



## Ontario eSecondary School Course Outline 2026-2027

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Ministry of Education Course Title: Analyzing Current Economic Issues, University Preparation</b>                                                                                                                                                                                                                                               |                                                                                 |
| <b>Ministry Course Code: CIA4U</b>                                                                                                                                                                                                                                                                                                                 |                                                                                 |
| <b>Course Type: University Preparation</b>                                                                                                                                                                                                                                                                                                         |                                                                                 |
| <b>Grade: 12</b>                                                                                                                                                                                                                                                                                                                                   |                                                                                 |
| <b>Credit Value: 1.0</b><br><br><b>Prerequisite(s):</b> Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities                                                                                                                                                          |                                                                                 |
| <b>Department: Canadian and World Studies</b>                                                                                                                                                                                                                                                                                                      |                                                                                 |
| <b>Course developed by:</b><br><b>Vitaliy Bilous</b>                                                                                                                                                                                                                                                                                               | <b>Date: January 30<sup>th</sup>, 2019</b><br><b>Revision: August 1st, 2026</b> |
| <b>Length:</b><br><b>One Semester</b>                                                                                                                                                                                                                                                                                                              | <b>Hours:</b><br><b>110</b>                                                     |
| This course has been developed based on the following Ministry documents: 1. Ministry of Education Curriculum Policy Document: Canadian and World Studies: The Ontario Curriculum Grades 11 & 12, 2015 (Revised)<br>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools</i> (2010) 3. <i>Learning for All</i> (2013) |                                                                                 |

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

## OVERALL CURRICULUM EXPECTATIONS

### Unit 1

By the end of this course, students will:

- A1. Economic Inquiry: use the economic inquiry process and the concepts of economic thinking when investigating current Canadian and international economic issues.
- A2. Scarcity and Choice: demonstrate an understanding of the significance of the concept of scarcity and how it influences economic choices and decisions of various economic stakeholders.
- A3. Developing Transferrable Skills: apply in everyday contexts skills developed through economic investigation, and identify various careers in which a background in economics might be an asset.

### Unit 2

By the end of this course, students will:

- B1. Supply and Demand Models: demonstrate an understanding of supply and demand models, including how to apply these models, and of factors that affect supply and demand.
- B2. The Firm and Market Structures: demonstrate an understanding of markets and theories of the firm (FOCUS ON: *Cause and Effect*; *Stability and Variability*).
- B3. Economic Trade--Offs and Decisions: analyse economic trade--offs from the perspective of different stakeholders, including those in different countries, and how trade--offs influence economic decisions (FOCUS ON: *Economic Significance*; *Economic Perspective*).

### Unit 3

By the end of this course, students will:

- C1. Monetary Policy: analyse various aspects of monetary policy in Canada and their impact on the economy (FOCUS ON: *Cause and Effect*; *Economic Perspective*).
- C2. Fiscal Policy: demonstrate an understanding of fiscal policy in Canada, including how it is shaped and its impact.
- C3. Macroeconomic Models and Measures: demonstrate an understanding of various macroeconomic models and measures, including indicators used to measure economic inequalities, and assess their usefulness (FOCUS ON: *Stability and Variability*; *Economic Perspective*).

### Unit 4

By the end of this course, students will:

- D1. The Role of Government in Redressing Imbalance: explain ways in which governments, both in Canada and internationally, intervene in the economy to help address social needs and economic imbalances (FOCUS ON: *Stability and Variability*; *Economic Perspective*).
- D2. Economic Thought and Decision Making: analyse how economic and political ideas and various socio-- cultural factors affect economic decision--making (FOCUS ON: *Economic Significance*; *Economic Perspective*).
- D3. Growth and Sustainability: analyse aspects of economic growth/development, including its costs, benefits, and sustainability (FOCUS ON: *Cause and Effect*; *Economic Perspective*).

### Unit 5

By the end of this course, students will:

- E1. Theories and Models of International Trade: analyse various theories, models, and issues relating to international trade (FOCUS ON: *Economic Significance*; *Stability and Variability*);
- E2. International Economic Developments: analyse the impact of some key international economic events and developments as well as various responses to them (FOCUS ON: *Stability and Variability*; *Economic Perspective*);
- E3. International Economic Power and Inequality: explain the main causes and effects of

global economic disparities and assess the effectiveness of responses to these disparities  
(FOCUS ON: *Cause and Effect; Economic Perspective*).

