



## Ontario eSecondary School Course Outline 2026-2027

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <b>Ministry of Education Course Title:</b> Grade 9 De-streamed Mathematics                                                                                                                                                                                                                         |                                                                  |
| <b>Ministry Course Code:</b> MTH1W                                                                                                                                                                                                                                                                 |                                                                  |
| <b>Course Type:</b> Grade 9 Mathematics                                                                                                                                                                                                                                                            |                                                                  |
| <b>Grade:</b> 9                                                                                                                                                                                                                                                                                    |                                                                  |
| <b>Credit Value:</b> 1.0                                                                                                                                                                                                                                                                           |                                                                  |
| <b>Prerequisite(s):</b> None                                                                                                                                                                                                                                                                       |                                                                  |
| <b>Department:</b> Mathematics                                                                                                                                                                                                                                                                     |                                                                  |
| <b>Course developed by:</b><br>Andrew Lee                                                                                                                                                                                                                                                          | <b>Date created:</b> Aug 31, 2021<br><b>Revised:</b> Aug 1, 2026 |
| <b>Length:</b><br>One Semester                                                                                                                                                                                                                                                                     | <b>Hours:</b><br>110                                             |
| This course has been developed based on the following Ministry documents: <ol style="list-style-type: none"> <li>1. <i>The Ontario Curriculum, Gr 9 Destreamed Mathematics 2021</i></li> <li>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i></li> </ol> |                                                                  |

### COURSE DESCRIPTION/RATIONALE

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and

financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/math1112currb.pdf>

## OVERALL CURRICULUM EXPECTATIONS

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Social-Emotional Learning (SEL) Skills in Mathematics</b> | Develop and explore a variety of social-emotional learning skills in a context that supports and reflects this learning in connection with the expectations across all other strands.                                                                                                                                                                                                                                                                            |
| <b>Mathematical Thinking and Making Connections</b>          | Apply the mathematical processes to develop a conceptual understanding of, and procedural fluency with, the mathematics they are learning.<br>Make connections between mathematics and various knowledge systems, their lived experiences, and various real-life applications of mathematics, including careers.                                                                                                                                                 |
| <b>Number</b>                                                | Demonstrate an understanding of the development and use of numbers, and make connections between sets of numbers. Represent numbers in various ways, evaluate powers, and simplify expressions by using the relationships between powers and their exponents. Apply an understanding of rational numbers, ratios, rates, percentages, and proportions, in various mathematical contexts, and to solve problems.                                                  |
| <b>Algebra</b>                                               | Demonstrate an understanding of the development and use of algebraic concepts and of their connection to numbers, using various tools and representations.<br>Apply coding skills to represent mathematical concepts and relationships dynamically, and to solve problems, in algebra and across the other strands.<br>Represent and compare linear and non-linear relations that model real-life situations, and use these representations to make predictions. |
| <b>Data</b>                                                  | Describe the collection and use of data, and represent and analyse data involving one and two variables.<br>Apply the process of mathematical modelling, using data and mathematical concepts from other strands, to represent, analyse, make predictions, and provide insight into real-life situations.                                                                                                                                                        |
| <b>Geometry and Measurement</b>                              | Demonstrate an understanding of the development and use of geometric and measurement relationships, and apply these relationships to solve problems, including problems involving real-life situations.                                                                                                                                                                                                                                                          |
| <b>Financial Literacy</b>                                    | Demonstrate the knowledge and skills needed to make informed financial decisions.                                                                                                                                                                                                                                                                                                                                                                                |

## COURSE CONTENT

| <i>Unit</i> | <i>Length</i> |
|-------------|---------------|
|-------------|---------------|

|                                                       |                  |
|-------------------------------------------------------|------------------|
| <b>1: Integers, Rationals, and Powers</b>             | 19 hours         |
| <b>2: Polynomials and Solving Equations</b>           | 17.5 hours       |
| <b>3: Linear Relations Part 1</b>                     | 17.5 hours       |
| <b>4: Linear Relations Part 2</b>                     | 17.5 hours       |
| <b>5: Understanding Graphs and Financial Literacy</b> | 16 hours         |
| <b>6: Measurement and Geometry</b>                    | 17.5 hours       |
| <b>Final Exam &amp; Final Task</b>                    | 5 hours          |
| <b>Total</b>                                          | <b>110 Hours</b> |

## UNIT DESCRIPTIONS

### Unit 1 - Integers, Rationals, and Powers

In this unit, students will continue to make connections among various number systems, the cultural development of number concepts, and real-life applications. They will extend their learning about positive fractions, positive decimal numbers, and integers to work with negative fractions and negative decimal numbers. Students also extend their knowledge and skills related to percentages, ratios, rates, and proportions to make further connections to real life.

