECV.02** · explain the course, causes, and consequences of Canada’s economic growth and the connection of this growth to the economic goal of efficiency;
- ECV.03** · analyse the causes and consequences of economic instability and the effectiveness of stabilization policies;
- ECV.04** · describe changes in incomes and in programs and policies designed to help Canadians achieve an appropriate level of economic security;
- ECV.05** · analyse the changing importance of the public and private sectors of the economy and what this means to the achievement of the goals of economic freedom and equity.

### **Specific Expectations**

#### **Economic Well-Being**

- EC1.01** – define and calculate the following statistical measures: economic output (gross domestic product, or GDP), economic growth (changes in real GDP over time), standard of living (real GDP per capita), balance of trade (exports versus imports), the value of total demand (gross domestic expenditure), and productivity (output per worker);
- EC1.02** – evaluate the validity of the most commonly used measures of economic well-being (e.g., growth, standard of living, inflation, unemployment, poverty);
- EC1.03** – describe measures of economic well-being and performance other than those based on the National Accounts (e.g., the Human Development Index);
- EC1.04** – produce an analysis of the current economic situation, the trends in the economy, and the strengths and weaknesses of the economy;
- EC1.05** – compare the performance of the Canadian economy at different times, including the present, with the current performance of other economies.

#### **Economic Growth and Efficiency**

- EC2.01** – describe the most important factors affecting Canada’s economic growth both today and in the past;
- EC2.02** – explain the benefits and the costs of economic growth and of the efficient use of economic resources;
- EC2.03** – produce an evaluation of proposals (e.g., regulation, market incentives) to reduce the negative consequences of growth (e.g., pollution, resource depletion);
- EC2.04** – explain how the current trend towards corporate concentration (e.g., bank mergers) may threaten or promote economic growth and efficiency.

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### **Economic Stability**

**EC3.01** – describe the characteristics and causes of economic instability in each phase of the business cycle;

**EC3.02** – identify the types, causes, and effects of inflation, deflation, and unemployment;

**EC3.03** – explain how government fiscal policy (e.g., government spending or taxation) and monetary policy (e.g., increasing or decreasing interest rates) can help stabilize the business cycle and prices, and lower the unemployment rate;

**EC3.04** – evaluate how well current fiscal and monetary policies are achieving the goal of economic stability.

### **Economic Security**

**EC4.01** – analyse changes in average real income, its composition, and its distribution in the Canadian economy over the last decade;

**EC4.02** – explain the concept of the poverty line and the characteristics of the groups of stakeholders that fall below it;

**EC4.03** – evaluate the effectiveness of government legislation (e.g., minimum wage, conditions of work) and programs (e.g., education, health care, unemployment insurance, pensions, welfare) designed to enhance the economic security of Canadians.

### **Economic Freedom and Equity**

**EC5.01** – describe how the economic influence of markets and the public sector has changed (e.g., a reduced level of public services, deregulation, privatization);

**EC5.02** – analyse the causes of these changes (e.g., deficits, debt, globalization);

**EC5.03** – produce a cost-benefit analysis of the results of this trend for different groups of stakeholders;

**EC5.04** – produce an evaluation of whether this trend will help achieve the economic goals of equity and freedom.

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## Unit 6: Economic Conflict: Balancing the Interests of Economic Stakeholders

**Time:** 20 hours

### Unit Description

Students examine many of the complex economic decisions associated with balancing individual self-interest motives against the fundamental societal values of economic stewardship. The identification of major economic stakeholder groups/institutions, various aspects of the “hidden” economy and the criteria necessary to evaluate economic change, issues, and choices allows students to more fully understand the impact of externalities on the economy.

### Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Task
6.1 Stakeholders and the Hidden Economy	5 hours	ESV.01, EIV.04, ES1.01, ES1.02, EI4.02, EI4.03, EI4.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	Panel Discussion
6.2 Stakeholders: Goals and Constraints	4 hours	DMV.02, DMV.03, ECV.04, DM2.04, DM3.01, EC4.02	Knowledge/ Understanding Thinking/Inquiry Communication Application	Multiple Intelligence-based Presentation
6.3 Opportunity Costs: Economic Rights Versus Responsibilities	3 hours	ESV.02, ES2.02, ES2.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	Revised Marble Activity
6.4 Jury Trial on the Costs of Self-interest Motives	4 hours	DMV.02, DMV.03, ESV.02, SIV.04, ECV.02, DM1.03, DM2.05, DM3.02, DM3.04, ES2.04, SI1.04, SI4.01, SI4.04, EC2.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	Culminating Activity: Mock Jury Trials

**Note:** Teachers will want to test the knowledge and skills learned throughout this unit of study. Two hours are added to the unit to allow for this type of summative evaluation. As well, two hours are added to allow for two seminar presentations.

### Activity 1: Stakeholders and the Hidden Economy

**Time:** 5 hours

#### Description

Students demonstrate their economic inquiry skills through an examination of the major Canadian economic stakeholder groups and the criteria that lead these groups to their economic choices. In addition, students examine the institutions associated with the “hidden” economy and assess their impact on Canada’s economic performance. Using a variety of print sources, students analyse specific situations that have had a detrimental influence on economic growth. Following a teacher-modelled example,

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students develop an authentic Canadian case study that assesses the resultant economic impact on one assigned stakeholder group and answer the question, How can stakeholders work together to encourage the positive effects and reduce the negative consequences of the hidden economy? In the culminating task, students prepare and present a panel discussion addressing this question. Students demonstrate their ability to use fundamental economic concepts to arrive at viable solutions to real world economic problems. By formulating questions, conducting research, and presenting their findings in this panel discussion, students more completely understand and appreciate the interplay among contending stakeholder interests and the desirable goals of economic performance.

## **Strand(s) & Learning Expectations**

**Strand(s):** Economic Stakeholders, Economic Institutions

### **Overall Expectations**

ESV.01 - identify economic stakeholder groups and the criteria each uses to make economic decisions;  
EIV.04 - describe the nature, causes, and consequences of economic institutions and activities that are part of the “hidden” economy.

