



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: World Issues: A Geographic Analysis, University Preparation	
Ministry Course Code: CGW4U	
Course Type: University Preparation	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.	
Department: English	
Course developed by: Natasha Gammon	Date: September 1, 2018 Revised: August 1, 2026
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <i>Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2015, (revised)</i> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i>	

COURSE DESCRIPTION/RATIONALE

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyze government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

OVERALL CURRICULUM EXPECTATIONS

Unit 1:

By the end of this course, students will:

- **A1 Geographic Inquiry:** use the geographic inquiry process and the associated geographic concepts to guide their research of geographic issues in world geography;
- **B1 Demographics:** analyse characteristics of the world's population, population distribution, and various factors that affect them;
- **B2 Population Trends and Projections:** assess the impact of population growth and trends, and the effectiveness of policies designed to manage them.

Unit 2:

By the end of this course, students will:

- **A1 Geographic Inquiry:** use the geographic inquiry process and the associated geographic concepts to guide their research of geographic issues in world geography;
- **C1 Quality of Life:** analyse various indicators of quality of life and standard of living, and explain the main causes of disparities in quality of life between countries and regions;
- **C2 Striking a Balance:** analyse issues relating to sustainable development and the exploitation of natural resources, and evaluate the effectiveness of efforts to resolve these issues;
- **C3 Globalization:** analyse the impact of globalization on economic, social, and political structures and conditions around the world.

Unit 3:

By the end of this course, students will:

- **A1 Geographic Inquiry:** use the geographic inquiry process and the associated geographic concepts to guide their research of geographic issues in world geography;
- **C1 Quality of Life:** analyse various indicators of quality of life and standard of living, and explain the main causes of disparities in quality of life between countries and regions;
- **C2 Striking a Balance:** analyse issues relating to sustainable development and the exploitation of natural resources, and evaluate the effectiveness of efforts to resolve these issues.

Unit 4:

By the end of this course, students will:

- **A1 Geographic Inquiry:** use the geographic inquiry process and the associated geographic concepts to guide their research of geographic issues in world geography;
- **D1 Global Geopolitics:** analyse the geopolitical impacts of various configurations of global power, and evaluate the effectiveness of international frameworks in resolving geopolitical conflicts;
- **D2 Conflict and Cooperation:** analyse the causes and consequences of selected global conflicts, and evaluate the role of various individuals, groups, and organizations in promoting peace and international cooperation.

Unit 5:

By the end of this course, students will:

- **A1 Geographic Inquiry:** use the geographic inquiry process and the associated geographic concepts to guide their research of geographic issues in world geography;
- **C2 Striking a Balance:** analyse issues relating to sustainable development and the exploitation of natural resources, and evaluate the effectiveness of efforts to resolve these issues;
- **C3 Globalization:** analyse the impact of globalization on economic, social, and political structures and conditions around the world;
- **D1 Global Geopolitics:** analyse the geopolitical impacts of various configurations of global power, and evaluate the effectiveness of international frameworks in resolving geopolitical conflicts.

COURSE CONTENT

Unit	Length
Unit 1: Global Population Trends	25 hours
Unit 2: Global Disparities	25 hours
Unit 3: Health and Disease	20 hours
Unit 4: Geopolitics	20 hours
Unit 5: Resource Consumption	15 hours
Final exam and culminating task	5 hours

Total 110 Hours

UNIT DESCRIPTIONS

Unit 1 - Global Population

Students will begin looking at current trends in global population. Students will learn the views of population theories, how to interpret and construct population pyramids, analyse the demographic transition model, assess how countries have responded to population challenges, and investigate issues pertaining to migration.

Unit 2 - Global Disparities

Students will investigate how to measure global and regional disparities, current global trends in disparities, how global organisations are trying to address these disparities, and what we can do to reduce economic, health and gender inequalities.

Unit 3 - Health and Disease

Students will investigate current trends in global disease, including how to measure global disease patterns and the different transmission routes of diseases. Students will also investigate examples of communicable and non-communicable disease, including causes, impacts and responses. Finally, students will investigate issues regarding water and sanitation and the importance of this for human health.

Unit 4 - Geopolitics

Students will investigate current and historical trends in geopolitics, including both global and national examples of genocides. Students will investigate the causes, impacts and responses to a range of contemporary global conflicts.

Unit 5 – Resource Consumption

Students will learn about current global trends regarding energy security, trends in energy supply and demand, risks to energy security, how countries are exploring the use of new energy resources to meet their needs, and sustainable energy policies.

