



## Ontario eSecondary School Course Outline 2026-2027

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b>Ministry of Education Course Title:</b><br>Introduction to Anthropology, Psychology, Sociology, 11                                                                                                                                                                                                                                                                       |                                                                      |
| <b>Ministry Course Code:</b><br>HSP 3U                                                                                                                                                                                                                                                                                                                                      |                                                                      |
| <b>Course Type:</b><br>University Preparation                                                                                                                                                                                                                                                                                                                               |                                                                      |
| <b>Grade:</b><br>11                                                                                                                                                                                                                                                                                                                                                         |                                                                      |
| <b>Credit Value:</b><br>1.0                                                                                                                                                                                                                                                                                                                                                 |                                                                      |
| <b>Prerequisite(s):</b> Grade 10 academic course in English, or Grade 10 academic History (Canadian and World Studies).                                                                                                                                                                                                                                                     |                                                                      |
| <b>Department:</b><br>Social Science                                                                                                                                                                                                                                                                                                                                        |                                                                      |
| <b>Course developed by:</b><br>B. Bosch                                                                                                                                                                                                                                                                                                                                     | <b>Developed:</b> April 30th, 2019<br><b>Revised:</b> August 1, 2026 |
| <b>Length:</b><br>One Semester                                                                                                                                                                                                                                                                                                                                              | <b>Hours:</b><br>110                                                 |
| This course has been developed based on the following Ministry documents: <ol style="list-style-type: none"> <li>1. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools</i> (2010)</li> <li>2. <i>Learning for All</i> (2013).</li> <li>3. <i>Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12</i>, 2015, (Revised)</li> </ol> |                                                                      |

## COURSE DESCRIPTION/RATIONALE

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

## OVERALL CURRICULUM EXPECTATIONS

### A. Research and Inquiry Skills

*By the end of this course, students will:*

- A1. *Exploring*: explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate to each discipline to guide their research;
- A2. *Investigating*: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- A3. *Processing Information*: assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. *Communicating and Reflecting*: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

### B. Anthropology

*By the end of this course, students will:*

- B1. *Theories, Perspectives, and Methodologies*: demonstrate an understanding of major theories, perspectives, and research methods in anthropology;
- B2. *Explaining Human Behaviour and Culture*: use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture;
- B3. *Socialization*: use a cultural anthropology perspective to explain patterns of human socialization.

### C. Psychology

*By the end of this course, students will:*

- C1. *Theories, Perspectives, and Methodologies*: demonstrate an understanding of major theories, perspectives, and research methods in psychology;
- C2. *Explaining Human Mental Processes and Behaviour*: use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour;
- C3. *Socialization*: use a psychological perspective to analyse patterns of socialization.

### D. Sociology

*By the end of this course, students will:*

- D1. *Theories, Perspectives, and Methodologies*: demonstrate an understanding of major theories, perspectives, and research methods in sociology;
- D2. *Explaining Social Behaviour*: use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour;
- D3. *Socialization*: use a sociological perspective to explain patterns of socialization.

## COURSE CONTENT

| <i>Unit</i>                                                 | <i>Length</i>    |
|-------------------------------------------------------------|------------------|
| Unit 1: Introduction to Anthropology, Psychology, Sociology | 15 hours         |
| Unit 2: Anthropology                                        | 30 hours         |
| Unit 3: Psychology                                          | 30 Hours         |
| Unit 4: Sociology                                           | 30 hours         |
| Unit 5: Final Project                                       | 5 hours          |
| <b>Total</b>                                                | <b>110 hours</b> |
| <b>Plus Final Exam</b>                                      | <b>2 hours</b>   |

## UNIT DESCRIPTIONS

### UNIT 1: INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY

Who are we and why do we do what we do? The study of social science allows insight into these and other questions that shape human nature. Social science is the organized study of people and their activities and their customs in relation to others. Much of what you hear about human behaviour is really myths and misconceptions, which are often described as common sense. This unit will introduce you to concepts related to anthropology, psychology, and sociology, as well as give you insight about the critical questions that these fields of study ask about social phenomenon.

### UNIT 2: ANTHROPOLOGY

Anthropology is the scientific study of the origin, behaviour, and the physical, social, and cultural development of humans. Anthropologists seek to understand what makes us human by studying human ancestors through archaeological excavation and by observing human ancestors through archaeological excavation and by observing living cultures throughout the world. In this unit you will learn about different fields of anthropology and the major schools of thought, important theories, perspectives, and research within anthropology, as well as the work of influential anthropologists. You will also learn methods for conducting anthropological research and learn how to formulate your own research questions and record information.

### UNIT 3: PSYCHOLOGY

Have you ever wondered why you and your siblings are alike in some ways and different in others? or why you act differently in certain situations? Psychologists seek answers to questions like these as they study behaviour and the mental processes of the brain. In this unit, you will learn about the major schools of thought and approaches to understanding behaviour by examining various psychological theories and perspectives. You will also learn about various types of research in psychology.