### **Specific Expectations**

ES1.01 - identify the major stakeholder groups in the Canadian economy;  
ES1.02 - identify the criteria used by different groups of economic stakeholders to make economic choices;  
EI4.02 - explain why the institutions of the “hidden” economy have developed and how they work;  
EI4.03 - produce an analysis of the positive and negative economic consequences of “hidden” economic activity;  
EI4.04 - produce an evaluation of proposals designed to recognize and encourage the positive effects and reduce the negative consequences of activities in the “hidden” economy.

### **Prior Knowledge & Skills**

- An understanding of applicable economic terminology and the different types of Canadian economic stakeholders
- An ability to conduct effective research including using library/resource centres, Internet sites, government agencies, interest groups, businesses and other sources
- Effective group-work skills
- A familiarity, from previous courses, with the format, planning, and expectations of a panel discussion

### **Planning Notes**

- Assign textbook and other readings on major Canadian economic stakeholder groups and on the nature, causes, and consequences of “hidden” economy activities.
- Locate additional printed, audio-visual, and computer-assisted sources on stakeholder groups that impact on Canadian and foreign economies. (See Resources.)
- Prepare an organizer that summarizes Canadian economic stakeholders. (See Strategy 1.) Students compile a list of the major stakeholders, then briefly research each to obtain information on their criteria for choices, links to the “hidden” economy and finally their impact on the achievement of economic efficiency.
- Provide copies of articles on stakeholders’ detrimental effects upon economic growth.
- Book a library/resource centre or access to computers for researching stakeholder groups, the institutions associated with the “hidden” economy, and appropriate case studies.
- Provide copies of the culminating performance task and student evaluation rubric prior to commencing the activity.

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## Teaching/Learning Strategies

### Strategy 1.1: Introducing Key Concepts

#### *Motivator:*

1. Teacher leads students through a brainstorming exercise using the focus questions, Who in the Canadian economy are the role players that have special economic interests and who are the economic stakeholders? Teacher instructs students to brainstorm independently first and then to share their ideas in a group with two or three other members of the class.

#### *Lay Foundations:*

2. One representative from each group places the group's list of brainstormed stakeholders on the board, in random fashion, to create a collage identifying the major stakeholders in the Canadian economy. The teacher assesses the collage for incorrect inclusions or omissions and makes the necessary adjustments to the list to ensure accuracy. While doing so, the teacher provides explanations to the class for the changes.

#### *Explore:*

3. Through the use of a categorizing activity, such as the card activity described in the *Becoming Critical Thinkers* resource cited below, the teacher guides students through a clustering of the major stakeholders based on common elements. Categories such as “producers,” “consumers,” and “social economic groups” may be created. The key stakeholders identified may include, but are not limited to, the poor, women, students, immigrants, labourers, landlords/renters, privatization supporters, and environmentalists. Students learn that this is not a definitive list, and that additional examples may be explored and added to this list as the unit progresses.

#### *Hands On:*

4. Students demonstrate the practised skills of brainstorming and categorization by brainstorming the various criteria/objectives used by one particular stakeholder group identified above, and by completing the first two columns of the following graphic organizer for that particular stakeholder group. The groups continue to focus on the same stakeholder group throughout the remainder of the unit. The teacher should therefore ensure that there is an even distribution of student representation for each major stakeholder group in Canada. Through a class discussion, students take notes on the information presented by the other stakeholder groups using the following graphic organizer.

Stakeholder Group	Criteria for Choices	Links with the “Hidden” Economy	Impact on Economic Efficiency

### Strategy 1.2: Characteristics of the Hidden Economy

#### *Motivator:*

5. The teacher begins by modelling the strategy of concept attainment focusing on a concept that the class has already studied such as “opportunity cost.” The use of this strategy requires that the teacher create a data set of descriptors or statements, which list what the concept ‘is’ in one column and what the concept ‘is not’ in another. This allows students to compare descriptors or statements from which they can infer the attributes of the concept. For example, two descriptors may include “No one gets a free lunch” to “There is no cost to the use of air.” The first descriptor implies that there is a cost to everything, the other that some commodities can be obtained at no cost. As the teacher reveals each set of contrasting descriptors, the students, first individually and then in pairs, attempt to hypothesize what concept is being described. Once the teacher has revealed all but one of the set of descriptors, the students attempt a guess at what the concept is. Before telling the students the correct response, the teacher reveals the last set of descriptors to allow students to test their hypothesis.

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If the class is unable to identify the concept, the teacher reveals the concept being described and, through a class discussion, explains how the descriptors describe the essence of the concept. A number of non-economic concept attainments can be found in the book, *Beyond Monet* cited in the Resources list. The teacher can use these examples as further models for the students and can create an engaging learning environment by creating a class competition using the various examples for practice purposes.

*Lay Foundations:*

6. The teacher informs students that they will be creating their own data sets to support a concept attainment strategy based on the concept of “hidden” economy. To do so, the teacher lectures on the reasons for the development of the “hidden” economy and how its various aspects work, and students take notes. A graphic organizer used to highlight the key ideas in this lecture could be provided to students to help support the development of note-taking skills. Students then have time to create a list of attributes based on the nature, causes, and consequences of the “hidden” economy. The classroom text or any other appropriate readings can be used to support this task. A problem set question such as, Which of the following economic events would affect a country’s Gross Domestic Product? (GDP) Explain. (1) A woman has her first child and decides to quit her job and stay at home to care for her child. (2)...,” could also be used to lay the foundational understanding necessary to complete this task.

*Explore:*

7. Working in groups of two or three, students use the list of attributes they created to help them design a data set to support a concept attainment for the concept of “hidden” economy.

*Hands On:*

8. Each group of students presents its data set to the class to assess its design and effectiveness. Following these presentations, the teacher summarizes the attributes of the hidden economy and students assess their data sets, making revisions if needed. Students then create a working definition of the term “hidden” economy applying these attributes.

