

**CIA4U**

**Unit 3 Summative Task**

***Make a copy!***

**Type of Assessment: Unit Summative**

**Purpose of Assessment: Assessment OF Learning**

**Method of Assessment: KTCA Four Level +/-**

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| **K: 25%** | **T: 25%** | **C: 25%** | **A: 25%** |

**Learning Goals:**

* **Complete an overall assessment of your learning for this unit.**
* **Communicate your learning in a variety of ways.**

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| **Firms, Markets, and Economic Stakeholders** | C1 The Firm and Market Structures: demonstrate an understanding of markets and theories of the firm |
| 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 |

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| **Ontario Curriculum Expectations** | |
| **C1.1** | explain the main similarities and differences between various types of firms. |
| **C1.2** | describe various types of market structures. |
| **C1.3** | analyse how new technology has affected markets and consumers. |
| **C1.4** | explain ways in which businesses are regulated in different countries. |
| **C1.5** | describe changes in the economic influence of markets and the public sector in Canada, and assess the impact of these changes. |
| **C1.6** | analyse, from the perspectives of individuals, firms, and governments, the trade-offs associated with economic activity in grey and black markets. |
| **C2.1** | demonstrate an understanding of economic trade-offs (e.g., whether to buy a car or a transit pass, to rent an apartment or buy a house, to send a child from an impoverished family to school or to work, to pay down government debt or increase government spending on infrastructure or social services), and explain their significance for individuals and society. |
| **C2.2** | analyse how different stakeholders view the trade-off between economic growth and concerns for the environment. |
| **C2.3** | evaluate the impact of some key socioeconomic trends on economic policy in different countries. |
| **C2.4** | assess some responses, or possible responses, to current economic issues, using cost/benefit analysis. |

**Instructions:**

Find a cartoon that refers to one of the economic indicators you have studied that was published within the past 3 months.

Insert the photo here:

For the cartoon, explain the economic perspective reflected and use the Economic Cartoon Analysis Guide to explain the message.

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| **Economic Cartoon Analysis Guide** | |
| **Criteria** | **Your ideas** |
| **Captions and Citation**  Is there a phrase used, speech bubbles or title for the cartoon? What does it suggest? |  |
| **Labels**  Are any individuals, ideas or objects labelled? Who or what is identified? |  |
| **Visual Distortion**  **Relative Size**  Are figures drawn much larger or smaller than others to make a point or statement? |  |
| **Shading**  Has white space or dark shading been used to create an effect? |  |
| **Composition**  How have the figures or objects been arranged or located? |  |
| **Signs & Symbols**  Are objects used to represent something else? Are signs such as facial expressions, gestures, body position and symbols used? What adjectives would you use to describe the emotions portrayed in the cartoon? |  |
| **Stereotype or Caricature**  Have distorted, oversimplified or exaggerated stereotypes been used? Or has a unique feature of a person been highlighted in a caricature? |  |
| **Issue**  Describe the action taking place in the cartoon  What issue is this economic cartoon about? |  |
| **Background**  What information would someone need to know in order to understand or “get” this cartoon?  What questions or wonderings do you have about the cartoon? |  |

Find a cartoon related to **taxes, government spending or government deficit/debt** published within the past 3 months.

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| **Economic Cartoon Analysis Guide** | |
| **Criteria** | **Your ideas** |
| **Captions and Citation**  Is there a phrase used, speech bubbles or title for the cartoon? What does it suggest? |  |
| **Labels**  Are any individuals, ideas or objects labelled? Who or what is identified? |  |
| **Visual Distortion**  **Relative Size**  Are figures drawn much larger or smaller than others to make a point or statement? |  |
| **Shading**  Has white space or dark shading been used to create an effect? |  |
| **Composition**  How have the figures or objects been arranged or located? |  |
| **Signs & Symbols**  Are objects used to represent something else? Are signs such as facial expressions, gestures, body position and symbols used? What adjectives would you use to describe the emotions portrayed in the cartoon? |  |
| **Stereotype or Caricature**  Have distorted, oversimplified or exaggerated stereotypes been used? Or has a unique feature of a person been highlighted in a caricature? |  |
| **Issue**  Describe the action taking place in the cartoon  What issue is this economic cartoon about? |  |
| **Background**  What information would someone need to know in order to understand or “get” this cartoon?  What questions or wonderings do you have about the cartoon? |  |

Explain how the money supply is affected by events in the story. Give your summary a title.

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CIA4U Unit 3 Summative Rubric

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| **K: 25%** | **T: 25%** | **C: 25%** | **A: 25%** |

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| **Student Name:** |  | | | | |
| **Level 0: 0%-49%** | **Level 1: 50%-59%** | **Level 2: 60%-69%** | **Level 3: 70%-79%** | **Level 4: 80%-100%** | **Grade** |
| **Knowledge and Thinking:** *How well did you present your understanding and knowledge of taxes, government spending or government deficit?* | | | | | |
| No answer was submitted. | Demonstrates limited knowledge of taxes, government spending or government deficit by showing little understanding of the lesson. | Demonstrates some knowledge of taxes, government spending or government deficit by showing some understanding of the lesson. | Demonstrates considerable knowledge of taxes, government spending or government deficit by showing good and acceptable understanding of the lesson. | Demonstrates thorough knowledge of taxes, government spending or government deficit by showing good and acceptable understanding of the lesson. |  |
| **Thinking:** *How well did you demonstrate your critical thinking and creativity when you answered the given task?* | | | | | |
| No answer was provided. | Answers given showed creativity with some effectiveness and were somewhat appropriate to the questions. | Answers given showed creativity with considerable effectiveness and were good answers to the questions. | Answers given showed creativity with high degree effectiveness and were excellent answers to the questions. | Answers given showed creativity with limited effectiveness or appropriateness to the questions. |  |
| **Communication:** *How well did you communicate your thinking ?* | | | | | |
| No answer was provided. | Did not communicate thinking well with little detail and very little clarity. | Communicated thinking with some detail and clarity. | Communicated thinking well with good detail and clarity. | Communicated thinking with excellent detail and clarity. |  |
| **Application:** *How well did you apply your learning in your answers?* | | | | | |
| No answer was provided. | Answers was very poorly presented and does not give impact | Answers are somewhat well presented and have little impact. | Answers are well presented and have a good impact. | Answers are extremely well and have a great impact. |  |

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| **Overall Percentage** | **Teacher Comments** |
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