### Unit 4: SOCIOLOGY

Sociology is the study of social behaviour and human behaviour and human groups, such as society. A society is a large group of people who live in the same area and who share a distinctive culture and institutions. This group provides protection, stability, security, and identity to its members. Sociologists attempt to answer key questions about why certain social behaviours exist and how different societies function. They study individual behaviour within the context of groups, the behaviour of groups, and society as a whole to understand the complex world around us, investigate existing problems, and examine issues. In this unit you will also learn about behaviour and socialization and how sociologists begin their research.

Research and Inquiry is taught throughout all of the course units. Throughout these units you will learn about specific methodology used by each discipline and the advantages and disadvantages of these specific methodologies.

### Unit 5: FINAL PROJECT

The culminating activity unit is designed to consolidate learning from the course. Students will complete a project in which they use multiple perspectives in the social sciences.

## TEACHING AND LEARNING STRATEGIES

**The students will experience a variety of 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.

### Whole-Class Activities

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following:

**Class discussions** that are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

**Teacher demonstrations** (research skills, etc.) through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

**Video presentations** and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

**Diagnostic and review activities** (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

**Brainstorming, charts and graphs** are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

### Small Group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning as well as to bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.

These activities include the following:

**Paired or small group research activities** students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through online chat and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.

**Comparison and evaluation of written work** is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer-correct and self-correct. Students are given a variety of texts to read through embedded links, to make comparisons with different texts, real life situations, and their own writing.

**Practical extension and application of knowledge** is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

**Oral presentations** in an online environment have the equipment to have students either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

**Story boarding** an excellent way for students to present their findings, thoughts, and ideas. This allows another way for their work to be communicated and shared between the student and teacher, and student to student. This can be done through uploading on Moodle and video conferencing.

**Charts and graphs** are used to present effective learning opportunities of concepts and skills to students who would benefit from visual objects to learn. Every student learns differently, and it is used to help students discover another way to present their information such as graphic organizers, lists, and pictures.

### **Individual Activities**

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

**Research** is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

**Individual assignments** are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

**Oral presentations** are facilitated through the use of video conferencing and video recording.

**Practical extension and application of knowledge** helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

**Ongoing project work** is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

**Reading** students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

**Written assignments** are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

**Journals** are used in which the student can self-reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.

**Reflective/Comparative analysis** for students working in their portfolios, giving them an opportunity for self-reflection on their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences as well.

## 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.

### 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 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.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. 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, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

## ASSESSMENT ACTIVITIES

- Homework assignments
- Individual conference meetings

- Discussion Forums
- Diagnostic tests and writing tasks
- Free-writing journals/blogs
- Outlining and planning sheets
- Completed Templates & Graphic Organizers
- Editing Checklists
- Reflections
- Oral presentations & Active Listening
- Creative Writing & Story Development
- Tests & Exam
- Essay Writing

## EVALUATION

The final grade will be determined as follows:

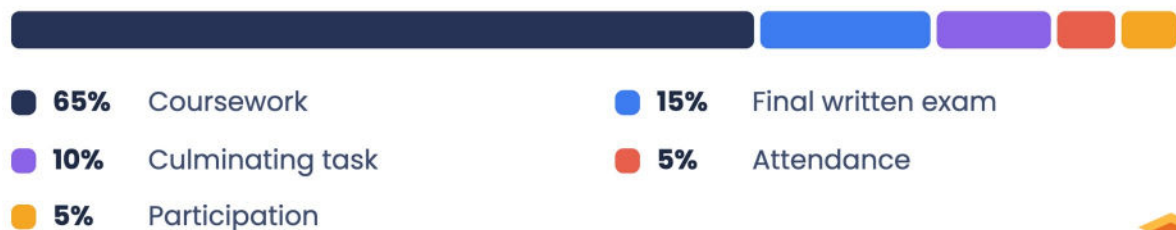
- ☐ 65% percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ☐ 25% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a culminating task and a final written examination, both comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.
- ☐ 10% 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)

