



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: The Ontario Secondary School Literacy Course	
Ministry Course Code: OLC40	
Course Type: Open Level	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.	
Department: English	
Course developed by: Sarrah Beemer/ Brittany Bosch	Date: March 2025 Revision: August 1, 2026
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <i>The Ontario Secondary School Literacy Course (OSSLC), Grade 12</i> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i>	

COURSE DESCRIPTION/RATIONALE

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirements for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their experiences and samples of their writing.

OVERALL CURRICULUM EXPECTATIONS

Overall Curriculum Expectations:

Building Reading Skills:

By the end of this course, students will:

- demonstrate the ability to read and respond to a variety of texts;
- demonstrate understanding of the organizational structure and features of a variety of informational, narrative, and graphic texts, including information paragraphs, opinion pieces, textbooks, newspaper reports and magazine stories, and short fiction;
- demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies;
- use a variety of strategies to understand unfamiliar and specialized words and expressions in informational, narrative, and graphic texts.

Building Writing Skills:

By the end of this course, students will:

- demonstrate the ability to use the writing process by generating and organizing ideas and producing first drafts, revised drafts, and final polished pieces to complete a variety of writing tasks;
- use knowledge of writing forms, and of the connections between form, audience, and purpose, to write summaries, information paragraphs, opinion pieces (i.e., series of paragraphs expressing an opinion), news reports, and personal reflections, incorporating graphic elements where necessary and appropriate.

Understanding and Assessing Growth in Literacy:

By the end of this course, students will:

- demonstrate understanding of the importance of communication skills in their everyday lives – at school, at work, and at home;
- demonstrate understanding of their own roles and responsibilities in the learning process;
- demonstrate understanding of the reading and writing processes and of the role of reading and writing in learning;
- demonstrate understanding of their own growth in literacy during the course.

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 0: Diagnostic Unit	4 hours
Unit 1: Literacy Strategies	10 hours
Unit 2: Writing a Main Idea Paragraph	7 hours
Unit 3: Graphic Texts	8 hours
Unit 4: Understanding Information Texts	10 hours
Unit 5: Narrative Texts	11 hours
Unit 6 News Reports	13 hours
Unit 7: Series of Paragraphs Expressing an Opinion	14 hours
Unit 8: Reading Log	20 hours
Unit 9: Final Evaluation	13 hours

Total 110

UNIT DESCRIPTIONS

Diagnostic Unit

This unit provides an opportunity for students to showcase their current literacy skills as they begin the course. Through this process, students will develop and demonstrate key competencies in writing, reading, and oral communication. In writing, students will focus on organizing ideas, understanding form and style, and applying conventions effectively. In reading, students will work on comprehending text, analyzing form and style, reading fluently, and reflecting on strategies to enhance their understanding. Oral communication will also be emphasized through active listening and effective speaking. The central focus of this unit is to assess students' literacy skills before starting the course. Students will revisit various reading and writing strategies while exploring key concepts such as the significance of effective communication, the value of using diverse literacy strategies, and the importance of self-reflection in their learning process.

Unit 1: Literacy Strategies

Unit 1 provides students with an opportunity to review reading and writing strategies while demonstrating their current literacy skills. Through this process, students will develop and strengthen essential skills in writing, reading, and oral communication. In writing, students will focus on organizing ideas, understanding form and style, and applying conventions. For reading, students will work on comprehending text, analyzing form and style, reading fluently, and reflecting on strategies. Oral communication will emphasize active listening and effective speaking. The central focus of this unit is to assess and understand students' literacy skills before beginning the course. Students will revisit essential reading and writing strategies while exploring key concepts, including the importance of effective communication, the benefits of using diverse literacy strategies, and the role of self-reflection in learning.

Unit 2: Writing a Main Idea Paragraph

In this unit, students will explore strategies for identifying and developing a strong main idea. Through this process, students will build and demonstrate key literacy skills, including writing, reading, and oral communication. In writing, students will focus on organizing ideas, applying conventions, and using appropriate form and style to construct clear and coherent paragraphs. For reading, students will work on

understanding meaning, recognizing structure, reading fluently, and reflecting on their strategies to improve comprehension. Oral communication will emphasize active listening and effectively expressing ideas. The central focus of this unit is to prepare students to write a well-structured main idea paragraph. Throughout the unit, students will explore the significance of clear and effective communication, the value of using diverse literacy strategies, and how to reflect on and improve their learning process.

Unit 3: Graphic Texts

In this unit, students will engage with graphic texts to assess and refine their reading and writing skills. They will focus on structuring ideas, applying conventions, and understanding form and style in writing. In reading, students will improve comprehension, recognize textual forms and styles, and reflect on strategies. Oral communication will emphasize active listening and effective speaking. The unit explores strategies for analyzing graphic texts while strengthening literacy skills. Students will also examine the importance of effective communication, diverse literacy strategies, and self-reflection in learning.

