

**Updated September, 2011**

## **Level of Instruction**

Senior High

## **Curriculum Overview:**

This course is an introduction to consumer affairs. Consumer Studies 1202 is designed to help students become enlightened purchasers of goods and services. Its focus is on the consumer in the marketplace, seeking to satisfy needs and wants. The modern marketplace is complex and confusing at times for even the astute buyer. The abundance of commodities, variations in quality, emotional appeal of advertising, fraudulent practices, and the wide use of technical language are just a few of market realities. Other forces not so visible but perhaps more difficult to cope with include built-in obsolescence, artificial control of supply and demand to increase profits, and emphasis on materialism.

## **Authorized Learning Resources**

- Foundation for the Atlantic Canada Social Studies Curriculum (1998)
- Course Description (revised edition, 1989)
- Exploring Business for the 21st Century (2001)
  - Student text
  - Teacher's resource binder

## **Themes/Topics:**

The course covers the following topics:

- Needs versus wants
- Organizational features of Canadian business
- Effective consumer purchasing
- Management of personal resources
- Consumer protection
- Corporate citizenship

The course covers these themes/units:

- 1) UNIT II: The Consumer and the Business World
- 2) UNIT I: The Consumer as a Decision-Maker
- 3) UNIT III: Management of Personal Resources
- 4) UNIT IV: Effective Consumer Purchasing
- 5) UNIT V: Consumer Protection
- 6) UNIT VI: Business as a Corporate Citizen

## **Assessment:**

Assessment in this course is governed by the Assessment and Evaluation Policy of the Eastern School District.

[http://www.esdnl.ca/about/policies/esd/IL\\_IL.pdf](http://www.esdnl.ca/about/policies/esd/IL_IL.pdf).

<http://www.esdnl.ca/aboutesd/policies/regulations.jsp?cat=I&code=IL>

## **Assessment and Evaluation Plan for Social Studies Grades 7:**

Performance Assessment (Term work/assignments) 50%

Tests/Quizzes: 50%

## **Note:**

1. All evidence of learning shall be considered when determining a student's final grade. Averaging shall not be used as a sole indicator of a student's level of attainment of the course outcomes.
2. Homework and student behaviour (except where specified in Provincial documents) shall not be given a value for assessment
3. To ensure student achievement of the outcomes, teachers are expected to use a variety of assessments from the following internal data sources:
  - Formal and informal observations (anecdotal records, checklists, etc.)
  - Written Responses (learning logs, journals, blogs, etc.)
  - Projects (Long and short term)
  - Research (brochures, flyers, posters, essays, graphic organizers, etc.)
  - Student presentations (seminars, speeches, debates, discussions, etc.)
  - Self assessments (exit and entrance cards, learning inventories, yes/no activities, learning contracts, etc.)
  - Peer assessments
  - Conferencing (questioning, ongoing records, checklists, etc.)
  - Digital Evidence (web page, blog, PowerPoint, Prezi, interactive white board)
  - Portfolios
  - Individual and group participation (demonstrations, interviews, questioning, role play, drama)
  - Work samples (investigations, learning logs, journals, blogs,
  - Tests and quizzes

## **Resource Links:**

Consumer Studies Curriculum Guide

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/economiced/STUDIES1.pdf>