**Strategy 1.3: The “Hidden” Economy**

*Motivator:*

9. The teacher revisits the concept of “hidden” economy by writing a personal, or a textbook definition, for the concept on the board. Through a class discussion, students assess the teacher’s definition by comparing their working definitions to it. The teacher could use a graphic organizer such as a Venn diagram to help support this task. Through the use of a modelled/shared writing process, the class arrives at a consensus for a working definition for the term drawing on the students’ prior knowledge of the “hidden” economy.

*Lay Foundations:*

10. Using a reference, such as Jo Nelson’s *The Art of Focused Conversation For Schools*, Toronto: Canadian Institute of Cultural Affairs, 2001, the teacher models the steps in a Focused Conversation. Several examples can be found in this source dealing with a wide range of issues. At the end of the modelling process, the teacher summarizes the steps and reviews the purpose of each step in the process.

*Explore:*

11. Students devise a series of focus questions following the steps modelled and discussed by the teacher. The teacher should expect the questions to approximate the following:
  - Opening Focus: Let’s focus on the term “hidden” economy for a while.
  - Objective Questions: What are some types of “hidden” economy that are evident in our community?
  - Reflective Questions: How do they make you feel? What emotions do you feel thinking about them?

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- Interpretive Questions: Why do some people engage in the “hidden” economy? What’s in it for them?
  - Decisional Questions: Who does the “hidden” economy impact on negatively? What are some of these impacts?
  - Closing Statement: As you can see, the “hidden” economy can have several negative effects on the economy.

*Hands On:*

12. After creating the questions, students obtain point-form answers using a suggested reading from the teacher. The questions serve to guide their reading. The teacher places a summary of these responses on an overhead or on the board. Students self-assess their responses and make corrections where necessary.

**Strategy 1.4: Extensive Reading Exercise**

*Motivator:*

13. Teacher offers a focus question relating to types of “hidden” economies that may be illegal in Canada, but are legal, condoned or tolerated elsewhere in the world. For example, what activities in the hidden economy are considered illegal in Canada but are accepted in law in other world cultures?

*Lay Foundations:*

14. Teacher provides copies of articles, about hidden economies, to students for reading. These articles should provide students with the resources needed and support their successful response to the suggested guiding question. Using the graphic organizer titled, “Rising Action: Summarizing” found in Resources by Jan McLellan, students summarize the main idea, the conclusion, and the supporting ideas from a number of articles about a hidden economy. The reading exercise serves to help direct students towards real world instances of the “hidden” economy and how they impact upon a nation’s welfare.

*Explore:*

15. Applying the information summarized from these readings, the teacher creates and models the writing of a case study to show how the “hidden” economy affects the well-being of Canadians. This can be completed through the use of a shared writing process, in which the students and teacher work together to create the case study. Through this process the teacher can also review the text features of a case study. In this case study, the students identify their stakeholders and show how both the stakeholders and the Canadian economy are affected. The overall guiding question for the case study is: How can stakeholders work together to encourage the positive effects and reduce the negative consequences of the “hidden” economy? Students receive an evaluation rubric for writing case studies at this time and the class case study that the teacher and students just created could be applied to the rubric to model self-assessment.

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*Hands On:*

16. Students create their own case study based on the modelled example. This topic of this case study must deal with a response to the focus question outlined above and be relevant to the student culture, such as the underground economy involving cigarettes in the 1990s. The teacher evaluates this case study using a rubric. Students then take their assigned stakeholder group and after completing in-depth research, submit, from the perspective of their assigned stakeholder group, their own written response to the guiding question for teacher feedback. As well, students are urged to keep an extra copy of this response for future reference, as this response will form the basis for the panel discussion culminating activity.

**Strategy 1.5: Panel Discussion**

*Motivator:*

17. The teacher uses a tape-recorded or videotaped model of a panel discussion on a general topic of interest to students or of economic relevance on a topic already covered in the course. Students brainstorm what has been done well in the discussion, what was done poorly, and how the discussion may be improved upon. With teacher guidance, students generate a list of criteria that can be used to assess a panel discussion, which should include expectations regarding rules of order, time limitations, mutual respect, variety of communication, media, and other skills needed to successfully present this type of discussion.

*Lay Foundations:*

18. To prepare for a panel discussion in which stakeholders evaluate the proposals designed to encourage the positive effects and reduce the negative consequences of activities in the “hidden” economy, students individually briefly present their case study recommendation to the class. The class takes notes on each student’s presentation to accumulate a list of proposals to be evaluated through the panel discussion.

*Explore:*

19. Students evaluate each proposal to determine its strengths and weaknesses. Students then use this evaluation to practise, model, and mentor their panel debates in small groups prior to the panel discussion, using the criteria generated above. These groups consist of one representative from each of the stakeholder groups created in activity above. Students can now reflect on what various levels of performance may look and sound like for the purposes of designing a panel discussion assessment rubric.

*Hands On:*

20. The teacher then draws on the students’ reflection on various levels of performance to guide students through the creation of the assessment rubric. This rubric is then used to moderate and evaluate the quality of the panel discussion. Note that this panel discussion can be structured as a class discussion or as small group discussion consistent with the practice sessions.

