

In Our Time: The Final Submission & Case Study

FALL 2017/2018

MR.SCORCIA

CIA4UR/H/O



*THE FINAL
REPORT: IN
OUR TIME*

THE CASE STUDY ELEMENTS

A VERY DETAILED (2 Page max) SINGLE SPACED SUMMARY FOR THE CLASS

Be creative. The summary should cover the critical micro and macroeconomic aspects of the issue, the role of government, major firms and how the issue is shaped by globalization (models of international trade, international events, power and equity). The summary along with 4-5 guiding questions are to be provided to the class 2 days in advance for the class to prepare for the case study conference.



Case Study Articles 3-4 readings from reputable sources (i.e not wikipedia, personal blogs) such as The Economist, The Wall Street Journal, Macleans, The Globe and Mail, The New York Times. The readings must be provided to the class 2 days in advance of the case conference

Case Study Conference 10-15 minute presentation providing background information, historical context and a summary of the micro and macroeconomic concepts that apply to the case. Your team will lead the class case study discussion 40-50 minutes in length. You may chose to assign roles to the class (i.e oil industry lobbyist at climate change

conference, Lobbyist for investment banking firm at government hearings)

***The Final Submission:** This your opportunity to "show" what you know in the format of your choice. Challenge yourself and your peers to demonstrate an ability to apply your skills and knowledge in new and unfamiliar contexts*

Collect Feedback/Evaluation

Collect feedback from the class using tools of your choice. Assess the participation and input of your classmates during the case study conference.

The Final Submission can be in any format you choose. Select a format that allows you to fully demonstrate all you know about the issue/event.



Cite it.

Submit your summary to [turnitin.com](https://www.turnitin.com) and make sure you cite everything.



**In Our Time: Case Study Conference Summary/Guiding Questions:
Economic Inquiry and Skill Development**

A1. Economic Inquiry: use the economic inquiry process and the concepts of economic thinking when investigating current Canadian and international economic issues

Success Criteria	Knowledge	Application	Thinking	Communication
Names	Demonstrates thorough knowledge of micro and macroeconomic facts, terms and concepts.	<ul style="list-style-type: none"> •Transfers micro and macro economic knowledge and skills to the new context (the issue) with a high degree of effectiveness •Makes connections between micro and macroeconomic knowledge and the issue with a high degree of effectiveness 	<ul style="list-style-type: none"> •Uses planning skills with a high degree of effectiveness to organize an inquiry and formulating. •Uses processing skills with a high degree of effectiveness to analyze and evaluate micro and macroeconomic data. 	<ul style="list-style-type: none"> • Communicates for an Economics audience with a high degree of effectiveness. • Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness. The summary and case study presentation is free for any spelling or grammatical errors.

In Our Time: Case Study Conference Presentation-Concepts of Economic Thinking
Economic Inquiry and Skill Development

A1. Economic Inquiry: use the economic inquiry process and the concepts of economic thinking when investigating current Canadian and international economic issues

Success Criteria	Knowledge	Application	Thinking	Communication
Names	Students: •Formulate questions and leads discussion to explore the issue, developments in history, concepts, models, policies, and/or decisions that are related to the overall economic inquiry •Leads discussion to help them determine which key concept (or concepts) of economic thinking is relevant to their inquiry	Students: •analyze data, evidence, and information, applying the relevant concepts of economic thinking to the issue •uses different types of tools to help them interpret and analyze their data, evidence, and/or information •interprets data and economic models to help them analyze the issues, policies, events, trends, and/or developments	Students: •synthesize data, evidence, and information to make informed, critical judgements on the issue •makes connections between different factors and contexts when analyzing issues, policies, decisions, trends, and developments •determine the short- and long-term impact of issues, policies, decisions, events, and/or developments for different individuals, communities, groups, and/or regions	<ul style="list-style-type: none"> • Communicates for an Economics audience with a high degree of effectiveness. • Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness. • The summary and case study presentation is free for any spelling or grammatical errors.

In Our Time: Final Report Package

Success Criteria	<u>Fundamentals of Economics</u>	<u>Firms, Markets, and Economic Stakeholders</u>	<u>Macroeconomics</u>	<u>Global Interdependence and Inequalities</u>	<u>Communication</u>
Names	<p>B2. Supply and Demand Models: demonstrate an understanding of supply and demand models, including how to apply these models, and of factors that affect supply and demand</p> <p>B4. Economic Thought and Decision Making: analyse how economic and political ideas and various socio-cultural factors affect economic decision making</p> <p>B3. Growth and Sustainability: analyse aspects of economic growth/development, including its costs, benefits, and sustainability</p> <p>B1. Scarcity and Choice: demonstrate an understanding of the significance of the concept of scarcity and how it influences economic choices and decisions of various economic stakeholders</p>	<p>•C1. The Firm and Market Structures: demonstrate an understanding of markets and theories of the firm</p> <p>•C2. Economic Trade-Offs and Decisions: analyse economic trade-offs from the perspective of different stakeholders, including those in different countries, and how trade-offs influence economic decisions</p> <p>•C3. The Role of Government in Redressing Imbalance: explain ways in which governments, both in Canada and internationally, intervene in the economy to help address social needs and economic imbalances</p>	<p>•D1. Macroeconomic Models and Measures: demonstrate an understanding of various macroeconomic models and measures, including indicators used to measure economic inequalities, and assess their usefulness</p> <p>•D2. Fiscal Policy: demonstrate an understanding of fiscal policy in Canada, including how it is shaped and its impact</p> <p>•D3. Monetary Policy: analyse various aspects of monetary policy in Canada and their impact on the economy</p>	<p>• E1. Theories and Models of International Trade: analyse various theories, models, and issues relating to international trade</p> <p>• E2. International Economic Developments: analyse the impact of some key international economic events and developments as well as various responses to them</p> <p>• E3. International Economic Power and Inequality: explain the main causes and effects of global economic disparities and assess the effectiveness of responses to these disparities</p>	<p>• expresses and organizes ideas and information with a high degree of effectiveness in written and visual forms</p>
