

Economics 12

Foundational Outcomes

Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <curriculum@novascotia.ca>.

© Crown copyright, Province of Nova Scotia, 2020

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

Economics 12 Foundational Outcomes

Social studies encompass a broad range of disciplines including history, geography, civics, economics, law and sociology. While each discipline follows its own methodologies, all social studies courses aim to help learners develop problem-solving skills, think critically about issues and effectively communicate their findings. To support learners in social studies courses, foundational outcomes were selected with an emphasis on relationships and interrelationships, governance, and active citizenship. More broadly, outcomes were selected that would provide opportunities for learners to engage in social studies thinking concepts including significance, perspective, cause and consequence, continuity and change, and patterns and trends. Teachers should exercise professional judgement in relation to the suggested foundational outcomes in order to ensure that learning opportunities are responsive to the needs of their learners.

Unit 1: Fundamental Economic Concepts

SCO 1.1: Students will be expected to demonstrate an understanding of the field of economics and the work of economists:

- 1.1.1 Define economics. (k)
- 1.1.3 Identify the research tools of economists.(k)
- 1.1.5 Define the basic concept of scarcity and explain why it exists. (k)
- 1.1.7 Identify factors that can limit people's access to goods and services. (k)
- 1.1.8 Analyze a current economic event (local, national, or global) in relationship to scarcity. (a)

SCO 1.2: Students will be expected to understand the factors and processes that influence economic decision-making:

- 1.2.1 Define opportunity cost. (k)
- 1.2.2 Explain how consumers and producers confront the condition of scarcity by making choices which involve opportunity costs, and trade-offs. (a)
- 1.2.4 Evaluate present day economic choices to predict future consequences. (i)
- 1.2.5 Use a decision-making model to make an economic decision. (a)

SCO 1.3: Students will be expected to demonstrate an understanding of productive resources:

- 1.3.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services. (k)
- 1.3.3 Using examples define the laws of: a) diminishing returns b) increasing returns to scale (k)

SCO 1.4: Students will be expected to demonstrate an understanding of the three economic systems:

- 1.4.1 Define economic system. (k)
- 1.4.2 Compare and contrast how the various economic systems (traditional, market, command, and mixed) answer the questions: What to produce? How to produce it? For whom to produce? (a)
- 1.4.3 Compare the relative advantage and disadvantage of a traditional economy, market economy, a command economy and a mixed economy. (a)

SCO 1.5: Students will be expected to demonstrate an understanding of the Canadian economic system:

- 1.5.1 Classify how Canada's mixed market economy answers each of the basic questions of economics. (a)
- 1.5.2 Explain why some goods and services are produced by the government while others are produced by private businesses. (k)
- 1.5.3 Analyze how Canada's national economic goals can be both complementary and conflicting. (a)

Unit 2: Microeconomic Concepts

SCO 2.1: Students will be expected to demonstrate an understanding of the law of demand in the market:

- 2.1.3 Draw conclusions about the relationship between price and demand in the market. (i)
- 2.1.4 Identify factors that cause changes in market demand. (k)
- 2.1.5 Explain how consumers ultimately determine what is produced in a market economy. (k)
- 2.1.6 Distinguish between change in demand and change in quantity demanded. (k)
- 2.1.7 Evaluate shifts in demand curves. (i)

SCO 2.2: Students will be expected to demonstrate an understanding of the law of supply in the market:

- 2.2.2 Predict factors that cause changes in market supply. (i)
- 2.2.3 Describe the relationship between price and supply in the market. (k)
- 2.2.4 Distinguish between change in supply and change in quantity supplied. (a)

- 2.2.5 Evaluate shifts in supply curves. (i)

SCO 2.3: Students will be expected to demonstrate an understanding of the relationship between demand and supply:

- 2.3.1 Examine demand and supply curves to determine equilibrium with respect to price and quantity. (a)
- 2.3.2 On a graph, depict how changes in demand and supply influence equilibrium price and quantity. (a)
- 2.3.3 Describe how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses. (k)

SCO 2.4: Students will be expected to demonstrate an understanding of how various forms of business in Canada function:

- 2.4.1 Compare and contrast the following forms of business organizations in the Canadian market: sole proprietorships, partnerships, and corporations. (a)
- 2.4.2 Explain the advantages and disadvantages of the three basic ways that firms finance operations (retained earnings, loans, and personal savings). (k)
- 2.4.3 Identify how a corporation raises capital (e.g., shares, bonds, and loans). (k)

SCO 2.5: Students will be expected to demonstrate an understanding of the four market structures and their impact on competition:

- 2.5.1 Identify the basic characteristics of the four market structures: monopoly, oligopoly, monopolistic competition, and pure competition. (k)
- 2.5.2 Make inferences on how the various types of market structures impact consumers. (a)
- 2.5.3 Explain ways that firms engage in price and non-price competition. (k)
- 2.5.4 Identify laws and regulations adopted in Canada to promote competition among firms. (k)
- 2.5.5 Analyze the effect of competition in the national and global market. (a)

SCO 2.6: Students will be expected to demonstrate an understanding of the labour market:

- 2.6.2 Describe the factors that influence the market demand for labour and the supply of labour. (k)
- 2.6.3 Draw conclusions about how labour law has changed the labour force, e.g., gender equity, affirmative action, and inclusion of minorities. (a)

- 2.6.4 Using graphs and charts, analyze how wage rates are determined in a market and why there are different wage rates for different types of labour. (a)
- 2.6.6 Using statistics, identify current labour market trends in Canada.(a)

SCO 2.7: Students will be expected to demonstrate an understanding of labour unions:

- 2.7.2 Explain the reasons for the development of labour unions in Canada. (k)
- 2.7.4 Examine the role of unions in the workplace and the process of collective bargaining. (a)
- 2.7.5 Analyze the major components of a collective bargaining agreement. (a)
- 2.7.6 Compare and contrast job actions taken by labour and by employers to obtain a collective agreement. (a)
- 2.7.7 Examine the challenges facing labour unions in maintaining their role in the Canadian economy. (a)

Unit 3: Macroeconomic Concepts

SCO 3.1: Students will be expected to demonstrate an understanding of how economic performance is measured:

- 3.1.1 Define Gross Domestic Product (GDP), economic growth, Gross National Product (GNP). (k)
- 3.1.2 Explain, giving examples, the limitations of using GDP to measure economic well- being.(a)

SCO 3.2: Students will be expected to demonstrate an understanding of the business cycle:

- 3.2.1 Define inflation, deflation, unemployment, recession, depression. (k)
- 3.2.2 Explain the four phases of the business cycle and indicate where the present economy lies. (k)
- 3.2.3 Identify the different causes of inflation and deflation and explain who gains and loses. (k)
- 3.2.4 Analyze the impact of unemployment on the individual and the economy. (a)
- 3.2.5 Explain how demand and supply affects inflation and unemployment. (k)
- 3.2.6 Explain cost-push and demand-pull inflation.(k)

SCO 3.3: Students will be expected to demonstrate an understanding of the role of government in a mixed market economy:

- 3.3.1 Define deficit, debt and surplus. (k)
- 3.3.2 Explain the basic functions of government in a market economy. (k)
- 3.3.4 Evaluate the extent to which government choices, e.g., health care and education affect our standard of living and quality of life. (i)

SCO 3.4: Students will be expected to demonstrate an understanding of the various forms of government revenue and expenditure:

- 3.4.1 Describe major revenue categories of municipal, provincial, and federal budgets. (k)
- 3.4.2 Define progressive, proportional, and regressive taxation. (k)
- 3.4.4 Assess government budgetary decisions and its impact on government debt. (i)

SCO 3.5: Students will be expected to demonstrate an understanding of fiscal and monetary policy and their impact on the economy:

- 3.5.1 Explain the concept of fiscal policy. (k)
- 3.5.2 Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth. (a)
- 3.5.3 Propose solutions, through fiscal policy, for addressing issues in a community or region. (i)
- 3.5.4 Describe the organization and functions of the Bank of Canada. (k)
- 3.5.5 Explain the concept of monetary policy. (k)
- 3.5.6 Explain how monetary policy affects the level of inflation in the economy. (k)
- 3.5.7 Analyze how the Bank of Canada uses monetary tools, to promote price stability, full employment, and economic growth. (a)

