



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: Canadian History since World War 1	
Ministry Course Code: CHC2D	
Course Type: Academic	
Grade: 10	
Credit Value: 1.0	
Prerequisite(s): none	
Department: History	
Course developed by: Natasha Gammon	Date: June 1, 2022 Revised: August 1, 2026
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. CHC2D, Ontario Curriculum, Revised 2026 2. Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010) 3. Learning for All (2013)	

COURSE DESCRIPTION/RATIONALE

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

OVERALL CURRICULUM EXPECTATIONS

Unit 1:

By the end of this course, students will:

- Use the historical inquiry process and the concepts of historical thinking (Historical Significance, Cause and Consequence, Continuity and Change, and Historical Perspective) to investigate the factors that shaped Canada during the Great War and the 1920s (A1);
- describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (B1);
- analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics (B2);
- explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (B3).

Unit 2:

By the end of this course, students will:

- Use the historical inquiry process and the concepts of historical thinking (Historical Significance, Cause and Consequence, Continuity and Change, and Historical Perspective) to investigate the factors that shaped Canada during the Great Depression and the Second World War. (A1)
- Describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities. (C1)
- Analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, and how these interactions affected Canadian society and politics. (C2)
- Explain how various individuals, organizations, and specific social changes between 1929 and 1945 contributed to the development of identities, citizenship, and heritage in Canada. (C3)

Unit 3:

By the end of this course, students will:

- Use the historical inquiry process and the concepts of historical thinking (Historical Significance, Cause and Consequence, Continuity and Change, and Historical Perspective) to investigate the factors that shaped Canada between 1945 and 1982. **(A1)**
- Describe some key social, economic, and political events, trends, and developments between 1945 and 1982, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities. **(D1)**
- Analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1945 to 1982, and how these interactions affected Canadian society and politics. **(D2)**
- Identify and describe the main causes and consequences of Canada's participation in major international conflicts and organizations, and evaluate Canada's role as a "Middle Power" during the Cold War era. **(D3)**

Unit 4:

By the end of this course, students will:

- Use the historical inquiry process and the concepts of historical thinking (Historical Significance, Cause and Consequence, Continuity and Change, and Historical Perspective) to investigate the factors that shaped Canada between 1945 and 1982. **(A1)**
- Describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit individuals and communities. **(E1)**
- Analyze some significant interactions within and between various communities in Canada, and between Canada and the international community (including the United States), from 1982 to the present, and how key issues and developments have affected these interactions. **(E2)**
- Analyze how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present. **(E3)**

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Canada: 1914 to 1929	28 hours
Unit 2: Canada: 1929 to 1945	28 hours
Unit 3: Canada: 1945 to 1982	20 hours
Unit 4: Canada: 1982 to Present	20 hours
Unit 5: Final Project and Final Exam	14 hours
Total	110 Hours

UNIT DESCRIPTIONS

Unit 1 - Canada: 1914 to 1929

In this unit, students will identify and describe the significant social, economic, and political shifts that occurred in Canada between the outbreak of World War I and the beginning of the Great Depression. Students will make connections between domestic policies, international conflict, and the evolving legal status of various groups within Canadian society. Through the analysis of primary sources and historical data, students will solve inquiries regarding national identity and demonstrate an understanding of the consequences of "Total War" on the home front and the battlefield.

Unit 2 - Canada: 1929 to 1945

In this unit, students will identify and describe the profound social, economic, and political shifts that occurred in Canada between the Stock Market Crash of 1929 and the end of World War II. Students will make connections between the desperate poverty of the "Dirty Thirties," the rise of radical new political parties, and the eventual mobilization for a second global conflict. Through the analysis of primary sources—such as letters from relief camps, propaganda posters, and military records—students will investigate how these crises redefined Canadian citizenship and the country's role as a burgeoning "Middle Power" on the world stage.

Unit 3- Canada: 1945 to 1982

In this unit, students will examine the transformative era that defined modern Canada, tracing the nation's evolution from the post-war economic boom to the formal patriation of the Constitution. Students will explore the shifting social fabric of the country, investigating the rise of the suburbs, the profound cultural awakening of the Quiet Revolution in Quebec, and the expansion of the social safety net. By analyzing pivotal moments such as the introduction of universal healthcare and the implementation of the Official Languages Act, students will evaluate how Canada balanced its identity between British tradition and American influence. Through the lens of primary sources—including Cold War policy documents and the Charter of Rights and Freedoms—students will investigate how Canada solidified its sovereignty and emerged as a diverse, multicultural leader on the global stage.