**Assessment & Evaluation of Student Achievement**

**Note:** Numbers refer to Teaching/Learning Strategies

Strategy-Task/Product	Purpose	Achievement Chart	Tool/Assessor
1 – Brainstorming Exercise	Diagnostic	Knowledge/Understanding	Checklist (self/peer)
3 – List of Institutions	Formative	Thinking/Inquiry	Checklist (self)
4 – Graphic Organizer	Formative	Knowledge/Understanding	Checklist
6 – Problem Set Question	Formative/ Summative	Application	Marking Key (teacher)
8 – Data Set	Formative	Thinking/Inquiry	Feedback form (peer)

Strategy-Task/Product	Purpose	Achievement Chart	Tool/Assessor
12 – Responses/Organizer	Formative	Knowledge/Understanding Thinking/Inquiry	Learning Skills Checklist (teacher)
16 – Case Study/Response	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application	Case Study/Response Rubrics (teacher)
20 – Panel Discussion	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application	Student designed panel discussion rubric

### Accommodations

- Adaptations for ESL/ESD learners may include scaffolding strategies, such as vocabulary lists, glossaries, and partnering to ensure all students are progressing effectively towards undertaking the culminating activity. Modelling of activities, when possible, is an excellent strategy for these students, as is shortening the length of written work required and providing opportunities for fixed/prepared statements during the panel discussion.
- Posting of due dates and deadlines helps to keep visual learning students on task.
- For enrichment students may be directed towards university calibre sources for their research, such as [web.uvic.ca/~dgiles/econometrics/he.html](http://web.uvic.ca/~dgiles/econometrics/he.html)

### Resources

#### Print

Bennett, Barrie and Carol Rolheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto: Bookation Inc., 2001.

Cantu, D.A. “An Internet Based Multiple Intelligence Model for Teaching High School History”, OHASSTA Journal 21, no. 3, Spring 2000: 7; also found at – [www.ohassta.org/rapport.htm](http://www.ohassta.org/rapport.htm).

Crane, David. *A Dictionary of Canadian Economics*. Edmonton: Hurtig Publishers, 1980.

Giles, D.E.A. and L.M. Tedds. *Taxes and the Canadian Underground Economy*. Toronto: Canadian Tax Foundation, 2001.

McLellan, Jan. *Read It...Understand It...Communicate It!: A Compendium of Cross Curricular Literacy Strategies*. Caledon East: JEMCON Publishing, 2000.

Nelson, Jo. *The Art of Focused Conversation for Schools*. Toronto: Canadian Institute of Cultural Affairs, 2001.

Peel District School Board. *Becoming Critical Thinkers*. Mississauga: Program Services, 2001.

#### Non-print

Canadian Tax Foundation. Home Page. – <http://www.ctf.ca/>

CBC-TV. *Counterspin*. Broadcast times and program topics can be found at – <http://www.counterspin.tv/>

Giles, David. *Modelling the Underground Economy*. Victoria, B.C.: Department of Economics, University of Victoria, November, 2001. – <http://web.uvic.ca/~dgiles/econometrics/he.html>

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## Activity 2: Cost-Benefit Analysis of Primary and Secondary Sources

**Time:** 4 hours

### Description

Students select a major economic stakeholder group and research that group's historic involvement in the Canadian economy. Students explore the role of this organization in protecting and promoting the interests of a specific stakeholder group through the use of primary and secondary materials. Students create a multiple intelligence based cost-benefit analysis of their findings.

### Strand(s) & Learning Expectations

**Strand(s):** Economic Decision-Making, Assessing Economic Change

#### Overall Expectations

DMV.02 - apply the concepts, models, and processes of economic inquiry to the study of economic choice;

DMV.03 - evaluate different sources and types of current economic information;

ECV.04 - describe changes in incomes and in programs and policies designed to help Canadians achieve an appropriate level of economic security.

#### Specific Expectations

DM2.04 - explain the criteria used by different groups of economic stakeholders and economists to evaluate economic change, issues, and choices;

DM3.01 - conduct research effectively to locate information from a variety of different media, institutions, businesses, interest groups, and other sources;

EC4.02 - explain the concept of the poverty line and the characteristics of the groups of stakeholders that fall below it.

### Prior Knowledge & Skills

- Research using primary and secondary sources developed in Grade 10 History
- General knowledge of stakeholders' interests learned in Unit 2
- Research skills using traditional and Internet methods
- Comparative analysis learned in Units 2 and 4
- Creative writing skills, rhyme and rhythm learned in Grades 10 and 11 English
- Skill in using graphic organizers, brainstorming and presentations

### Planning Notes

- Prepare a variety of resources, either text or web, on an organization for students (see Resources).
- Compile a list of advocacy groups relevant to both student and community interests. Students should be able to easily identify the stakeholder being protected in each of these.
- Book the library/resource centre and/or access to computers for research time.
- For the motivator activity, ensure that students have large chart paper for brainstorming.
- Photocopy and provide copies of the fishbone graphic organizer for each group of students. (See Strategy 2.2)
- Photocopy and provide copies of the Frayer Model of Vocabulary Development for each student.
- Locate and prepare a variety of media resources to support the understanding of poverty, if needed.
- Prepare a technical definition for the concept of poverty.
- Teacher should be sensitive to issues which may arise around student experience with poverty.

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## Teaching/Learning Strategies

### Strategy 2.1: Introductory Key Concepts

#### Motivator:

1. Students begin their explorations of the concept of advocacy groups by presenting the information summarized on the graphic organizer for their particular stakeholder group completed in Activity 6.1.4. All students in the class take notes on the interests of each stakeholder group.

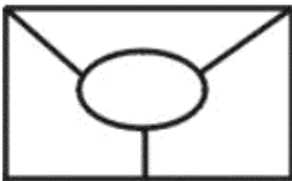
#### Lay foundations:

2. The teacher introduces the concept of advocacy groups by having each stakeholder group consider who in society might be interested in protecting the interests of their stakeholder group. Through a class discussion, the teacher generates a list of advocacy groups. The teacher should ensure that the list includes, but is not limited to, an advocacy group for each of the stakeholder group interests. This may be accomplished by creating two lists; one of the stakeholder groups' interests and another of the names of the advocacy groups that share those interests. See the Resources section for a short list of suggestions for advocacy groups.

