



Ontario eSecondary School Course Outline 2026-2027

Course Title: Career Studies	
Course Code: GLC20	
Course Type: Open	
Grade: 10	
Credit Value: 0.5	
Prerequisites: None	
Department: Guidance and Career Education	
Course developed by: Sarrah Beemer	Date: August 2024 Revised: August 1, 2026
Length: One Semester	Hours: 55
Course based on Ministry curriculum document: ● <i>The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 2006 (Revised 2024)</i> ● <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> ● <i>Learning for All (2013)</i>	

COURSE DESCRIPTION/RATIONALE

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

OVERALL CURRICULUM EXPECTATIONS

Strand A: Developing the Skills, Strategies, and Habits Needed to Succeed

Overall Expectations:

Self-Assessment: Assess their interests, values, skills, strengths, and areas that require further development, and reflect on how these influence their goals and plans for the future.

Managing Learning: Apply the skills and strategies needed to manage their own learning, including organizational, time-management, and study skills.

Developing Resilience and Perseverance: Understand and apply strategies for developing resilience and perseverance, and for managing stress and maintaining a healthy balance in their lives.

Strand B: Exploring and Preparing for the World of Work

Overall Expectations:

Exploring Work Trends and Opportunities: Research and analyze local and global trends and opportunities in the world of work, and examine their implications for career/life planning.

Understanding Postsecondary Pathways: Investigate the various postsecondary education and training options available, and analyze the skills and knowledge they require.

Developing a Personal Profile: Develop a personal profile based on their interests, values, skills, strengths, and needs, and use this profile to inform their career/life planning.

Strand C: Planning and Financial Management to Help Meet Postsecondary Goals

Overall Expectations:

Creating a Postsecondary Plan: Develop a plan that identifies their postsecondary education, training, or work goals, and describe the steps required to achieve them.

Understanding Financial Literacy: Demonstrate an understanding of financial literacy concepts and skills, and apply them to manage their finances and plan for their financial needs in the future.

Managing Personal Resources: Identify and apply strategies for managing their personal resources, including time, money, and other assets, to support their career/life goals.

COURSE CONTENT

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

<i>Unit</i>	<i>Length</i>
Unit 1: Skills/Strategies to Contribute to Success	20 hours
Unit 2: Exploring/Preparing for the World of Work	15 hours
Unit 3: Planning and Financial Management to Help Meet Postsecondary Goals	10 hours
Unit 4: Final Task and ILC Content	10 hours
Total	55 Hours

UNIT DESCRIPTIONS

Unit 1: Skills/Strategies to Contribute to Success (20 hours)

In this unit, students will explore various skills and strategies that contribute to their success. They will look at decision making, goal setting, and how to set a plan for finishing high school and moving on to potential post-secondary options (the workplace, college, university, skilled trade). Students will evaluate and apply the personal-management skills and characteristics needed for success. In addition to this, students will demonstrate effective use of interpersonal skills.

Unit 2: Exploring/Preparing for the World of Work (15 hours)

In this unit, students will go on an exploration of opportunities. Students will use a research process to locate and select relevant career information. They will identify current trends in society in regards to careers. Students will identify a broad range of options for present and future learning, work, and community involvement.

Unit 3: Planning and Financial Management to Help Meet Postsecondary Goals (10 hours)

In this unit, students will take what they know about themselves and apply it to figuring out what they are going to do with their lives. It does so through the use of another simulation. Students look at post-secondary planning, careers as lives and careers as jobs. Trends and transitions in the workforce are also examined. Students will also explore the importance of planning and financial management and create a budget to help them plan for their future.

Final Culminating Activity: Portfolio Assignment, Mock Interview, and Presentation (10 hours)

For their final task, students will complete a final portfolio assignment with various assessment tasks. They will present their information and have a mock interview as part of their final presentation.

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 and Poodlls 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.

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.

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.

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.

Evaluation: Assessment of Learning 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.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, 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 listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

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.

ASSESSMENT ACTIVITIES

- ☐ Homework assignments
- ☐ Individual conference meetings
- ☐ Diagnostic tests and writing tasks

- ☐ Outlining and planning sheets
- ☐ Completed Templates & Graphic Organizers
- ☐ Reflections
- ☐ Oral presentations & Active Listening

EVALUATION

The final grade will be determined as follows:

- ☐ 65% percent 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.
- ☐ 15% of the grade will be based on a final evaluation administered at the end of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.
- ☐ 5% of the grade will be based on the Financial Literacy Graduation Requirement.
- ☐ 15% of the grade will be based on the student's attendance and participation throughout the course, assessed according to Ministry criteria.

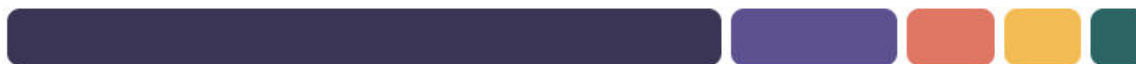
(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)

Marking schemes and rubrics used for evaluation are organized to include the four achievement categories. Student work is evaluated under the following categories:

GLC20 Career Studies (0.5 credit)

Grade 10 · Open

How the final mark is calculated from September 2026



■ 65% Coursework

■ 15% Culminating task

■ 8% Attendance

■ 7% Participation

■ 5% Financial literacy modules

TERM WORK EVALUATIONS (65%)

Evaluation Item	Description	Category	Weight
Unit 1	Goal Setting Assignment	K, T, C, A	10
Unit 1	Success Interview Assignment	K, T, C, A	10
Unit 1	Coping Strategies and Stress Management Worksheet	K, T, C, A	10
Unit 2	My Dream Job Final Assessment and Presentation	K, T, C, A	10
Unit 2	Career Fair Assignment and Oral Presentation	K, T, C, A	15
Unit 3	Creating Your Own Budget Spreadsheet	K, T, C, A	10