Unit 4 - Canada: 1982 to present

In this unit, students will examine the transformative era of contemporary Canada, beginning with the Patriation of the Constitution and the entrenchment of the Charter of Rights and Freedoms. Students will analyze how these foundational legal shifts redefined the relationship between the citizen and the state, sparking a new era of human rights advocacy and judicial review. The unit explores the complexities of Canadian identity through the lens of constitutional crises, including the Meech Lake and Charlottetown Accords, and the 1995 Quebec Referendum, which tested the bonds of national unity. Additionally, students will investigate Canada's evolving global role and the significant journey toward Truth and Reconciliation, evaluating how the nation continues to navigate its diverse social fabric, multicultural policies, and Indigenous sovereignty in an increasingly globalized 21st-century landscape.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Participation activities are seven standardized, course-wide prompts (Teach the Teacher, Concept in Action, Spot the Error, Concept Connections, Take a Position, Claim/Support/Question, and a culminating Course Takeaways video) embedded at set points throughout the course. They build metacognitive engagement with unit concepts and contribute to the course's participation grade.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Brainstorming, charts, and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window

into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Reflective/comparative analysis and evaluation of written work is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

Journals provide an opportunity for students to self-reflect on the subject matter and see their growth over time. It supports students to express their thoughts and skills learned in a personal way.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: Assessment of Learning (AOL) focuses on evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

Assessment & Evaluation at OES: Triangulation of Learning

In alignment with the Ontario Ministry of Education's *Growing Success* policy, student achievement across all high school courses at Ontario eSecondary School (OES) is evaluated through the **triangulation of evidence: observations, conversations, and student products**.

OES courses incorporate each of these evidence sources in a variety of ways to provide every student with equitable opportunities to demonstrate their learning:

- **Observations:** Collected through video recordings, interactive digital tools, learning logs, and synchronous task demonstrations.
- **Conversations:** Gathered via teacher-student conferences, oral defenses, virtual check-ins, and reflective feedback dialogues.
- **Products:** Demonstrated through major projects, essays, lab reports, performance tasks, and final assessments.

By evaluating a balanced variety of evidence, OES teachers apply professional judgment to ensure accurate, fair, and comprehensive assessment of each student's progress.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of learning skills also occurs regularly through unobtrusive teacher observation and conferencing.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- Discussion forums
- Diagnostic tests and writing tasks
- Completed templates and graphic organizers
- Oral presentations & active listening
- Tests and quizzes
- True and false questions
- Definition questions
- Fill in the blank (e.g. with tables) questions
- Short answer questions
- Reflections
- Research projects and reports
- End of unit conversations (Google Meets)
- Final exam

EVALUATION

The final grade will be determined as follows:

- 65% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 20% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on a final written examination, comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.
- 15% of the grade will be based on the student's attendance and participation throughout the course, assessed according to Ministry criteria.

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)

CHC2D Canadian History

Grade 10 · Academic

How the final mark is calculated from September 2026

**TERM WORK EVALUATIONS (65%)**

Evaluation Item	Description	Category	Weight
Unit 1	Students will analyze a primary source photograph of the No. 2 Construction Battalion using the "Step-by-Step Analysis" method. They will observe physical evidence distinguishing this segregated labor unit, contextualize its origins through research on the "White Man's War" policy, and critically evaluate the image as a symbol of both citizenship and systemic segregation.	K, T, C, A	16
Unit 1	First World War Technologies Assignment: Students will research one technological advancement (e.g., tanks, poison gas, tracer bullets, or synchronized aircraft guns) related to the quote, "Soldiers rode in on horses and they left in airplanes." Using a research organizer, they will write a 5-paragraph essay (250–500 words) detailing the technology's origin, battle usage, long-term consequences, and its role in the transition from "Old World" (1914) to "Modern War" (1918).	K, T, C, A	
Unit 1	As a federal curator in 1929, you must select five artifacts representing Canada's dramatic 1914-1920s evolution. Investigate shifts in military history, social rights, and national autonomy. For each, write a professional statement justifying your choice and analyzing its significance to Canada's emerging identity. This "Time Capsule" will use primary sources to show how Canada transformed from a British colony into an independent global player.	K, T, C, A	
Unit 2	Students will analyze the impact of systemic injustice and historical trauma on Canadian heritage, focusing on Jewish-Canadian antisemitism and the	K, T, C, A	