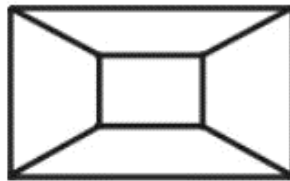
#### Explore:

3. The teacher puts students into groups of three to five. In the same stakeholder groups students worked on in Activity 6.1, students begin to explore answers to the focus question, What are some of the major concerns/problems facing your stakeholder group in Canada? Each student must have a pen and a piece of chart paper. Using the place mat strategy outlined below, students work in their groups to brainstorm answers to the focus question. In this brainstorming strategy, students divide the chart paper, representing a placemat, into the number of people in the group, as illustrated below (For a complete description of Placemat and Mindmapping techniques see *Beyond Monet: The Artful Science of Instructional Integration* by Barrie Bennett and Carol Rolheiser). Each student initially brainstorms his/her response to the focus question in one of the areas surrounding the placemat and then shares the response with the other members of the group. The group then creates a ranked list of concerns/problems and places it in the placemat area.

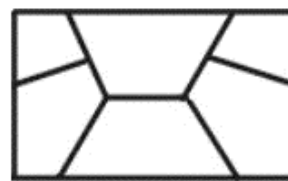
Group of 3



Group of 4



Group of 5



#### Hands on:

4. Once the students have identified the concerns facing their stakeholder group, they list the six most significant problems/concerns on a Fishbone graphic organizer. For each of these concerns, students identify solutions and challenges they may face in implementing their solutions. The teacher may choose to have the entire class work together in selecting the six concerns common to stakeholder groups and may then divide the class into six new groups to brainstorm these solutions and challenges. See *Beyond Monet: The Artful Science of Instructional Integration* by Barrie Bennett and Carol Rolheiser, for an illustration and further explanation of a fishbone graphic organizer.

### Strategy 2.2: Economic Well being

#### Motivator:

5. Using a resource such as the Frayer Model of Vocabulary Development from Rachel Billmeyer's *Reading in the Content Areas: If Not Me, Then Who?*, students explore the meaning of the word "poverty". In this model, students consider what they believe are the characteristics and examples of poverty. Through this exercise, each student develops a working definition for the concept of poverty. Time permitting, the teacher can use media to inspire students in the completion of this

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model. Potential sources of media could include a piece of Canadian literature, a newspaper article, a magazine feature study, music, graphs and statistics, from website [www.statcan.ca](http://www.statcan.ca), and cartoons that illustrate the concept of poverty.

*Lay foundation:*

6. The teacher then places the economic/technical definition of “poverty” (which must include Statistics Canada’s low income cutoff level) on the board and asks each student to read out their definition as the rest of the class compares the student’s working definition and the technical definition of poverty. As students complete this oral exercise, the teacher can guide a critical assessment of the government’s notion of poverty. This exercise allows students to critique the economic notion of “poverty line,” identify the “poverty line,” and introduce economic measures used to measure the level of poverty in Canada.

*Explore it:*

7. To further examine the concept of “poverty line,” students now generate a list of stakeholders that would be considered poor according to their working definition of poverty and a list of stakeholders that would be considered poor according to technical definition. Students use the examples of stakeholders listed in their stakeholder groupings to support this activity and can work in these previously created groups. These lists are placed on presentation paper and placed on the walls around the classroom for other class members to view.

*Hands on:*

8. Using these posters, each student creates a data set to support a concept attainment on poverty focusing on what the characteristics of the groups of stakeholders that fall below the poverty line are, and what they are not. This task would be described in one of the problem-set questions for this unit.

**Strategy 2.3: Creating a song**

*Motivator:*

9. The teacher introduces organizations that seek to protect the interests of one or more economic stakeholders.

*Lay foundations:*

10. Teacher uses an overhead of the Advocacy Group Blackline Master found in Appendix 6.2.1 and guides the class through its completion. Alternatively students may be directed to fill out the blackline master independently.

*Explore:*

11. Students have access to computers to research one organization/advocacy group identified as a defender of stakeholder interests. The teacher provides students with a list to choose from. See Resources for some ideas. Students receive the same Appendix modelled above to research and organize the goals, stakeholders, and methods used by their organization. **Note:** to save time, the teacher may assign this as a homework task.

*Hands on:*

12. Students write a song, poem, or rap that articulates the organization’s goals, the methods it uses to achieve these goals, and solutions for their stakeholder group’s. The song, poem, or rap can be peer or self-assessed with opportunity provided for revision. The teacher evaluates student presentations of their responses. Students also complete a problem-set type question in which they evaluate the organization’s ability to protect the interests of its stakeholders in an ethical manner, for example, in a manner that does not infringe on the interests and rights of other stakeholders.

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## Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies

Strategy-Task/Product	Purpose	Achievement Chart	Tool/Assessor
3 – Brainstorming	Formative	Knowledge/Understanding	Feedback form (peer)
4 – Fishbone Organizer	Formative	Thinking/Inquiry	Learning Skills Checklist (teacher)
5 – Frayer Model Organizer	Formative	Knowledge/Understanding Thinking/Inquiry	Checklist (self)
7 – Stakeholder Stations	Formative	Application	Feedback form (peer)
8 – Data Set	Formative/ Summative	Thinking/Inquiry	Checklist/Rubric (teacher)
11 – Advocacy Organizer	Formative	Knowledge/Understanding Thinking/Inquiry	Feedback/Learning Skills Checklist (teacher)
12 – MI Presentation	Formative	Knowledge/Understanding Thinking/Inquiry Communication Application	Checkbric (teacher)
12 – Problem Set Question	Formative/ Summative	Communication	Marking Key (teacher)

### Accommodations

- Teachers may provide alternatives for students who have limited access or background to the information and materials dealing with Canadian stakeholders and provide group mentoring.
- Teachers must give instructions to students on how notes are to be taken such as a simplified Appendices, structured brainstorming, vocabulary lists or checklist, and additional reading assignments.
- Extension activities may include requiring students to contact and interview a representative from the advocacy group. The presentation of the song could be expanded to include a seminar and the creation of an educational Bristol board poster or web page. Students may also be encouraged to research and track a news story relevant to the particular advocacy group.

### Resources

#### Print

Bennett, Barrie and Carol Rolheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto: Bookation Inc., 2001.