## COURSE CONTENT

### Unit Length

|                                                     |                  |
|-----------------------------------------------------|------------------|
| Unit 1: The Nature of Economics and the Economy     | 20 hours         |
| Unit 2: Economics of Demand and Supply              | 20 hours         |
| Unit 3: Economic Measures of Performance            | 20 hours         |
| Unit 4: The Role of Government and Canadian Economy | 20 hours         |
| Unit 5: Global Economy                              | 20 hours         |
| Culminating Task                                    | 8 hours          |
| Final Exam                                          | 2 hours          |
| <b>Total</b>                                        | <b>110 Hours</b> |

## UNIT DESCRIPTIONS

### UNIT 1: THE NATURE OF ECONOMICS AND THE ECONOMY

In this introductory unit, you will examine the basic concepts of economics. You will develop an understanding of the economic problem as it relates to scarcity and choice. With unlimited wants but limited resources, individuals, as well as entire economic sectors, such as households, businesses, government and foreign markets must make choices about how to best allocate scarce economic resources.

### UNIT 2: ECONOMICS OF DEMAND AND SUPPLY

In this unit you will examine basic economic concepts related to the relationship between the supply and demand of a product and how price affects these concepts. This relationship can be described using statistics, charts and graphs and you will learn to analyse and manipulate these economic tools. You will learn the meaning of elasticity. You will examine the four basic market structures, two of which are competitive and two are concentrated.

### UNIT 3: ECONOMIC MEASURES OF PERFORMANCE

In this unit you will be introduced to various economic concepts including Gross Domestic Product (GDP), measuring the Consumer Price Index (CPI), government fiscal policy, the unemployment rate, and the role of the Bank of Canada in developing monetary policy. You will learn how the government makes budget decisions and how those decisions affect supply and demand in the labour force.

### UNIT 4: THE OF GOVERNMENT AND CANADIAN ECONOMY

As Canadians, we realize the importance of good governance. We have a unique system of government that allows for a minority government. This makes our democracy one of the most vibrant in the world. As a country we hold our governments to very high standards and this unit will allow you to further analyze good governance. It is these features that will largely transform a minority government into a majority one.

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### UNIT 5: GLOBAL ECONOMY

As Canadians, we realize the importance of reaching beyond our borders to satisfy our economic needs. As an open economy, Canadians have encouraged an open trading policy with many different countries over the years. This economic advantage has allowed us to prosper and expand our economy and our standard of living over the years. Canada could not exist today without international trade despite the many concerns about globalization and trade that exist. What are the key concepts of international trade? How can Canada and Canadians be wary of unforeseen challenges which may affect our livelihood in the future? This unit will allow you to find answers to some of these all important questions.

## 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.

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

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

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

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

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

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

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

**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.

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

and use of knowledge.

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

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

## 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.

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
- ☐ Discussion Forums

- ☐ Diagnostic tests and writing tasks
- ☐ Outlining and planning sheets
- ☐ Completed Templates
- ☐ Editing Checklists
- ☐ Reflections
- ☐ Oral presentations & Active Listening
- ☐ Tests & Exam
- ☐ Essay Writing
- ☐ Evaluations

## EVALUATION

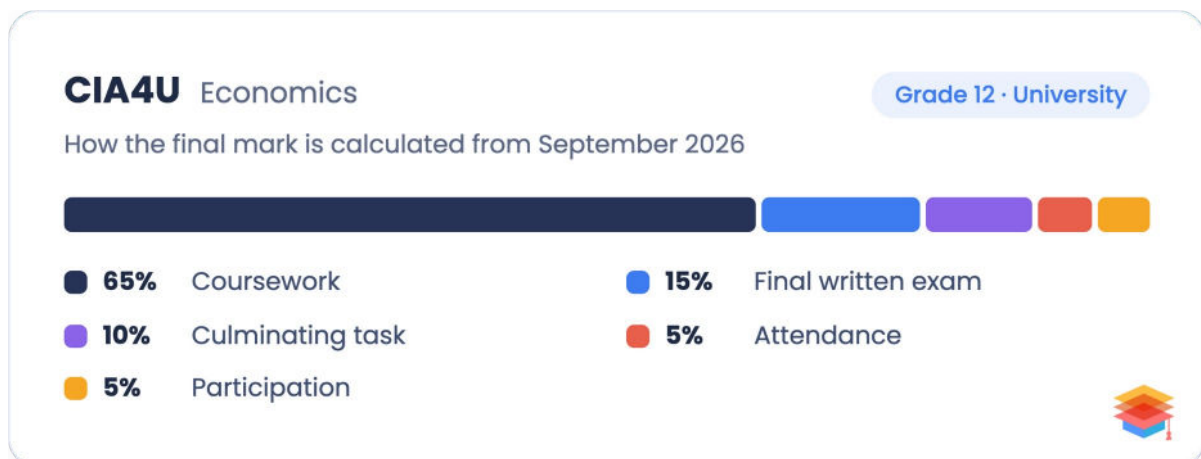
The final grade will be determined as follows:

65% per cent 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)



## TERM WORK EVALUATIONS (65%)

| Evaluation Item                           | Description                                                                                                                                                                                                                                                                                    | Category   | Weight |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------|
| Unit 1 Policy Discussion                  | Students will look at the advantages of having health care remain in the public sector, as well as, having it provided by the private sector. Ultimately you will answer the question, do you believe Canada's health care services should be available privately. Why or why not?             | K, T, C, A | 13     |
| Unit 1 Economic Presentation              | Students will choose from the list of the prominent economists discussed briefly in the PowerPoint and then will be responsible for a presentation on a different aspect of the economist's life.                                                                                              | K, T, C, A |        |
| Unit 2 Canadian Company Merger Assignment | Research a merger involving one of the major Canadian companies listed below (or one of your own choosing with your teacher's approval). Write a short report on the merger to include the provided information.                                                                               | K, T, C, A | 15     |
| Unit 2 Test                               | Students are to complete the Chapter 7 Test which assesses students learning on the main topics and concepts of the unit.                                                                                                                                                                      | K, T, C, A |        |
| Unit 3 Documentary Assignment             | Students will demonstrate their understanding and critique of economic issues raised in the Inequality documentary video shown within provided links.                                                                                                                                          | K, T, C, A | 7      |
| Unit 3 Labour Market Assignment           | In a one-page paper, students will discuss their position on future of at least two labour market areas. Based on the data they will find, they are to answer: what areas of the labour markets are projecting heavy growth in the next ten years?                                             | K, T, C, A | 7      |
| Unit 4 Assessing Government Performance   | Students will be responsible for researching the federal administration in charge at a specific time in the Canadian history. They will research the priorities of the administration during that time period and the government's performance.                                                | K, T, C    | 15     |
| Unit Country Analyst Website Design       | Students will act as analysts recently hired by Canadian Government Foreign Relations to keep the Prime Minister updated as to the economic status of countries around the world. Students will build a website by collecting and compiling data and information on a designated country.      | K, T, C, A |        |
| Unit 5 Collapse of PEG System Assignment  | Students will be using the information that they will gather from the PowerPoint Slides as well as outside research to answer the following question: Why did the Breton Woods system collapse?                                                                                                | K, T, C    | 8      |
| Unit Effects of Globalization             | Students will read a quotation about the effect of globalization on international trade. Then they will need to refute or support the position by sharing at least four arguments. Students will present a brief 8-10 minute oral presentation (where they will meet with the teacher in real- | K, T, C, A |        |

|  |                                                                             |  |  |
|--|-----------------------------------------------------------------------------|--|--|
|  | time using accompanying PowerPoint slideshow on the following global issue. |  |  |
|--|-----------------------------------------------------------------------------|--|--|

## FINAL EVALUATIONS (25%)

| Evaluation Item | Description                                                                                                                                      | Category   | Weight |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------|
| Final Project   | The Summative Project brings together the main topics and concepts of the course into one final assignment where students are to write an Essay. | K, T, C, A | 10     |
| Final Exam      | The Final Exam assesses students on contents and topics from all units of the course.                                                            | K, T, C, A | 15     |