	Holodomor. By examining exclusionary policies like "None is Too Many" and the famine in Ukraine, students will evaluate how these events shaped community identity and fueled human rights advocacy. The study of resistance, from the Christie Pits Riot to oral histories, will link the survival of marginalized narratives to the development of the 2008 Holodomor Memorial Day Act and the Canadian Charter of Rights and Freedoms.		16
Unit 2	Students will analyze the evolution of Canadian identity and human rights (1929–1945) by investigating the systemic impacts of the Great Depression and WWII. Through a community impact report and a digital exhibit, students will evaluate how the Holodomor, institutionalized antisemitism, and the Indian Act shaped the lived experiences of marginalized groups. Connecting historical injustices (e.g., the "None is Too Many" policy, Residential Schools) to modern legislation and Truth and Reconciliation Calls to Action, students will demonstrate how resilience and resistance during this crisis formed the basis of contemporary Canadian citizenship and heritage.	K, T, C, A	
Unit 2	Japanese Internment Camp News Article: Students will analyze the systematic violation of civil rights and the long-term struggle for redress by investigating the internment and dispossession of Japanese-Canadians during World War II. Writing as reporters, students will evaluate the impact of the War Measures Act and the significance of the 1988 government apology in restoring justice and shaping modern Canadian heritage.	K, T, C, A	
Unit 3	The Inquiry Presentation Assignment requires students to analyze a Canadian historical moment of resistance, acting as a historian. The five-slide presentation must detail the systemic barrier, resistance strategy, and primary source analysis. Crucially, it requires connecting the historical struggle to the evolution of the Canadian Charter of Rights and Freedoms or later legislation. This analysis-heavy assignment is graded on knowledge, critical thinking, communication, and connecting history to modern contexts.	K, T, C, A	16
Unit 3	This two-part assignment analyzes the European War Brides who immigrated to Canada (1942–1948). Part 1 uses primary sources to detail the "Bride Ships," government expectations, and arrival challenges. Part 2 is a 300–400 word formal report synthesizing this research to explain how the War Brides' transition from "Rationing Europe" to "Consumerist Canada" influenced the "Baby Boom," suburban housing, and post-war immigration changes.	K, T, C, A	

Unit 3	The Unit 3 Final Assignment requires a 500-word minimum presentation applying historical thinking skills to analyze Canada's transformation (1945–1982) into a modern, independent middle power. Choose one topic: The Suez Crisis, The Avro Arrow, or The Charter of Rights and Freedoms. Focus on cause, effect, and historical perspective.	K, T, C, A	
Unit 4	The Heritage Inquiry assignment challenges students to investigate the impact of a Black Canadian figure or community achievement from 1982 to the present. Students must move beyond basic biography to analyze how their subject successfully navigated specific systemic barriers to redefine Canadian heritage and the "Official Narrative."	K, T, C, A	17
Unit 4	The Global Citizenship Task requires students to become active "Upstanders" by creating a toolkit to combat Antisemitism, Islamophobia, or Anti-Black Racism. By linking modern digital hate to historical roots and proposing interventions, students demonstrate responsible 21st-century global citizenship.	K, T, C, A	
Unit 4	As the cumulative capstone of the unit, this project requires students to synthesize 40 years of history through the lens of a major Social, Political, or Economic shift. Using primary source evidence and the "Intent-Conflict-Legacy" framework, students argue how events since 1982 have fundamentally transformed the nature of Canadian identity and sovereignty.	K, T, C, A	

FINAL EVALUATIONS (20%)

Evaluation Item	Description	Category	Weight
Final Exam	A final, written examination, covering all curriculum expectations for the course.	K, T, C, A	20

ATTENDANCE AND PARTICIPATION (15%)

Evaluation Item	Description	Category	Weight
Attendance	Assessed according to the Ministry's attendance criteria (Growing Success, September 2026 update), based on the proportion of unexcused absences over the course.	N/A	8
Participation	Assessed according to the Ministry's participation criteria (Growing Success, September 2026 update), based on engagement in class discussions and activities throughout the course, including the standardized participation prompts (see Teaching and Learning Strategies).	N/A	7