### HSP3U Intro to Anthropology, Psychology & Sociology

Grade 11 · University

How the final mark is calculated from September 2026



## TERM WORK EVALUATIONS (65%)

| <i>Evaluation Item</i>                     | <i>Description</i>                                                                                  | <i>Category</i> | <i>Weight</i> |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------|---------------|
| Unit 1 Test                                | Multiple choice questions to gauge student knowledge                                                | K, I, C, A      | 5             |
| Unit 1 End of Unit Evaluation              | Students must create a social science research essay using the social science inquiry method.       | K, I, C, A      | 10            |
| Unit 2 Anthropology Infographic            | Create a visual study guide on the disciplines within Anthropology.                                 | K, I, C, A      | 3             |
| Unit 2 Cultural Investigation Presentation | Photo essay on a culture outside of their own.                                                      | K, I, C, A      | 5             |
| Unit 2 End of Unit Evaluation              | Paragraph response to one of 4 prompts                                                              | K, I, C, A      | 5             |
| Unit 2 Unit Test                           | Multiple choice, true and false, and short answer questions measuring understanding.                | K, I, C, A      | 5             |
| Unit 3 Psychology Test                     | Multiple choice questions to gauge student knowledge                                                | K, I, C, A      | 5             |
| Unit 3 Ethics in Psychological Experiments | Read case studies and watch videos to answer 3 prompts in paragraph form.                           | K, I, C, A      | 3             |
| Unit 3 Final Evaluation                    | Evaluate a character from a television show through different psychology theories and perspectives. | K, I, C, A      | 8             |
| Unit 4 Alienation Assignment               | Paragraph response demonstrating knowledge and connections of this sociological concept.            | K, I, C, A      | 7             |
| Unit 4 Sociology unit test                 | Short answer responses demonstrating understanding of unit concepts and theories                    | K, I, C, A      | 9             |
| <b>Total</b>                               |                                                                                                     |                 | <b>65</b>     |

## FINAL EVALUATIONS (25%)

| <i>Evaluation Item</i> | <i>Description</i>                                                                                                             | <i>Category</i> | <i>Weight</i> |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------|
| <b>Final Task</b>      | A final cumulative essay or report that analyzes an approved film through the lens of anthropology, psychology, and sociology. | SUM             | 10            |
| <b>Final Exam</b>      | An exam to cover the major units studied through this course.                                                                  | SUM             | 15            |

## ATTENDANCE AND PARTICIPATION (10%)

| <i>Evaluation Item</i> | <i>Description</i>                                                                                                                                                                                                                                                            | <i>Category</i> | <i>Weight</i> |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------|
| <b>Attendance</b>      | 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             | 5             |
| <b>Participation</b>   | 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             | 5             |

### AFL/AAL/AOL TRACKING SHEET:

#### Unit 1:

| <b>AAL</b>                           | <b>AFL</b>                                          | <b>AOL</b>                                                                |
|--------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------|
| Social Science Disciplines Explained | APA Citation Guide                                  | Unit 1 Test                                                               |
| Introductory Lesson                  | Creating Questions                                  | Unit Evaluation<br>End of Unit Teacher Student Conference and Observation |
| Example Essay                        | Comprehension Check: Social Science Inquiry Methods |                                                                           |
| Research Methods Chart               | Developing Research Questions Activity              |                                                                           |
| End of Unit Conference               | Unit Evaluation Rough Work                          |                                                                           |

#### Unit 2:

| <b>AAL</b>                                                 | <b>AFL</b>        | <b>AOL</b>               |
|------------------------------------------------------------|-------------------|--------------------------|
| Investigating Anthropological Terms                        | Lesson 1 Workbook | Anthropology Infographic |
| Lesson 1 Knowledge Quiz                                    | Lesson 2 Workbook | Cultural Investigation   |
| Human Evolution: Getting Ready for Biological Anthropology | Lesson 3 Workbook | Unit Evaluation          |
| Start of Lesson Activities                                 | Lesson 4 Workbook | Unit Test- parts 1 and 2 |
| Lesson 4 Introductory Activities                           |                   |                          |
| End of Unit Conference                                     |                   |                          |

#### Unit 3:

| <b>AAL</b>             | <b>AFL</b>                  | <b>AOL</b>                          |
|------------------------|-----------------------------|-------------------------------------|
| Diagnostic Questions   | Mary Ainsworth Case Study   | Psychology Test                     |
| Unit 3 quiz            | Lesson 1 Workbook           | Ethics in Psychological Experiments |
| End of Unit Conference | Lesson 2 Workbook           | Unit 3 Final Evaluation             |
|                        | Mental Health Research Task | End of Unit Teacher Student         |

|  |                   |                            |
|--|-------------------|----------------------------|
|  |                   | Conference and Observation |
|  | Lesson 3 workbook |                            |

**Unit 4:**

| <b>AAL</b>                | <b>AFL</b>                                            | <b>AOL</b>            |
|---------------------------|-------------------------------------------------------|-----------------------|
| Sociology Diagnostic Task | Lesson 1 Workbook                                     | Alienation Assignment |
| Lesson 1 Quiz             | Lesson 2 Workbook                                     | Sociology Unit Test   |
| End of Unit Conference    | Ethics: The Clark Doll Experiment Reflect and Respond |                       |
|                           | Lesson 3 Workbook                                     |                       |

**Finals**

| <b>AOL</b>       |
|------------------|
| Final Task (AOL) |
| Final Exam (AOL) |

## 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 relationships between individuals, families, communities, and their environments, including patterns of consumption and sustainable practices, supporting the integration of environmental education within the social sciences.

### **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 economic influences on individuals, families, and society, including household resource management and consumer decision-making, supporting the development of financial literacy in authentic social contexts.

### **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. This course supports pathways into social work, psychology, sociology, education, community services, counselling, and related human services fields, and these career 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 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.
- ☐ **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.