Independent Study Unit

The Independent Study Project is designed to be an opportunity to conduct a systematic investigation into an issue or problem of a geographic nature. You will choose a topic, conduct research, determine a thesis, produce a convincing essay, and present your ideas to the class. Your report will argue the merits of one side of an issue or problem, but you will also be expected to explain or refute the validity of other viewpoints related to your topic.

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.

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.

Research projects are 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 continue learning in loops.

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.

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.

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.

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

Readings are an opportunity for students to gain insight from 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.

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.

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

- Homework assignments
- Individual conference meetings
- Diagnostic tests and writing tasks
- Free-writing journals
- Outlining and planning sheets
- Completed Templates & Graphic Organizers
- Editing Checklists
- Reflections
- Oral presentations & Active Listening
- Creative Writing & Story Development
- Tests & Exam
- Essay Writing
- Evaluations

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.
- ☐ 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)

CGW4U World Issues

Grade 12 · University

How the final mark is calculated from September 2026



65% Coursework

15% Final written exam

10% Culminating task

5% Attendance

5% Participation



TERM WORK EVALUATIONS (65%):

Evaluation Item	Description	Category	Weight
Unit 1: Populations and Demographic Change	Students will compare the populations of two distinct nations over the course of the last century and use some inference to glimpse into the future. They will prepare a short report, no more than 4 pages (including maps and diagrams), which should include the population pyramids from both locations over the period of your investigation.	K, I, C, A	15
Unit 1: Populations and Migration	Students will create a case study of the current European Migrant Crisis.	K, I, C, A	
Unit 1: Migration Essay	Students will respond to the following statement in the format of an essay: "We should have an open borders policy for migrants."	K, I, C, A	
Unit 2: Zimbabwe Disparities	Students will be able to explain disparities and inequities that occur within countries resulting from ethnicity, residence, parental education, income, employment (formal and informal) and land ownership. Students will be putting together a written report about the origins and disparities of land ownership, residence, income and ethnicity in Zimbabwe.	K, I, C, A	20
Unit 2: Global Goals	Students will choose one of the Global Goals. Their task is to create a poster that will raise the awareness of the importance of your Global Goal: -At your school -In city -Across Canada	K, I, C, A	
Unit 2: Urbanization Essay	Students will be asked to take a stance on impacts of urbanization. In order to prepare for this, students will conduct in-depth research on their topic and prepare an essay. They will need a bibliography in APA format with at least 3 different sources.	K,I,C,A	
Unit 2: MIDTERM TEST	MIDTERM TEST - Students will test their knowledge from material covered within the first two units of the course. This also marks the midpoint of course. It will be 2 hours in length.	K,I,C,A	
Unit 3: Health and Disease	Students will learn about the different types of diseases by responding to a series of questions.	K,I,C,A	
Unit 3: Water Conflicts	Students will demonstrate an understanding of issues of scarcity and pollution surrounding global water sources and create a handout detailing a particular water conflict.	K, I, C, A	10

Unit 4: Contemporary Geopolitics	Students will demonstrate an understanding of contemporary conflicts and how they are used. They will research the conflict given to them and present the information in a format of their choice.	K, I, C, A	10
Unit 4: Terrorism Debate	Students will demonstrate an understanding of the contentious issue of terrorism in the 21st Century. They will support or refute of the following statements: • -“The concept that one person’s terrorist is another person’s freedom fighter is morally unacceptable.” • -“The government should use all the means at their disposal to deal with terrorism, even if this involves the restriction of constitutionally protected civil rights.”	K, I, C, A	
Unit 5: Canada’s Energy Pathways	Students will demonstrate an understanding and give them the opportunity to explore the construction of two current energy pathways in Canada: • The TransMountain Expansion Project (Crude Oil) • The Coastal GasLink (Natural Gas)	K, I, C, A	10
Unit 5: Production Hotspots	Students will be able to describe the geopolitical relations between a named production hotspot and other energy consuming countries (i.e., Saudi Arabia, Russia, Venezuela, Iraq, Nigeria). They will construct a geopolitical figure using photographs or news clippings on one side and text on the reverse.	K, I, C, A	

FINAL EVALUATIONS (25%)

Evaluation Item	Description	Category	Weight
Final Task	The Final Task is designed to be an opportunity to conduct a systematic investigation into an issue or problem of a geographic nature. You will choose a topic, conduct research, determine a thesis, produce a convincing essay, and present your ideas to the class. Your report will argue the merits of one side of an issue or problem, but you will also be expected to explain or refute the validity of other viewpoints related to your topic.	K, I, C, A	10