AAL/AFL/AOL TRACKING SHEET

Unit 1: Canada: 1914 to 1929

AAL	AFL	AOL
1.1 Foundational Communities Virtual Field Trip 1.2 Lesson Knowledge Quiz 1.3 Reflective Journal (Live Meeting): Conversation 1.4 Graphic Organizer: Canada's Major Battles of WW1 1.4 Vimy Ridge & Canadian Identity Discussion 1.4 War Measures Act Graphic Organizer 1.4 The Canadian Home Front & War Economy Quiz 1.6 Economy and Life After the War Quiz 1.6 Post-War Economic Shift 1.6 Cause and Consequence Graphic Organizer 1.6 Economy and life After the War Synthesis	1.1 Canada Pre-WW1 Forum (Peer-Review) 1.2 Note-Taking Submission Instructions 1.2 Recruitment Poster Assignment 1.5 Note-Taking Submission 1.6 Person's Case Forum	1.3 Image Analysis 1.4 First World War Technologies Assignment 1.6 Unit 1 Time Capsule Project

Unit 2: Canada: 1929 to 1945

AAL	AFL	AOL
2.1 The Great Depression Quiz 2.1 Cause & Consequence Assignment 2.2 Perspective Analysis Chart: Observation 2.2 Self-Assessment Checklist 2.3 Political Spectrum Chart 2.4 The System of Control & Resistance Flowchart 2.4 Historical Perspective Analysis Chart	2.1 Emergency Task Force: Canada 1930 Assignment 2.1 Note-Taking Assignment 2.5 End of Unit Reflection: Conversation	2.2 Community Impact Report Part 1 2.3 Community Impact Report Part 2 2.4 Indigenous Acts Digital Exhibit 2.5 Japanese Internment Camp Assignment

Unit 3: Canada: 1945 to 1982

AAL	AFL	AOL
3.2 Reflection Journal (Live Meeting) 3.3 Post-War Canadian Society Quiz 3.4 "Bridge to 1960" Synthesis Worksheet	3.1 Aftermath of Second World War Forum (Peer Review) 3.4 Note-Taking Submission	3.2 Inquiry Presentation Assignment 3.3 Canadian War Brides Assignment 3.5 Unit 3 Final Assignment

Unit 4: Canada: 1982 to present

AAL	AFL	AOL
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4.1 Editorial Cartoon Forum: Conversation 4.1 The 1995 Referendum Quiz 4.3 Contemporary Analysis Forum	4.1 The Meech Lake Accord - Policy and Perspective 4.4 Note-Taking Submission	4.2 Heritage Inquiry Assignment 4.3 Global Citizenship Task 4.4 Unit 4 Final Assignment
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Final Assessments

AOL
Final Exam

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

OES teachers are the key educators of students with special education needs and have a responsibility to help all students learn. Program planning for students with special education needs is guided by the principles set out in *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013): all students can succeed; each student has their own unique patterns of learning; successful instructional practices are founded on evidence-based research, tempered by experience; and universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Where a student has an Individual Education Plan (IEP), the accommodations identified in the IEP — instructional, environmental, and assessment — are implemented within the course, and the online learning environment is adapted accordingly. The asynchronous structure of OES courses provides built-in flexibility that supports many common accommodations, including extended time for assignments and assessments, breaks as needed, access to assistive technology, and the ability to review instructional material multiple times.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most linguistically diverse student populations in the world, and OES serves English language learners across Ontario and internationally. English language learners may be Canadian-born or newcomers; they may have experience of highly sophisticated educational systems or may have come from regions where access to formal schooling was limited. In planning this course, teachers consider the strengths and needs of English language learners and provide appropriate adaptations consistent with *English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007). Supports within the online environment include modification of instructional language without modification of curriculum expectations, use of visual and multimedia supports, opportunities to replay and review lesson content, extended time where appropriate, and teacher feedback that models academic English. Assessment accommodations, such as granting additional time and permitting the use of bilingual dictionaries, are provided where appropriate.