#### Non-Print

Campaign Against Child Poverty. *Home Page*. – <http://www.childpoverty.com>

Canadian Environment Industry Association (CEIA). *Home Page*. – <http://www.ceia-acie.ca/>

Citizen’s Advocacy. *Home Page*. – <http://www.citizenadvocacy.org/>.

The Consumer Council of Canada. *Home Page*. – <http://www.consumerscouncil.com/>.

Greenpeace. *Home Page*. – <http://www.greenpeace.org/>.

### Appendices

Appendix 6.2.1 – Advocacy Group Blackline Master

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## Activity 3: Opportunity Costs: Economic Rights vs. Economic Responsibilities

Time: 3 hours

### Description

Students have the opportunity to examine the concept of economic stewardship in a variety of ways and to see how both market institutions and various levels of government address the issue of responsible economic decision making in their own way. In addition, through the use of a hands-on simulation, students investigate the positive and negative side effects of market activity, begin to develop an understanding of the concept of externalities, and explore how regulations that consider economic rights, responsibilities and stewardship can serve to minimize the negative affects of market activities. Students demonstrate their understanding of these ideas by recreating the simulation activity they initially used to identify the concept of externalities.

### Strand(s) & Learning Expectations

**Strand(s):** Economic Stakeholders

#### Overall Expectations

ESV.02 - explain the economic rights and responsibilities of “the economic citizen.”

#### Specific Expectations

ES2.02 - explain the concept of stewardship as it applies to specific examples of economic responsibility and choice (e.g., in terms of pollution, income distribution, use of resources);

ES2.03 - compare markets and governments with regard to their ability to respect and protect the individual’s economic rights and to promote the objectives of economic stewardship and responsible decision-making.

### Prior Knowledge & Skills

- Experience in writing supported opinion papers in other units of this course
- Ability to conduct research using primary and secondary sources in a variety of media
- Skill in utilizing models to aid in understanding abstract economic conceptualizations, such as mind maps and Venn diagrams

### Planning Notes

- Teacher locates appropriate textbook and additional source readings on Canadian economic stewardship, individual rights, and responsibilities.
- Teacher creates a two-column graphic organizer overhead that lists characteristics that describe Economic Stewardship and those characteristics that do not describe it, to be used as the data set for the concept attainment exercise. The following example provides a start to this data set.

<b>Economic Stewardship</b>	
Does describe it:	Does not describe it:
<ul style="list-style-type: none"><li>• <i>environmental</i></li><li>• <i>no externalities</i></li><li>• <i>focus on society</i></li><li>• <i>produces economic well-being</i></li></ul>	<ul style="list-style-type: none"><li>• <i>profit driven</i></li><li>• <i>has externalities</i></li><li>• <i>focus on self interest</i></li><li>• <i>produces economic instability</i></li></ul>

- Teacher provides chart paper and coloured markers for the mind mapping and Venn diagram exercises.
- Teacher prepares a simulation activity.
- Teacher obtains a product of student interest for the auction activity.

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## Teaching /Learning Strategies

### Strategy 3.1: Understanding Economic Stewardship and Externalities

#### *Motivator:*

1. The teacher distributes and discusses with the class the ‘re-creation of the simulation activity’ and an assessment scoring key prior to this activity. The teacher performs a diagnostic assessment of student background knowledge concerning economic rights and responsibilities by having the class respond to a focus question: What are examples of economic rights and economic responsibilities that we have here in Canada? Teacher writes answers on the board under each heading. Assuming the students provide sufficient reasonable responses, they record the answers in their notebooks. If insufficient responses are given, then the teacher may either provide students with a supplementary reading on these subjects or have students perform some additional research on their own in order to increase their list of examples.
2. The teacher uses the strategy of concept attainment described in Activity 1.2.5 to explore the concept of “economic stewardship.” An initial data set is provided in the planning notes for this activity. The class uses this data set to arrive at a hypothesis on what concept is being described. Once students arrive at a correct hypothesis, they each write a working definition of the concept of economic stewardship in their notes supported by a list of Canadian examples of economic stewardship. Reference to text and additional sources may be necessary at this point for some students. A brief class sharing of these examples with teacher guidance will serve to reinforce and assess student comprehension.

#### *Lay Foundations:*

3. The teacher models the concept of a mind map using the previously covered topic “Economic Stewardship” to reinforce the students’ understanding of this concept. A detailed description of mind mapping, its purposes, and design can be found in *Designing Brain Compatible Learning* referenced in the Resources list. The teacher then assigns a mind map exercise in which partners brainstorm and compare the market’s ability to the government’s ability to protect individual economic rights and to promote the objectives of economic stewardship. One partner creates a mind map for the market and the other for the government. The pair then compares their results through the use of a Venn diagram that summarizes the findings of each mind map and facilitates the comparison of the market’s and government’s abilities. Student record their work on chart paper with coloured markers, sign and taped it to the walls of the classroom for comparison purposes and eventual peer/teacher assessment.

#### *Explore:*

4. In this activity, students uses a direct application of the operations of a competitive market system to simulate how a market system, driven by self-interest, results in varying degrees of chaos. An analysis of this chaos allows students to experience first hand the potential side affects, both negative and positive, of market activity. The teacher debriefs the students on how these side effects represent an example of externalities and guides students through the process of defining externalities using a simulation (see Resources).

#### *Hands On:*

5. Students re-write the simulation activity in an attempt to minimize the negative side effects of a competitive market place by integrating examples of economic responsibility and stewardship. This rewrite is peer assessed and then submitted to the teacher for formative assessment purposes.

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## Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies

Strategy-Task/Product	Purpose	Achievement Chart	Tool/Assessor
1 – Brainstorming Exercise	Diagnostic	Knowledge/Understanding	Teacher-generated list (self/peer)
2 – Working Definition	Formative	Knowledge/Understanding Thinking/Inquiry Application	Teacher generated definition (self)
3 – Mind Map and Venn Diagram	Formative	Thinking/Inquiry Communication	Feedback sheet (peer/teacher)
5 – Re-creation of Simulation Activity	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application	Rubric (teacher)

### Accommodations

- Some students may not have mastered procedural writing and may require additional individual assistance. The teacher should permit students the opportunity to submit draft work for feedback before the final work is due.