### Unit 2 - Polynomials and Solving Equations

In this unit, students continue to develop an understanding of algebra by making connections between algebra and numbers as they generalize relationships with algebraic expressions and equations. Students will extend and apply coding skills to dynamically represent situations, analyse mathematics concepts, and solve problems in various contexts. Students will be introduced to various representations of linear and non-linear relations that they will study in more depth in future secondary mathematics courses. Students develop an understanding of the constant rate of change and initial values of linear relations and solve related real-life problems.

### Unit 3 - Linear Relations Part 1

Throughout the course, students apply the mathematical processes to develop conceptual understanding and procedural fluency while they engage in learning related to strands B through F. They also make connections between the mathematics they are learning and their lived experiences, various knowledge systems, and real-life applications, including employment and careers.

### Unit 4 - Linear Relations Part 2

Students extend their data literacy skills to examine the collection, representation, and use of data, as well as their implications in various contexts. Students consolidate and extend their understanding of data involving one and two variables and its connections to real life. Using data, students continue to apply the process of mathematical modeling to analyse real-life situations.

### Unit 5 - Understanding Graphs and Financial Literacy

In this strand, students analyse financial situations to explain how mathematics can be used to understand such situations and inform financial decisions. They extend their financial literacy knowledge to answer questions related to appreciation and depreciation and explain how budgets can be modified based on changes in circumstances. Students compare the effects of different interest rates, down payments, and other factors associated with purchasing goods and services. Students use their learning from other strands to solve financial problems of interest.

### Unit 6 - Measurement and Geometry

In this unit, students make connections among various geometric properties and their real-life applications. Students analyse and create designs to extend their understanding of geometric relationships to include circle and triangle properties. Students solve problems using different units within and between various measurement systems, examine the relationships between the volume of cones and cylinders and of pyramids and prisms, and solve problems that involve the application of perimeter, area, surface area, and volume.

## 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.

**Virtual simulations** are interactive websites that provide students with an opportunity to ask questions, explore hypotheses, relate variables, examine relationships, and make connections between theory and application in a safe environment that promotes intellectual risk taking and curiosity.

**Virtual labs** are interactive websites that provide students with an opportunity to follow a procedure to test hypotheses using scientific apparatus, gather and record observations, analyze observations using formula and relevant theory/concepts, and then formulate conclusions that relate hypotheses to analysis.

**Diagrams** are visual representations of scientific ideas and concepts. They provide another perspective to organize ideas. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

**Graphics/images** are visual representations of ideas/concepts. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

**Charts** are visual representations of scientific ideas and concepts using math that support analysis.

**Tables** involve organizing information in terms of categories (rows and columns). This helps us to understand the relationships between ideas and data, as well as highlight trends.

**Drawings and schematics** are scientific and engineering ideas explained visually. For example, an electric circuit can be explained using symbols, which makes it possible to communicate ideas universally, clearly, and succinctly.

**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 scientific theories/concepts/applications are relevant but also provide a window into the broader context of scientific knowledge and understanding. Students learn through reading and analysis that science is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

**Cases** are summaries of real-life problems wherein students relate scientific theories/concepts/formulas towards solving the problem in a real-world context. This helps students to understand the application and use of knowledge.

**Maps** are visual representations that relate scientific ideas/concepts/applications to geographic data. For example, we can understand that based on how the earth revolves around the sun and rotates on its axis, different areas of the world see the sun rise and set at different times. We can plot this data on a map to show time zones.

**Practice problems** provide students with a scenario/problem to solve by applying concepts and skills learned in a context. This helps students to understand the relevance of their learning.

**Design projects** are an opportunity for students to put their learning to the test in a real-world scenario, to address a design problem with a direct connection to people, the environment, economics, etc. Students

collect information, apply problem solving, and use critical thinking to develop practical solutions that directly address their design problems.

