

# Toronto eLearning School

41 Metropolitan Road, Suite 210, Toronto, ON. M1R 2T5  
https://torontoelearningschool.com Tel: +1 647-313-0131

## CHY4U World History since the Fifteenth Century, Grade 12

### Course Outline

**Course Title:** World History since the Fifteenth Century, Grade 12

**Course Code:** CHY4U

**Grade:** 12

**Course Type:** University Preparation

**Credit Value:** 1.0

**Prerequisite:** Any university or university / college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

**Curriculum Policy Document:** Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2015 (Revised)

**Course Developer:** Toronto eLearning School

**Department:** Canadian and World Studies

**Department Head:** Erin Weir, B.A.(Hon), B.Ed., OCT

**Developed Date:** 2019

**Most recent Revised Date:** 2022

### Course Description :

World History since the Fifteenth Century - CHY4U course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

<b>Unit</b>	<b>Unit Titles and Descriptions</b>	<b>Time and Sequence</b>
1	<p><b>Unit 1: 1450-1650</b></p> <p>In this unit students will enter history during the Renaissance period. They will explore various ideas and artworks that have been historically significant. They will be taken through the age of great thinkers, exploration and discovery. Students will examine different empires and the rise of global trade networks.</p>	28 hours
2	<p><b>Unit 2: 1650-1815</b></p> <p>In this unit students will begin in the age of Enlightenment. They will explore the various class structures of the 17th century and how such structures, in turn, led to revolution. They will look at various revolutions such as the French and Haitian. From here, students will begin to examine the roots of Capitalism and Socialism and the rise of mass politics.</p>	24 hours
3	<p><b>Unit 3: 1815-1914</b></p> <p>In this unit students will examine how Imperialism and Nationalism swept nations, causing many uprisings as well as internal and external strife. Students will gain a global perspective on various issues, battles and alliances that lead into the 20th century.</p>	20 hours
4	<p><b>Unit 4: The World since 1914</b></p> <p>In this final unit, students will once again examine how ideals and politics affect nations around the world. They will analyze both World Wars and the affects these issues caused for societies and civilizations around the world. Students will take an in-depth look at new world problems of decolonization and migration and how the role of peacekeeping expanded on a global scale.</p>	24 hours
Midterm Assignment		
	Midterm assignment is worth 10% of the final grade.	5 hours
Final Culminating		
	As a final culminating assignment, it is worth 10% of the final grade.	6 hours
Final Exam		
	This is a proctored exam worth 20% of your final grade.	3 hours
	<b>Total</b>	<b>110 hours</b>

## Overall Curriculum Expectations

<b>Strand A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT</b>	
A1	<b>Historical Inquiry:</b> use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century;
A2	<b>Developing Transferable Skills:</b> apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.
<b>Strand B. THE WORLD, 1450–1650</b>	
B1	<b>Social, Economic, and Political Context:</b> analyse key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650
B2	<b>Communities, Conflict, and Cooperation:</b> analyse relations between different groups in various regions of the world from 1450 to 1650 and how various factors affected these relations
B3	<b>Identity, Citizenship, and Heritage:</b> analyse, with reference to the contributions of specific individuals, ways in which ideas, values, and artistic production affected the development of identity, citizenship, and/or heritage in various societies between 1450 and 1650
<b>Strand C. THE WORLD, 1650–1789</b>	
C1	<b>Social, Economic, and Political Context:</b> analyse key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789
C2	<b>Communities, Conflict, and Cooperation:</b> analyse interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/factors affected those interactions
C3	<b>Identity, Citizenship, and Heritage:</b> analyse how political, social, economic, religious, and cultural ideas and practices in various regions of the world between 1650 and 1789 contributed to the development of identity, citizenship, and/or heritage
<b>Strand D: THE WORLD, 1789–1900</b>	
D1	<b>Social, Economic, and Political Context:</b> analyse the impact of key social, economic, and political issues, trends, and/or developments in various regions of the world between 1789 and 1900
D2	<b>Communities, Conflict, and Cooperation:</b> assess how war, revolution, reform, and other forces affected societies in various regions of the world between 1789 and 1900
D3	<b>Identity, Citizenship, and Heritage:</b> analyse how new ideas and other cultural, social, and political developments affected the development of identity, citizenship, and/or heritage in societies in various regions of the world between 1789 and 1900
<b>Strand E: THE WORLD SINCE 1900</b>	
E1	<b>Social, Economic, and Political Context:</b> analyse the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900
E2	<b>Communities, Conflict, and Cooperation:</b> analyse interactions between various groups since 1900 and how key individuals and social, economic, and political forces have affected those interactions
E3	<b>Identity, Citizenship, and Heritage:</b> analyse the development of the rights, identity, and heritage of different groups around the world since 1900

## Teaching / Learning Strategies:

As in a conventional classroom, instructors employ a range of strategies for teaching a course:

- Basic notes and definitions that explain concepts and provide examples
- Direct instruction and coaching on student work by the teacher
- Using lesson assignments to explore different sources and develop critical thinking skills

In addition, teachers and students have at their disposal a number of tools that are unique to electronic learning environments:

- Electronic simulation activities
- Video presentations
- Discussion boards and email
- Assessments with real-time feedback
- Interactive activities that engage both the student and teacher in the subject
- Peer review and assessment
- Internet Instructional Videos

All course material is online, no textbook is required. Assignments are submitted electronically. Tests are completed online at a time convenient for the student, and the course ends in a final exam which the student writes under the supervision of a proctor approved by Toronto eLearning School at a predetermined time and place. The final mark and report card are then forwarded to the student's home school.

Students must achieve the Ministry of Education learning expectations of a course and complete 110 hours of planned learning activities, both online and offline, in order to earn a course credit. Students must keep a learning log throughout their course which outlines the activities they have completed and their total learning hours. This log must be submitted before the final exam can be written.

The chart below indicates some general examples of online and offline activities.

Online Learning Activities	Offline Learning Activities
Watching instructional videos	Reading materials for course
Watching additional resources videos	Studying instructional material
Completing online timed assignments	Practicing skills
Contributing to Forums	Completing assignments
Uploading video presentations	Completing essays
Communicating with instructor	Preparing presentations
Participating in live conferences	Reviewing for tests and exams
Practicing through online quizzes	Researching topics on internet
Reviewing peer submissions	
Assessing peer presentations	
Completing online timed exam	

Students are expected to access and participate actively in course work and course forums on a regular and frequent basis. This interaction with other students is a major component of this course and there are minimum requirements for student communication and contribution.

## Assessment and Evaluation

Toronto eLearning School's approach to assessment and evaluation is based on the Ontario Ministry of Education's *Growing Success 2010* document. Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

The primary purpose of assessment is to improve student learning. Assessment for this purpose is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all 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. Toronto eLearning School teachers use evidence from a variety of sources in their assessment. These include formal and informal observations, discussions, conversations, questioning, assignments, projects, portfolios, self-assessments, self-reflections, essays, and tests.

Assessment occurs concurrently and seamlessly with instruction. Our courses contain multiple opportunities for students to obtain information about their progress and achievement, and to receive feedback that will help them improve their learning. Students can monitor their own success through the tracking of learning goals and success criteria throughout all courses.

Summative "assessment of learning" activities occur at or near the end of periods of learning. Evidence of student achievement for evaluation is also collected over time from different sources, such as discussions, conversations and observation of the development of the student's learning. Using multiple sources of evidence increases the reliability and validity of this evaluation. The evaluations are expressed as a percentage based upon the levels of achievement.

## Strategies for Assessment and Evaluation of Student Performance

<b>Assessment as Learning</b>	<b>Assessment for Learning</b>	<b>Assessment of Learning</b>
<p>During each unit, students are asked to keep a log of new terminology they learn throughout the lessons and are asked to define that terminology. This will be a record of what students have learned, and provides a reference point for questions to ask the instructor, and a study guide when it comes to the final examination</p>	<p>Each unit will have a collection of texts that students are required to read, and each lesson will end with a set of questions to determine whether the student has a grasp on the knowledge needed to succeed in the course.</p>	<p>Two formal written assignments are distributed at various points in the course to assess the student's learning on many of the topics studied during lessons. This assignment allows the instructor to see and assess the student's ability to make further connections across texts.</p>
<p>Revising and editing written work is a large aspect of the course, which allows students to correct thinking, expand ideas, and change topics if necessary. Collaborative work between students when it comes to editing and revising is encouraged and suggested as a necessary component to the course.</p>	<p>Peer reviews and instructor consultations are a useful tool for students to assess their own ability to communicate thoughts and ideas, allowing them clarity on which aspects of the course they need to put more focus in.</p>	<p>A mid-term assignment will be distributed to students to assess their Knowledge and Understanding, as well as a summative assignment, which will both act as a way for students to demonstrate their ability to understand and make connections across several different texts.</p>
<p>Students will be utilizing the discussion forums to discuss work and ideas throughout the course, as well as having access to the instructor's email address for any further concerns.</p>	<p>Discussion forums are not only used for discussion, but also as a way to check in on a student's understanding, and to provide a gateway to resources that will aid in their learning and help them to be successful in the course.</p>	<p>The final examination will be the final assessment of the course, and will allow students to demonstrate their understanding of the covered content in the course.</p>