### Resources

#### Print

Rabbior, Gary. *Eco-Detectives: Teaching About the Economics of the Environment*, Toronto: Canadian Foundation for Economic Education, 1999. Available at – <http://www.cfee.org/>. An example of how marbles can be used to simulate market activity.

Smith, Fred. “The Market and Nature,” *The Freeman*, Washington, The Foundation for Economic Education September 1993. Vol. 43, No. 9. Available at: – <http://fee.org/freeman/93/SMITH.html>.

#### Non-print

The Foundation for Economic Education. *Home Page*. – <http://www.fee.org/>.

The Fraser Institute. *Home Page*. – <http://www.fraserinstitute.ca/>.

The Political Economy Research Center (Bozeman, Montana). – <http://www.perc.org/>.

## Activity 4: Jury Trial on the Costs of Self-Interest Motives

Time: 4 hours

### Description

Students extend their previous understanding of externalities through the use of a hands-on application in the form of a courtroom jury trial in which the government is charged with violating the economic rights of a stakeholder group. Students begin by exploring their own economic rights and the role that governments play in regulating economic activities to protect these rights. Students then extend this exercise with a written reflection on which economic rights must be protected to meet the needs of their particular stakeholder group. In doing so, students consider the explicit and implicit costs associated with a variety of proposals made to protect the stakeholder groups interests. Preparing and presenting a courtroom jury trial addresses a variety of learning styles and student interests. Students choose from a variety of roles to play in the trial including that of judge, defence counsel, prosecuting counsel and witness. While some students present their positions in role in the style of a formalized court trial, the remaining students in the class serve as jurors, allowing students to see both sides of the arguments clearly and to detect bias. This activity is designed to permit multiple trials, so that every student has the opportunity to be both a juror and a trial participant.

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## Strand(s) & Learning Expectations

**Strands(s):** Economic Decision Making, Economic Stakeholders, Self-Interest and Interdependence, Assessing Economic Change

### Overall Expectations

DMV.02 - apply the concepts, models, and processes of economic inquiry to the study of economic choice;

DMV.03 - evaluate different sources and types of current economic information;

ESV.02 - explain the economic rights and responsibilities of “the economic citizen”;

SIV.04 - explain how an understanding of market activity is in the self-interest of stakeholders;

ECV.02 - explain the course, causes, and consequences of Canada’s economic growth and the connection of this growth to the economic goal of efficiency.

### Specific Expectations

DM1.03 - identify options and the explicit and implicit costs associated with each option when making an economic choice;

DM2.05 - apply the cost-benefit method of inquiry to current economic issues to evaluate choices using stakeholder criteria and economic goals;

DM3.01 - conduct research effectively to locate information from a variety of different media, institutions, businesses, interest groups, and other sources;

DM3.02 - evaluate the reliability of different sources of information, and identify possible bias;

DM3.04 - communicate economic information and analysis clearly, effectively, and accurately in an appropriate format and style;

ES2.04 - apply the process, skills, and concepts of economic inquiry to analyse public policy issues;

SI1.04 - explain how an understanding of market activity is in the self-interest of stakeholders;

SI4.01 - illustrate, by specific example, how the self-interest of one group of stakeholders may conflict with the self-interest of another and prevent the achievement of economic goals;

SI4.04 - explain how externalities result from conflicts of self-interest in a market and prevent the achievement of economic goals;

EC2.03 - produce an evaluation of proposals to reduce the negative consequences of growth.

### Prior Knowledge & Skills

- Research using primary and secondary sources
- Oral communication and presentation skills
- Understanding of the various roles of government
- Developing and defending a position

### Planning Notes

- The teacher reviews the movies such as *Erin Brokovich* or *The Insider* and prepares to discuss appropriate clips.
- The teacher locates a movie/video that demonstrates a courtroom procedure.
- The teacher creates a question sheet for the movie that focuses on the economic stakeholders, external costs, and economic rights demonstrated in the movie clips.
- The teacher obtains copies of the Canadian Charter of Rights, the Charter of the Fundamental Rights of the European Union, and United Nations Convention on Economic Cultural and Social Rights.
- The teacher schedules visit from practising counsel or judge, if desired and possible.

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## Teaching/Learning Strategies

### Strategy 4.1: Introductory concepts

#### *Motivator:*

1. The teacher discusses films such as *Erin Brokovitch* or *The Insider* where the external costs of a corporation's economic activity are revealed/discovered. Students fill out a worksheet that identifies the stakeholders involved, the economic activity in which the corporation is engaged, and the negative externalities associated with this activity. The teacher leads a Socratic discussion to summarize the key ideas and to assist students in the accurate completion of the movie worksheet.

#### *Laying Foundations:*

2. The teacher divides students into groups of three to explore economic rights. The teacher provides each group copies of the Canadian Charter of Rights and Freedoms, the Charter of the Fundamental Rights of the European Union, and the United Nations Convention on Economic Cultural and Social Rights. Using a Venn diagram, students identify the rights common to all three documents, those rights that are shared by only two, and those rights that are unique to each document. Students compare their results with those of other groups in the class. The teacher then leads a Socratic discussion using the Venn diagram and a sequence of questions that include: What economic rights do Canadians possess? What rights are missing? and Why do you think that Canada has chosen to omit the rights that it did? The teacher may use a variety of other support strategies for reading graphical text in this task.

#### *Explore:*

3. The teacher divides the class randomly into groups labelled as either "shared by two," "shared by all" or "alone" – the results from the Venn diagram. Using these groupings, the students place the rights on a continuum based on the degree of government regulation (from no government control to full government control), and the amount of money that is required (from no funding required to a high degree of funding required) to realize these rights. The completed jigsaw strategy illustrates each group's findings and which combination of rights documents requires the most and least amount of government regulation and funding.