## ASSESSMENT, EVALUATION, AND REPORTING

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

**Evaluation:** Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

### Assessment & Evaluation at OES: Triangulation of Learning

In alignment with the Ontario Ministry of Education's *Growing Success* policy, student achievement across all high school courses at Ontario eSecondary School (OES) is evaluated through the **triangulation of evidence: observations, conversations, and student products**.

OES courses incorporate each of these evidence sources in a variety of ways to provide every student with equitable opportunities to demonstrate their learning:

- **Observations:** Collected through video recordings, interactive digital tools, learning logs, and synchronous task demonstrations.
- **Conversations:** Gathered via teacher-student conferences, oral defenses, virtual check-ins, and reflective feedback dialogues.
- **Products:** Demonstrated through major projects, essays, lab reports, performance tasks, and final assessments.

By evaluating a balanced variety of evidence, OES teachers apply professional judgment to ensure accurate, fair, and comprehensive assessment of each student's progress.

## STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks. 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 or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

## ASSESSMENT ACTIVITIES

- ☐ Homework assignments

- ☐ Individual conference meetings
- ☐ Discussion Forums
- ☐ Diagnostic tests and writing tasks
- ☐ Editing Checklists
- ☐ Reflections
- ☐ Oral presentations & Active Listening
- ☐ Tests & Exam
- ☐ Evaluations
- ☐ Labs and interactive diagrams

## 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.
- ☐ Thirty per cent of the grade will be based on a final evaluations administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(*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: Quiz                                    | Each unit has a short quiz on material covered up to the quiz.                                                                          | K,T,C,A  | 10     |
| Unit 1: Assignment                              | Unit assignments are based on curriculum expectations and cover the entirety of each unit                                               | K,T,C,A  |        |
| Unit 1 End of Unit Conversation and Observation | Unit reflection happens at the end of each unit for both student and teacher to reflect on their process and understanding in the unit. | K,T,C,A  |        |
| Unit 2: Quiz                                    | Each unit has a short quiz on material covered up to the quiz.                                                                          | K,T,C,A  | 11     |
| Unit 2: Unit Assignment                         | Unit assignments are based on curriculum expectations and cover the entirety of each unit                                               | K,T,C,A  |        |
| Unit 2 End of Unit Conversation and Observation | Unit reflection happens at the end of each unit for both student and teacher to reflect on their process and understanding in the unit. | K,T,C,A  |        |
| Unit 3: Quiz                                    | Each unit has a short quiz on material covered up to the quiz.                                                                          | K,T,C,A  | 11     |
| Unit 3: Unit Assignment                         | Unit assignments are based on curriculum expectations and cover the entirety of each unit                                               | K,T,C,A  |        |
| Unit 3 End of Unit Conversation and Observation | Unit reflection happens at the end of each unit for both student and teacher to reflect on their process and understanding in the unit. | K,T,C,A  |        |
| Unit 4: Quiz                                    | Each unit has a short quiz on material covered up to the quiz.                                                                          | K,T,C,A  | 11     |
| Unit 4: Unit Assignment                         | Unit assignments are based on curriculum expectations and cover the entirety of each unit                                               | K,T,C,A  |        |
| Unit 4 End of Unit Conversation and Observation | Unit reflection happens at the end of each unit for both student and teacher to reflect on their process and understanding in the unit. | K,T,C,A  |        |
| Unit 5: Quiz                                    | Each unit has a short quiz on material covered up to the quiz.                                                                          | K,T,C,A  | 11     |
| Unit 5: Unit Assignment                         | Unit assignments are based on curriculum expectations and cover the entirety of each unit                                               | K,T,C,A  |        |
| Unit 5 End of Unit Conversation                 | Unit reflection happens at the end of each unit for both student and teacher to reflect on their process and understanding in the unit. | K,T,C,A  |        |
| Unit 6: Quiz                                    | Each unit has a short quiz on material covered up to the quiz.                                                                          | K,T,C,A  | 11     |
| Unit 6: Unit Assignment                         | Unit assignments are based on curriculum expectations and cover the entirety of each unit                                               | K,T,C,A  |        |
| Unit 6 End of Unit Conversation and Observation | Unit reflection happens at the end of each unit for both student and teacher to reflect on their process and understanding in the unit. | K,T,C,A  |        |

