



SCOPE & SEQUENCE GR. 9 – SOCIAL STUDIES



Student Task

TOPIC A: Economic Growth: USA

TOPIC C: Canada Responding to Change

TASK: Stock Market Portfolio

TIMELINE: 8 Weeks (40 days data collection, 1-2 weeks class time)

LEVEL OF DIFFICULTY: Project

Students are given a fictitious \$10 000 to invest into one or more stocks or mutual funds on the stock market. They are asked to monitor the stock/mutual's progress for a period of 8 weeks, then to submit a report outlining their prediction of possible growth and actual progressions, and evaluate the success of their investments. The project is made as realistic as possible by having the students pay "broker fees" each time they buy or sell actual stocks in today's market. Their stock portfolio must include:

- ☐ daily accounting of their stocks using newspaper clippings,
- ☐ analysis using spreadsheets, charts and graphs,
- ☐ reflective comments regarding their experience, and
- ☐ any related news articles that might affect their portfolio's growth.



ICT Outcomes

The learner will:

- C1** 3.5 analyze and synthesize information to create a product
- C3** 3.1 evaluate the authority and reliability of electronic resources
- C4** 3.1 create a plan for an inquiry that includes consideration of time management
- C6** 3.2 identify the appropriate materials and tools to use in order to accomplish a plan of action
- C7** 3.2 make connections among related, organized data, and assemble various pieces into a unified message
- F1** 3.1 demonstrate an understanding that information can be translated through a variety of media
 - 3.3 apply terminology appropriate to the technology being used at this division level
- F2** 3.5 make inferences regarding future trends in the development and impact of communication technologies
 - 3.6 explain ways in which technology can assist in the monitoring of local and global environmental conditions
 - 3.8 identify the manner in which telecommunications technology affects time and distance
- P1** 3.2 use advanced word processing menu features to accomplish a task; for example, insert a table, graph, or text from another document
- P2** 3.2 design, create and modify a spreadsheet for a specific purpose, using functions such as SUM, PRODUCT, QUOTIENT and AVERAGE
 - 3.3 use a variety of technological graphing tools to draw graphs for data involving one or two variables.
- P4** 3.3 emphasize information, using placement and color
- P5** 3.2 demonstrate proficient use of various information retrieval technologies







Curriculum Outcomes

TOPIC A: Economic Growth: USA

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TASK: Stock Market Portfolio

Knowledge Objectives, Bullet 2

-  In a market economy, land, labor and capital are combined by private producers
-  Concepts: Market Economy (business cycle and corporations)

TOPIC C: Canada Responding to Change

Knowledge Objectives, Bullet 2




-  In a mixed economy, economic decisions are made by both the public and private sectors.
-  Concepts: Mixed Economy (role of business, role of consumers, private sector including corporations and/or small business)

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Skill Objectives, Process Skills

Locating/Interpreting/Organizing, Bullets 2, 3 and 6

-  identify possible sources and location of information (print, non-print, interviews, surveys)
-  acquire information to find answers to questions through listening, observing, reading and utilizing community resources
-  identify relationships among variables within charts, graphs and tables

Analyzing/Synthesizing/Evaluating, Bullets 1, 2 and 6

-  compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias
-  draw conclusions about economic growth within a market economy
-  identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on economic growth in the United States