Final Exam	An exam to cover the major units studied through this course. This will be 3 hours in length.	K, I, C, A	15
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ATTENDANCE AND PARTICIPATION (10%)

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	5
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	5

AAL/AFL/AOL Tracking Sheet:

Unit 1: Global Population

AAL	AFL	AOL
1.2 Statistics Canada Discussion Forum (Peer Interaction) 1.4 The Demographic Transition Model Practice Tasks 1.8 Migration Trends Tasks 1.8 Migration Terminology Assessment	1.1 Overpopulated 1.2 Global Population Trends and Patterns Plotting and Analyzing 1.5 Population Theorist Research 1.6 China's Population Crisis 1.7 The Aging Ratio	1.3 Power and the Pyramids 1.9 Case Study 1.10 Migration Essay: Conversation

Unit 2: Global Disparities

AAL	AFL	AOL
2.2 Measuring Global Disparities Practice Tasks 2.3 Measuring Global Disparities Practice Tasks 2.4 Sustainability Practice Tasks 2.5 The Sustainable Development Goals Practice Tasks 2.6 Reducing global economic inequities practice	2.1 Global Disparities: Observation 2.4 Sustainability 2.7 Gender Inequalities 2.8 Tackling Health Inequalities 2.9 Urbanization	2.2 Zimbabwe Disparities 2.5 The Global Goals 2.10 Urbanization Essay MIDTERM TEST End of Unit Conversation

tasks 2.7 Gender Inequalities Which Still Exist Discussion Forum 2.8 A Generation of Change Discussion Forum 2.9 Introduction to Urbanization Discussion Forum 2.11 End of Unit Self Assessment and Evaluation (Live Meeting)		
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Unit 3: Health and Disease

AAL	AFL	AOL
3.2 Transmission of Disease Practice Tasks 3.4 Communicable Diseases Covid-19 Practice Tasks 3.5 Communicable Diseases Aids/Hiv Practice Tasks 3.6 Non-Communicable Diseases Practice Tasks 3.7 Global Distribution of Type 2 Diabetes Discussion Forum (Peer Interaction) 3.7 Non-communicable Diseases Practice Tasks 3.8 Water and Sanitation Practice Tasks 3.9 Water Statistics Discussion Forum	3.1 How Do We Measure Global Health 3.3 The Global Pattern of Communicable Diseases 3.5 AIDs/HIV 3.6 Examples and Patterns of Non-Communicable Diseases 3.9 Comparing the Water Poverty Index for Two Countries	3.2 Case Study Interpretation & Terminology Analysis 3.10 Water Politics

Unit 4: Geopolitics

AAL	AFL	AOL
4.1 Introduction to Geopolitics Practice Tasks 4.4 Canada's Residential School History Graphic Organizer 4.5 Women's Rights Practice Tasks 4.5 Women's Rights Discussion Forum 4.6 Global Conflicts - Conflict Diamonds Practice Tasks 4.9 Human Rights Discussion: Observation	4.3 Genocide Case Studies 4.4 Residential Schools 4.7 Conflict in Syria/Children's Crisis 4.8 Impacts of Conflict 4.9 Modern Slavery	4.2 Contemporary Geopolitics 4.10 Terrorism Debate

Unit 5: Resource Consumption

AAL	AFL	AOL
5.1 Introduction to Global Energy Security Practice Tasks 5.5 Threats to Energy Pathways Discussion Forum 5.6 Exploration for New Energy Practice Tasks 5.7 OPEC Discussion Forum 5.7 Energy TNCs Key Players Discussion Forum 5.8 Resource Consumption Review Practice Tasks 5.9 Radical Policies/Energy Management and Conservation Discussion Forum	5.3 Trends in Global Demand and Supply 5.4 Energy Dependency 5.5 Oil Chokepoints	5.2 Canada's Energy Pathways 5.10 Production Hotspots (Live Meeting: Conversation)

Unit 6: Cumulative Assessments

AAL	AFL	AOL
		Final Task
		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. Environmental education is central to this course: students examine the interrelationships between human activity and the natural environment, including topics such as sustainability, resource management, climate change, and land use, and develop the geographic perspective needed to act as environmentally responsible citizens.

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 consider the economic dimensions of geographic issues, including the costs and benefits of resource development, patterns of production and consumption, and the financial implications of environmental decisions.

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 urban and regional planning, environmental management, geographic information systems (GIS), resource industries, public policy, and related 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 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.