## FINAL EVALUATIONS (20%)

| Evaluation Item                               | Description                                                                                                                   | Category | Weight |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------|--------|
| <b>EQAO Grade 9 Assessment of Mathematics</b> | The EQAO Grade 9 Assessment of Mathematics counts as the written exam for MTH1W and is included in the final evaluation mark. | K,T,C,A  | 20     |

## ATTENDANCE AND PARTICIPATION (15%)

| 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      | 8      |
| <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      | 7      |

### AFL/AAL/AOL Tracking sheet:

#### Unit 1: Integers, Rationals, and Powers

| AAL                | AFL                                     | AOL                                                  |
|--------------------|-----------------------------------------|------------------------------------------------------|
| -Handout Solutions | -Lesson Notes<br>-Discussion Forum Post | -Quiz<br>-Unit Assignment<br>-End of unit discussion |

#### Unit 2: Polynomials and Solving Equations

| AAL                | AFL                                     | AOL                                                  |
|--------------------|-----------------------------------------|------------------------------------------------------|
| -Handout Solutions | -Lesson Notes<br>-Discussion Forum Post | -Quiz<br>-Unit Assignment<br>-End of unit discussion |

#### Unit 3: Linear Relations Part 1

| AAL                | AFL                                     | AOL                                                  |
|--------------------|-----------------------------------------|------------------------------------------------------|
| -Handout Solutions | -Lesson Notes<br>-Discussion Forum Post | -Quiz<br>-Unit Assignment<br>-End of unit discussion |

#### Unit 4: Linear Relations Part 2

| AAL                | AFL                                     | AOL                                                  |
|--------------------|-----------------------------------------|------------------------------------------------------|
| -Handout Solutions | -Lesson Notes<br>-Discussion Forum Post | -Quiz<br>-Unit Assignment<br>-End of unit discussion |

#### Unit 5: Understanding Graphs and Financial Literacy

| AAL                | AFL                                     | AOL                                                  |
|--------------------|-----------------------------------------|------------------------------------------------------|
| -Handout Solutions | -Lesson Notes<br>-Discussion Forum Post | -Quiz<br>-Unit Assignment<br>-End of unit discussion |

### Unit 6: Measurement and Geometry

| AAL                | AFL                                     | AOL                                                  |
|--------------------|-----------------------------------------|------------------------------------------------------|
| -Handout Solutions | -Lesson Notes<br>-Discussion Forum Post | -Quiz<br>-Unit Assignment<br>-End of unit discussion |

### Unit 7: Final Assessments

| AOL                        |
|----------------------------|
| -Final Task<br>-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 apply mathematical processes to real data, including data related to environmental issues such as resource consumption, climate trends, and population growth, reinforcing the role of mathematics in understanding and addressing environmental questions.

### **EQUITY AND INCLUSIVE EDUCATION**

This course is planned and delivered in accordance with Ontario's Equity and Inclusive Education Strategy (2009) and Policy/Program Memorandum No. 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2013). OES is committed to an inclusive learning environment in which all students feel welcomed, respected, and able to succeed, regardless of ancestry, culture, ethnicity, sex, gender identity, sexual orientation, disability, race, religion, or socio-economic status. In this course, teachers select learning materials that reflect the diversity of Ontario and the wider world, address bias in texts and resources where it arises, and ensure that assessment practices are fair and free of cultural assumptions. Because OES students learn from communities across Ontario, Quebec, and around the world, discussion activities and teacher feedback are moderated to maintain a respectful, harassment-free environment for all learners.

### **FINANCIAL LITERACY EDUCATION**

In accordance with A Sound Investment: Financial Literacy Education in Ontario Schools (2010) and current Ministry direction on financial literacy, students are provided with opportunities to build the knowledge and skills needed to make informed financial decisions, understand their roles as consumers and citizens, and think critically about the economic forces that affect their lives. OES also supports students in meeting the Ministry's financial literacy graduation requirement, as described in the OES School Course Calendar. Financial literacy is an explicit strand of this course: students learn to analyse financial situations involving appreciation, depreciation, interest, budgets, and financial decision-making, directly supporting Ministry financial literacy expectations.

### **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 problem-solving, reasoning, and quantitative skills developed in this course support pathways into science, technology, engineering, mathematics, finance, data analysis, skilled trades, and many other fields, and connections to these destinations 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 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.