Unit 4: Understanding Information Texts

In this unit, students will explore informational texts while reflecting on their reading and writing skills. They will focus on organizing and developing content, understanding form and style, and applying writing conventions. In reading, students will read for meaning, understand textual forms, and reflect on their strategies. Oral communication will involve listening to understand and speaking to communicate. The unit centers on understanding and responding to informational texts, teaching students how to read and write effectively in this genre. Students will explore the significance of communication, diverse literacy strategies, and the role of self-reflection in enhancing learning.

Unit 5: Narrative Texts

In this unit, students will explore narrative texts while reflecting on their reading and writing abilities. They will focus on developing and organizing content, applying knowledge of form and style, and using conventions in writing. In reading, students will read for meaning, understand form and style, read with fluency, and reflect on their skills and strategies. Students will also assess their growth in literacy, reflecting on their role in the learning process. This unit emphasizes the importance of narrative writing as a key element of effective communication. Students will explore the value of using diverse literacy strategies and the significance of self-reflection in learning.

Unit 6: News Reports

In this unit, students will explore news reports to understand how they are constructed and communicated. They will reflect on their reading and writing abilities while building essential skills such as crafting and organizing content, understanding form and style, and applying conventions in writing. In reading, students will extract meaning, recognize various forms and styles, read with fluency, and evaluate their strategies. Students will also demonstrate an understanding of the importance of communication skills in their everyday lives and their role in literacy. This unit emphasizes informational writing as a vital form of communication and encourages critical reading of news reports. Students will explore the benefits of using diverse literacy strategies and the value of self-reflection in enhancing learning.

Unit 7: Series of Paragraphs Expressing an Opinion

In this unit, students will focus on mastering the art of writing a series of well-organized paragraphs that clearly express their opinions. While developing this skill, they will also explore the importance of reflecting on their reading and writing abilities. Students will build essential skills in writing, such as crafting content, applying their understanding of form and style, and using writing conventions effectively. In reading, students will focus on extracting meaning, recognizing different forms and styles, reading fluently, and reflecting on their strategies. This unit emphasizes the significance of clear and effective communication, the value of using diverse literacy strategies, and the role of self-reflection in improving their learning. Students will refine their opinion writing, understanding its importance for effective communication and their growth as writers.

Unit 8: Reading Log

In this unit, students will engage with reading logs as a tool for enhancing comprehension and fostering critical thinking. Through this process, they will build essential literacy skills, such as summarizing key ideas, organizing thoughts, applying conventions, and expressing personal connections in writing. In reading, students will focus on identifying themes, analyzing structure, making inferences, and developing fluency. Additionally, students will practice oral communication by discussing insights, sharing interpretations, and actively engaging in conversations about texts. This unit emphasizes the importance of active reading and reflection, helping students develop strategies for making meaningful connections with texts and cultivating personal responses based on their reading experiences.

Unit 9: Final Evaluation

In this final unit, students will demonstrate their literacy growth by reflecting on the skills developed throughout the course. They will assess their reading, writing, and oral communication abilities, evaluating strengths and areas for improvement. Through the culminating assignments and portfolio, students will showcase their ability to analyze and respond to texts, organize and develop written content, and communicate ideas clearly. This unit emphasizes self-reflection, encouraging students to review their progress and identify strategies for continued literacy development, preparing them for future academic, professional, and personal challenges.

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 (e.g. online simulations, quizzes, etc.).

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.

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.

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.

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

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

Portfolios are a collection of student work that represents student learning and achievement over a period of time. It allows students to relate learning artefacts into a whole in a meaningful story.

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 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

- ☐ End of unit reflections
- ☐ Diagnostic tests and writing tasks
- ☐ Outlining and planning sheets
- ☐ Completed Templates & Graphic Organizers
- ☐ Editing Checklists
- ☐ Quizzes
- ☐ Reflections
- ☐ Oral presentations & Active Listening
- ☐ Essay Writing
- ☐ Evaluations

EVALUATION

The final grade will be determined as follows:

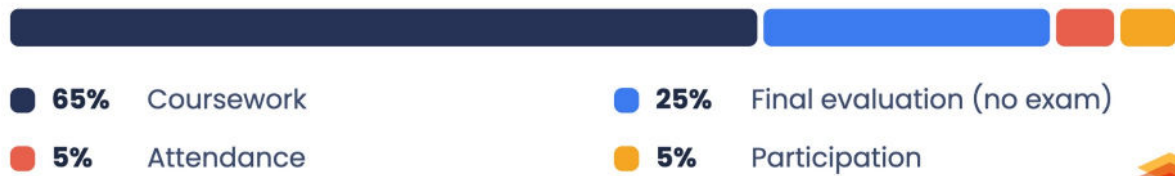
- 65% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 25% of the grade will be based on a final evaluation administered at the end of the course. This evaluation does not include a mandatory written exam; it may include in-class written evaluations or other final evaluations such as projects, presentations, and portfolios. 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)