## ATTENDANCE and PARTICIPATION (10%)

| Evaluation Item      | Description                                                                                                                                                                                                                                                                   | Category | Weight |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------|
| <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: The Nature of Economics and the Economy – 20 hours

| AAL                                                  | AFL                                                   | AOL                                                      |
|------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------|
| Chapter 1: Scarcity Discussion Forum                 | What is Scarcity Assignment                           | Policy Discussion Assignment                             |
| Complementary and Conflicting Goals Discussion Forum | Why Our Economic System is Not Sustainable Assignment | Major Economist Contributions Presentation: Conversation |
| Chapter 1: Learning Log                              | Unit 1: Teacher Check-In                              |                                                          |
| Chapter 2: Learning Log                              |                                                       |                                                          |
| Chapter 3: Learning Log                              |                                                       |                                                          |

### Unit 2: Economics of Demand and Supply – 20 hours

| AAL | AFL | AOL |
|-----|-----|-----|
|-----|-----|-----|

|                                         |                                                               |                                                   |
|-----------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| Demand Discussion Forum                 | Analyzing Demand Assignment                                   | North American Company Merger Research Assignment |
| Chapter 4: Learning Log                 | BBC Documentary: The Future of The Global Food Supply at Risk | Unit 2 Test                                       |
| Chapter 5: Learning Log                 | Unit 2: Teacher Check-In                                      |                                                   |
| Competitive Market Discussion Forum     |                                                               |                                                   |
| Chapter 6: Learning Log                 |                                                               |                                                   |
| Average and Marginal Revenue Assignment |                                                               |                                                   |
| Chapter 7: Learning Log                 |                                                               |                                                   |

### Unit 3: Economic Measure of Performance – 20 hours

| AAL                                         | AFL                                                                  | AOL                                      |
|---------------------------------------------|----------------------------------------------------------------------|------------------------------------------|
| Chapter 8 Learning Log                      | Boom Island Assignment                                               | Inequality Documentary Assignment        |
| Canadian Government Budget Discussion Forum | The impact of COVID-19 on Global Economy                             | Outlook for the Labour Market Assignment |
| Chapter 9 Learning Log                      | Creating and Following Through with a Budget Assignment: Observation |                                          |
| Chapter 10 Learning Log                     | Unit 3: Teacher Check-In                                             |                                          |
| Chapter 11 Learning Log                     |                                                                      |                                          |

### Unit 4: The Role of Government and Canadian Economy – 20 hours

| AAL                                | AFL                                                 | AOL                                         |
|------------------------------------|-----------------------------------------------------|---------------------------------------------|
| Funding Social Welfare Safety Net  | Economic/Political Goals Assignment                 | Assessing Government Performance Assignment |
| Chapter 12 Learning Log            | Canada's COVID-19 Economic Response Plan Assignment | Country Analyst Assignment: Observation     |
| Town Hall Meeting Discussion Forum | The European Debt Crisis Visualized                 |                                             |
| Chapter 13 Learning Log            | Unit 4: Teacher Check-In                            |                                             |
| Chapter 14 Learning Log            |                                                     |                                             |
| Chapter 15 Learning Log            |                                                     |                                             |

**Unit 5: Global Economy – 20 hours**

| <b>AAL</b>                                                   | <b>AFL</b>                                  | <b>AOL</b>                                            |
|--------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------|
| Limits of Free Trade Discussion Forum                        | World Trade Organization Assignment         | The Collapse of the PEG System Assignment             |
| Chapter 16 Learning Log                                      | Does the IMF help or hurt the poor nations? | The effects of Globalization on Economy: Conversation |
| Chapter 17 Learning Log                                      | Unit 5: Teacher Check-In                    |                                                       |
| Trade Agreements Signed by Canada Discussion Forum           |                                             |                                                       |
| Chapter 18 Learning Log                                      |                                             |                                                       |
| Pros and Cons of Multinational Corporations Discussion Forum |                                             |                                                       |
| Chapter 19 Learning Log                                      |                                             |                                                       |

**Finals**

| <b>AOL</b> |
|------------|
| 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. In this course, students examine corporate social responsibility and the environmental dimensions of business decisions, including sustainable business practices and the environmental costs and opportunities associated with commercial activity.

## **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 central to this course: students work directly with financial concepts, records, and decision-making, building the knowledge and skills needed to manage money effectively in both personal and business contexts.

## **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. This course supports pathways into accounting, finance, management, marketing, entrepreneurship, and economics, and career connections within the business world 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.