Unit 4: Global Economic Concepts

SCO 4.1: Students will be expected to demonstrate an understanding of trade:

- 4.1.1 Drawing on examples describe how economies are interdependent. (a)
- 4.1.2 Describe the reasons for trade among and within nations. (k)
- 4.1.4 Define absolute advantage, comparative advantage and specialization. (k)
- 4.1.5 Given a case study or a situation, draw conclusions about which nation has the absolute and/or comparative advantage in producing a product. (a)
- 4.1.7 Analyze the barriers and restrictions on domestic and international trade. (a)

- 4.1.9 Evaluate the arguments for and against free trade. (i)
- 4.1.10 Examine international trading agreements, trading blocks, and emerging trading patterns. (a)

SCO 4.2: Students will demonstrate an understanding of exchange rates:

- 4.2.2 Analyze how changes in exchange rates impact producers and consumers in Canada and other countries. (a)
- 4.2.3 Distinguish between:
 - balance of trade and balance of payments;
 - imports and exports; and
 - visible and invisible imports. (k)

SCO 4.3: Students will be expected to demonstrate an understanding of globalization:

- 4.3.1 Define globalization. (k)
- 4.3.3 Identify forces that influence globalization. (k)
- 4.3.4 Evaluate Canada's role and responsibility in global economic development. (i)

SCO 4.4: Students will be expected to demonstrate an understanding of global economic organizations:

- 4.4.1 Define transnational/multinational corporations. (k)
- 4.4.2 Analyze the role of transnationals/multinationals in the global market. (a)
- 4.4.3 Define World Bank and the International Monetary Fund (IMF). (k)
- 4.4.4 Explain how the World Bank, IMF and other multinational organizations affect international trade. (a)

SCO 4.5: Students will be expected to demonstrate an understanding of the effects of globalization on individuals and nations:

- 4.5.1 Explain the effect of globalization on the individual. (k)
- 4.5.2 Analyze the diversity and inequality that exist in global economic development. (a)
- 4.5.3 Using graphs and case studies, describe the changing nature of labour in the global economy and its impact in the workplace. (a)

Unit 5: Economic Issues

SCO 5.1: Students will be expected to demonstrate an understanding of the distribution of income and standard of living:

- 5.1.1 Identify the reasons for the unequal distribution of income. (k)
- 5.1.2 Define relative and absolute poverty. (k)
- 5.1.3 Examine the issue of poverty (causes, programs and solutions). (a)
- 5.1.5 Evaluate economic programs designed to eliminate poverty. (i)

SCO 5.2: Students will be expected to demonstrate an understanding of sustainable development and its economic impact:

- 5.2.3 Investigate a specific resource in your area/region and identify the advantages and disadvantages of development. (a)
- 5.2.4 Examine the role of individuals, businesses and governments with respect to sustainability.(a)
- 5.2.5 Evaluate the effectiveness of international agreements intended to promote sustainability, e.g., Kyoto Protocol, 1987 Bruntland Report, and United Nations Convention on the Law of the Sea (UNCLOS). (i)

SCO 5.3: Students will be expected to demonstrate an understanding of the impact of technology in shaping the global marketplace:

- 5.3.3 Draw conclusions about possible impacts of the latest technological developments on shaping the global marketplace. (a)
- 5.3.4 Analyze the influence of the computer networks, e.g., e-commerce and e-learning, in the marketplace. (a)
- 5.3.5 Predict both positive and negative consequences associated with emerging technologies in the global marketplace. (i)

SCO 5.4: Students will be expected to demonstrate an understanding the importance of banks and various financial institutions and their role in financial planning:

- 5.4.2 Describe selected types of investment and borrowing, e.g., Registered Education Savings Plan (RESP), Stocks, Guaranteed Investment Certificates (GICs), mortgages, and personal loans. (k)
- 5.4.4 Analyze the effect of interest rates on the total cost of borrowing and saving over time. (a)

- 5.4.5 Propose a long term financial plan based on career and lifestyle expectations (i)