#### *Hands on:*

4. Students each write a reflection on the combination of rights that best addresses the needs of their stakeholder group and the opportunity costs associated with this combination. Does money required for these rights reduce the available capital needed to support their particular stakeholder interests? Which rights would they choose to protect given limited funding? In their stakeholder groups, students, share their reflections, receive feedback on their work, and make revisions as needed.

### Strategy 4.2: Courtroom Practice

#### *Motivator:*

5. The teacher discusses films such as *Erin Brokovitch* or *The Insider* involving a courtroom scene. This film shows students an argument for and against the economic activity of the corporation, and what economic rights are being violated. Students are required to develop an argument for either the defence or prosecution in the case.  
The arguments must make clear reference to at least one of the three human rights documents. The teacher then places two desks in the centre of the class, and students engage in a tag team debate. (See [Everyteacher.com/profile/economics](http://Everyteacher.com/profile/economics) for a description of this strategy)

*Lays foundations:*

6. The teacher hands out an outline for the task of jury trial, and the teacher and students do a walk through of these instructions. The charge against the government “The Government’s participation in the world economy has violated the rights of the citizens of Canada” will be clearly articulated. The teacher emphasizes that the stakeholder group that they choose to represent suing the government for failure to protect their economic right(s) as protected by either the Canadian Charter of Rights and Freedoms, or the UN Covenant on Economic, Social and Cultural rights.  
The teacher may wish to formulate a different charge as the focus for the activity

*Explore:*

7. The teacher divides the class into groups of 11-15 students. Each group of students chooses one issue from a list generated by the teacher to be the focus of the trial. With every group of 11-15 students, the teacher should anticipate one trial. If the class divides into two groups (which will be the norm), there are two trials to assess. Within these groups, students bid for the roles they want to play. These roles include a judge and four lawyers (two prosecutors and two defence). The remaining students are witnesses. Each student also decides which side of the argument they wish to support. The two sides begin to prepare for trial by discussing what witnesses they need to present their sides and begin to discuss strategies.

*Hands on:*

8. Students watch a clip for a second time or one of another courtroom scene. Their task this time is to note the workings of a trial, the role of the participant whose role they will be playing in the trial, and general courtroom procedures. It is also helpful at this point to have a practising lawyer or judge visit the classroom to outline this information, discuss courtroom strategies, and to address student questions. In either case, the students have begun research of their respective roles in the trial. Following this introduction to jury trials, each student continues the research. Each participant prepares an annotated bibliography, research notes, and a trial report and participates in the trial. The teacher evaluates the trial using a rubric. Following the trial, each student writes a written reflection on how their performance impacted on the verdict positively, what improvements they could have made to their performance, and what key economic skills and knowledge they attained as a result of this culminating activity. The teacher may also choose to connect the formal essay writing task in the final evaluation to the skills and content of this activity by creating an essay question relating to the possibility of balancing the role of government and of the market in protecting the economic rights of Canadian citizens and the fundamental societal values of economic stewardship.

### **Assessment & Evaluation of Student Achievement**

**Note:** Numbers refer to Teaching/Learning Strategies

<b>Strategy-Task/Product</b>	<b>Purpose</b>	<b>Achievement Chart</b>	<b>Tool/Assessor</b>
1 – Movie Worksheet	Diagnostic	Knowledge/Understanding	Socratic discussion and Learning skills Checklist (self/teacher)
2 – Venn Diagram	Formative	Thinking/Inquiry	Informal Feedback (peer)
3 – Rights Spectrum	Formative	Knowledge/Understanding Thinking/Inquiry	Informal sharing (peer)
4 – Reflection	Formative	Thinking/Inquiry Communication	Informal Feedback and Sharing (peer/teacher)
8 – Mock Trial	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application	Trial Rubric

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## Accommodations

- Teachers may provide alternatives for students who have limited access or background to the information and materials for a particular character in the court case.
- Teachers must give instructions to students on how research is conducted and how to act in a courtroom setting. A simplified or adapted version of the Charters of Rights may be provided.
- Extension activities may include requiring students to write an argumentative essay arguing for or against globalization. Students may create a poster advocating or critiquing globalization. Students should also be encouraged to include precedent in their court case to strengthen their argument. An exploration of similar Canadian and international cases would allow students to do a comparative analysis of economics rights and how they are supported internationally.

## Resources

### Print

Bennett, Barrie and Carol Rolheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto: Bookation Inc., 2001.

### Non-Print

Canada. Department of Justice. *Canadian Charter of Rights and Freedoms*. 1982.

– <http://www.lois.justice.gc.ca/enh/charter>.

European Parliament. *The Charter of the Fundamental Rights of the European Union*. December 2000.

– <http://www.europarl.eu.int/charter/defaulten.htm>.

*Erin Brockovitch*. Produced by Danny Devito, directed by Steven Soderbergh. Universal Studios, 2000.

Gates, Jacqueline Armstrong, and Paul Calarco. *Mock Trial Tournament Introduction*. Ontario Bar Association, 2002. – [www.oba.org/lawday\\_en/mock\\_trial.asp](http://www.oba.org/lawday_en/mock_trial.asp).

Global Policy Group. *Home Page*. Washington, D.C., 2002. – [www.globalpolicy.com](http://www.globalpolicy.com).

Ontario History and Social Science Teacher's Association (OHASSTA). *Home page*.

– <http://www.ohassta.org/rapport/>.

Practising Council or Judge

*Scales of Justice*. (Television series).

United Nations. *The United Nations International Covenant on Economic, Social and Cultural Rights*. January 27, 1997. – <http://www.hrweb.org/legal/escr.html>

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## Appendix 6.2.1

### Advocacy Group Blackline Master

<b>Advocacy Group Name:</b>	
<u>Contact Information</u>	Phone Fax E-mail Address Website
<b>More Information</b>	
Mission	
Tactics	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
Accomplishments	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
Group Origins/History	
<b>Support Material</b>	
3 Economic Indicators that supports the groups cause	
Relevant Economic Terms	