OLC40 OSSLC Literacy Course

Grade 12 · Open

How the final mark is calculated from September 2026



TERM WORK EVALUATIONS (65%)

Evaluation Item	Description	Category	Weight
Unit 1 Personal Essay	Students will create a personal essay, using the forms and constructions of this written text.	K, T, C, A	5
Unit 2 Main Idea Paragraph	Students will demonstrate their summary skills and the conventions and forms for this written text.	K, T, C, A	2
Unit 3: Graphic Texts	Students will read, interpret and answer questions using reading and writing strategies for understanding the forms and conventions of graphic texts and reflect on their skills.	K, T, C, A	10
Unit 4: Information texts	Students will read, interpret and answer questions using reading strategies for understanding the forms and conventions of information texts and write an information paragraph.	K, T, C, A	10
Unit 5: Narrative Texts	Students will read, interpret and answer questions using reading strategies for nonfiction and fiction narrative texts.	K, T, C, A	5
Unit 6: News Reports	Students will read, interpret and deconstruct news texts to understand and create the format and conventions of this text.	K, T, C, A	8
Unit 7: Opinion Essay	Students will demonstrate their skills in opinion writing using the forms and structure of an opinion essay.	K, T, C, A	10
Unit 8: Reading Logs	Students will apply their understanding of reading strategies and transfer them to the reading and responding of a fiction novel.	K, T, C, A	15

FINAL EVALUATIONS (25%)

Evaluation Item	Description	Category	Weight
Learning Journal	Students will consolidate their feedback from previous journal writing in the course and complete their final journal and audio response.	K, T, C, A	5
Final Evaluation	Students will complete final tasks to consolidate their learning from the course.	K, T, C, A	20

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

AFL/AAL/AOL Tracking sheet:

Unit 0: Diagnostic Unit

AAL	AFL	AOL
Get to know you introduction	Urban Legends: The Mystery of Oak Island	
Introductory Discussion Post		

Unit 1: Literacy Strategies

AAL	AFL	AOL
Note: Strategies for Success in OLC40	Personal Essay Organiser	Personal Essay
	Learning Journal #1	

Unit 2: Writing a Main Idea Paragraph

AAL	AFL	AOL
Unit 2 Discussion Post	Main Idea Paragraph Practice	Main Idea Paragraph

Unit 3: Graphic Texts

AAL	AFL	AOL
	Graphic Text Practice	Graphic Texts 1-3
		Learning Journal #2

Unit 4: Understanding Information Texts

AAL	AFL	AOL
Units 1-4 Discussion Post	How Anxiety Affects Teens	Information Text 1 and 2
	Information Paragraph Rough Work	Information Paragraph

Unit 5: Narrative Texts

AAL	AFL	AOL
Narrative Next Worksheet	Narrative Text Practice	Narrative Texts 1 and 2
Narrative Text Quiz		Learning Journal #3

Unit 6: News Reports

AAL	AFL	AOL
	Article Deconstruction Activity	News Report #1 and 2
	News Report Writing Practice	Learning Journal #4
	Progress Conversation and Observation with Teacher	

Unit 7: Series of Opinion Paragraphs

AAL	AFL	AOL
Unit 7 Reflection	Opinion Essay Organiser	Opinion Essay 1 and 2

Unit 8: Reading Logs

AAL	AFL	AOL
End of Unit 8 reflection: Conversation and Observation with Teacher		Reading Logs 1-4

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, environmental themes arise naturally through the study of literary, informational, and media texts that examine humanity's relationship with the natural world, and students may pursue environmental topics in research, discussion, and writing tasks.

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 develop the critical literacy skills needed to interpret consumer messaging, advertising, and financial information encountered in print and media texts.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

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

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and communications technology (ICT) is integral to every OES course: instruction, learning activities, assessment, and teacher-student communication all take place through the school's learning

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

CAREER EDUCATION

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

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning, explore careers of interest, and develop essential workplace skills consistent with *The Ontario Curriculum, Grades 11 and 12: Cooperative Education* (2018). Students may earn up to two cooperative education credits toward their compulsory credit requirements for the Ontario Secondary School Diploma. Students interested in experiential learning opportunities related to this course are encouraged to contact OES guidance staff to discuss options available to them.

HEALTH AND SAFETY

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

ACCOMMODATIONS

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

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

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

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.

- ☐ Record key words on the board or overhead when students are expected to make their own notes.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.