FINANCIAL LITERACY (5%)

Evaluation Item	Description	Category	Weight
Financial Literacy Graduation Requirement	TVO-developed financial literacy learning modules and assessment questions; students must score 70% or higher to meet the graduation requirement.	N/A	5

FINAL EVALUATIONS (15%)

Evaluation Item	Description	Category	Weight
Final Project	Interview Questions Portfolio Activity	K, T, C, A	15

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

AFL/AAL/AOL TRACKING SHEET

Unit 1

AAL	AFL	AOL
The Keys to Success: The High Five Principles	Personality Types Activity	Goal Setting Assignment: Observation
Top 10 Goals Worksheet	Goal Setting Assignment (Rough Copy)	Success Interview Assignment
Types of Goals Worksheet		Coping Strategies and Stress Management Worksheet
End of Unit-Learning Log (AAL): Conversation		

Unit 2

AAL	AFL	AOL
National Occupation Classification Handout	My Dream Job Part 1	My Dream Job Final Assessment and Presentation
Exploring Careers Worksheet	My Dream Job Part 2	
Career Exploration Worksheet	My Dream Job Parts 3, 4, and 5	Career Fair Assignment and Oral Presentation
Working in Canada		
End of Unit-Learning Log		

Unit 3

AAL	AFL	AOL
Budgeting Basics Notes	Budgeting Basics Key Terms Quiz	Creating Your Own Budget Spreadsheet
Credit Card Research Worksheet	Credit Crossroads Worksheet: Observation	
Building Your Own Budget Handout	Financial Literacy Quiz	
Audio/Video Response: Discussion Post	Introduction to Financial Management Notes	
End of Unit-Learning Log		

Unit 4

Final Culminating Activity is worth 30% of your final grade.

AAL	AFL	AOL
End of Unit-Learning Log	Tim Hortons Job Application	Interview Questions: Conversation
		Portfolio Activity

CONSIDERATIONS FOR PROGRAM PLANNING IN GUIDANCE AND CAREER EDUCATION

Students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings. Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

Anti Discrimination Education in Guidance and Career Education

The guidance and career education curriculum is designed to help students acquire the habits of mind essential in a complex democratic society characterized by rapid technological, economic, political, and social change. These involve respect and understanding with regard to individuals, groups, and cultures in Canada and the global community, including an appreciation and valuing of the contributions of Aboriginal people to the richness and diversity of Canadian life. They also involve respect and responsibility for the environment and an understanding of the rights, privileges, and responsibilities of citizenship. Learning the importance of protecting human rights and taking a stand against racism and other expressions of hatred and discrimination is also part of the foundation for responsible citizenship.

Literacy, Numeracy, and Inquiry/Research Skills

Success in all their secondary school courses depends in large part on students' literacy skills. Many of the activities and tasks students undertake in guidance and career education involve the use of written, oral, and visual communication skills. For example, students use language to record their observations, to describe their inquiries in both informal and formal contexts, and to present their findings in oral presentations and written reports. The language of guidance and career education includes special terms that are recognized as belonging to this field. Study in these courses will thus encourage students to use language with greater care and precision so that they are able to communicate effectively.

The Ontario Skills Passport and Essential Skills

Teachers planning programs in guidance and career education need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). The OSP is a bilingual web-based resource that enhances the relevancy of classroom learning for students and strengthens school-work connections. The OSP provides clear descriptions of essential skills such as reading, writing, computer use, measurement and calculation, and problem solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The essential skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do.

Health and Safety in Guidance and Career Education

In addition to taking all possible and reasonable steps to ensure the physical safety of students, teachers must also address the personal well-being of students. Students require reassurance and help with transitions. In addition, they must understand their rights to privacy and confidentiality as outlined in the Freedom of Information and Protection of Privacy Act and be able to function in an environment

free from abuse and harassment. They need to be aware of harassment and abuse issues in establishing boundaries for their own personal safety. They should be informed about school and community resources and school policies and reporting procedures with regard to all forms of abuse and harassment.

The Role of Technology in Guidance and Career Education

ICT can be used to connect students to other schools, locally and abroad, and to bring the global community into the local classroom. Through Internet websites and CD-ROM technology, students can now access resources that provide current labour market information, statistics and trends, occupational data, community agency information, apprenticeship information, and a host of options for exploring work, learning, and career opportunities locally, nationally, and internationally. ICT resources allow secondary school students to conduct more far-ranging and authentic research than ever before. Applications such as databases, spreadsheets, word processors, and presentation software can be used to support various methods of inquiry. Although the Internet is a powerful learning tool, however, all students must be made aware of issues of privacy, safety, and responsible use, as well as of the ways in which the Internet can be used to promote hatred.

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 consider environmental factors as they explore opportunities and plan for the future, including the growth of careers in the green economy and the role of sustainability in workplaces and communities.

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. Financial literacy is an explicit component of this course: students develop practical knowledge and skills related to budgeting, saving, borrowing, and planning for the costs of postsecondary pathways, directly supporting the Ministry's financial literacy graduation expectations.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Program planning in this course aligns with the Ontario First Nations, 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. Education and career/life planning is the central focus of this course: students engage directly and extensively with the four questions of *Creating Pathways to Success* as they investigate opportunities, assess their strengths and interests, and build a concrete plan for their future.

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 parent, teachers, administration and external educational assessment report. 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.
- ☐ **Environmental accommodations:** such as preferential seating or special lighting.
- ☐ **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.
- Record key words on the board or overhead when students are expected to make their own notes.
- 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.