ENVIRONMENTAL EDUCATION

Consistent with *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* (2009) and *Environmental Education: Scope and Sequence of Expectations* (2017), environmental education is embedded across the curriculum rather than treated as a separate subject. Teachers help students acquire knowledge about the environment, develop skills to address environmental issues, and foster attitudes that motivate responsible environmental action. As an online school, OES also models environmental responsibility through paperless course delivery and the elimination of daily commuting. In this course, students examine the interactions between societies and their environments over time, including the environmental dimensions and consequences of historical developments, supporting the integration of environmental education within the study of history.

EQUITY AND INCLUSIVE EDUCATION

This course is planned and delivered in accordance with Ontario's *Equity and Inclusive Education Strategy* (2009) and *Policy/Program Memorandum No. 119, Developing and Implementing Equity and Inclusive Education Policies in*

Ontario Schools (2013). OES is committed to an inclusive learning environment in which all students feel welcomed, respected, and able to succeed, regardless of ancestry, culture, ethnicity, sex, gender identity, sexual orientation, disability, race, religion, or socio-economic status. In this course, teachers select learning materials that reflect the diversity of Ontario and the wider world, address bias in texts and resources where it arises, and ensure that assessment practices are fair and free of cultural assumptions. Because OES students learn from communities across Ontario, Quebec, and around the world, discussion activities and teacher feedback are moderated to maintain a respectful, harassment-free environment for all learners.

FINANCIAL LITERACY EDUCATION

In accordance with *A Sound Investment: Financial Literacy Education in Ontario Schools* (2010) and current Ministry direction on financial literacy, students are provided with opportunities to build the knowledge and skills needed to make informed financial decisions, understand their roles as consumers and citizens, and think critically about the economic forces that affect their lives. OES also supports students in meeting the Ministry's financial literacy graduation requirement, as described in the OES School Course Calendar. In this course, students examine the economic dimensions of historical developments, including trade, industrialization, economic crises, and the financial forces that have shaped societies, supporting financial literacy through historical understanding.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Program planning in this course aligns with the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007), which supports improved outcomes for First Nations, Métis, and Inuit students and promotes awareness and understanding of Indigenous histories, cultures, perspectives, and contributions among all students. Where appropriate to the curriculum expectations, teachers incorporate Indigenous perspectives, authors, and content, and approach these topics with accuracy and respect, drawing on Ministry-recommended resources. All OES students benefit from opportunities to deepen their knowledge of the histories and contemporary realities of First Nations, Métis, and Inuit peoples, including the legacy of the residential school system and the Truth and Reconciliation Commission's Calls to Action related to education.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and communications technology (ICT) is integral to every OES course: instruction, learning activities, assessment, and teacher-student communication all take place through the school's learning management system. ICT tools — including multimedia lessons, digital texts, simulations, video conferencing for proctored assessments, and word-processing and productivity software — extend and enrich instruction and allow students to collect, organize, and present their learning in a range of formats. Teachers help students develop digital citizenship skills, including responsible and ethical use of technology, critical evaluation of online sources, protection of personal information, and academic integrity in digital environments, consistent with OES's Acceptable Use, Academic Honesty, and Artificial Intelligence policies as published in the School Course Calendar.

CAREER EDUCATION

Consistent with *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools* (2013), teachers support students in answering the four questions at the centre of education and career/life planning: Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? Expectations in this course include many opportunities for students to apply their skills to work-related situations, explore educational and career options, and become self-directed learners. OES guidance staff support students in course selection, postsecondary application planning (including OUAC, CEGEP, and international pathways), and the development of individual pathways plans. The research, analysis, and communication skills developed in this course support pathways into law, public policy, education, journalism, museum and heritage work, and public service, and these connections are highlighted throughout the course.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning, explore careers of

interest, and develop essential workplace skills consistent with The Ontario Curriculum, Grades 11 and 12: Cooperative Education (2018). Students may earn up to two cooperative education credits toward their compulsory credit requirements for the Ontario Secondary School Diploma. Students interested in experiential learning opportunities related to this course are encouraged to contact OES guidance staff to discuss options available to them.

HEALTH AND SAFETY

Although OES students learn remotely, health and safety remain integral considerations in program planning. Teachers model and promote safe and healthy practices for online learning, including sound ergonomics, balanced screen time, regular breaks, and strategies that support positive mental health and well-being. OES maintains a safe and respectful virtual learning environment consistent with the school's codes of conduct, bullying prevention expectations, and privacy practices as published in the School Course Calendar, and students are provided with clear channels for reporting concerns to their teachers, guidance staff, or the Principal.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.