**Example of an Assessment Rubric for an Assignment in this course**

CHY4U Grading Rubric for PowerPoint

CATEGORY	4	3	2	1	Points
<b>Knowledge and Understanding</b> <b>Effectiveness</b>	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.	/10
<b>Application</b> <b>Sequencing of Information</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.	Most information is organized in a clear, logical way. One slide or item of information seems out of place.	Some information is logically sequenced. An occasional slide or item of information seems out of place.	There is no clear plan for the organization of information.	/10
<b>Thinking and Inquiry</b> <b>Originality</b>	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.	/10
<b>Communication</b> <b>Spelling and Grammar</b>	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.	/10
<b>Communication</b> <b>Use of Graphics</b>	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.	/10
<b>Application</b> <b>Organization</b>	PowerPoint contains a minimum of 10 slides. All parts of the task are completed fully and support the theme/content of the presentation.	PowerPoint contains a minimum of 10 slides. All parts of the task are completed partially and support the theme/content of the presentation.	PowerPoint contains fewer than 10 slides, or some slides designed do not support the theme/content of the presentation.	PowerPoint contains fewer than 10 slides and is missing several parts of the task. Slides designed do not support the theme/content of the presentation.	/10

[Growing Success](#) articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation by Toronto eLearning School teachers. Assessment and evaluations:

1. are fair, transparent, and equitable for all students;
2. support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Metis, or Inuit;
3. are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
4. are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
5. are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
6. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement
7. develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

### **The Final Grade**

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade for this course will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on a final assessment, which may be a final exam, a final project, or a combination of both an exam and a project.

### **Final Grade Weight Breakdown**

10%	Contributions to Discussion Forum
50%	Unit Lesson Assignments
10%	Mid Term Assignment
10%	Final Culminating
20%	Final Exam

The general balance of weighting of the categories of the achievement chart throughout the course is

Knowledge and Understanding	25%
Thinking	25%
Communication	25%
Application	25%

## The Report Card

Two official report cards are issued - midterm and final. Each report card will focus on two distinct but related aspects of student achievement. First, the achievement of curriculum expectations is reported as a percentage grade. Additionally, the course median is reported as a percentage. The teacher will also provide written comments concerning the student's strengths, areas for improvement and next steps. Second, the learning skills are reported as a letter grade, representing one of four levels of accomplishment. The report cards contain separate sections for the reporting of these two aspects. The report card also indicates whether an OSSD credit has been earned.

## The Achievement Chart: Overall

The purpose of the achievement chart is to:

1. provide a common framework that encompasses all curriculum expectations for all courses;
2. guide the development of high-quality assessment tasks and tools;
3. help teachers plan instruction for learning;
4. assist teachers in providing meaningful feedback to students;
5. provide various categories/criteria with which to assess and evaluate students' learning.

The achievement chart provides a reference point for all assessment practice and a framework within which achievement will be assessed and evaluated.

1. The chart is organized into four broad criteria; Knowledge / Understanding, Thinking / Investigation, Communication, and Application.
2. The achievement chart describes the levels of achievement of the curriculum expectations within each subset of criteria.
3. The "descriptor" indicates the characteristic of performance, with respect to a particular criterion, on which assessment or evaluation is focused.
4. A specific "qualifier" is used to define each of the four levels of achievement. It is used along with a descriptor to produce a description of performance at a particular level.
5. The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

A Summary Description of Achievement in Each Percentage Grade Range and Corresponding Level of Achievement		
Percentage Grade Range	Achievement Level	Summary Description
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is <i>below</i> , but <i>approaching</i> , the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.



## Achievement Chart – Canadian and World Studies, Grades 9–12

Categories	(Level 1)	(Level 2)	(Level 3)	(Level 4)
<b>Knowledge and Understanding</b> - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
<b>Knowledge of content</b> (e.g., facts, terms, definitions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
<b>Understanding of content</b> (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<b>Thinking</b> - The use of critical and creative thinking skills and/or processes				
	The student:			
<b>Use of planning skills</b> (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)	uses planning skills with limited effectiveness	uses planning skills with moderate effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
<b>Use of processing skills</b> (e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
<b>Use of critical/creative thinking processes</b> (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)	uses critical / creative thinking processes with limited effectiveness	uses critical / creative thinking processes with some effectiveness	uses critical / creative thinking processes with considerable effectiveness	uses critical / creative thinking processes with a high degree of effectiveness
<b>Communication</b> - The conveying of meaning through various forms				
	The student:			
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) <b>in oral, visual, and written forms</b>	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
<b>Communication for different audiences</b> (e.g., peers, adults) and purposes (e.g., to inform, to persuade) <b>in oral, visual, and written forms</b>	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
<b>Use of conventions</b> (e.g., mapping and graphing conventions, communication conventions), <b>vocabulary, and terminology of the discipline in oral, visual, and written forms</b>	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness

<b>Application</b> - The use of knowledge and skills to make connections within and between various contexts				
	The student:			
<b>Application of knowledge and skills</b> S (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
<b>Transfer of knowledge and skills</b> (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
<b>Making connections within and between various contexts</b> S (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues; in making predictions)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

### Resources required by students

- Access to CHY4U online course of study
- Access to a scanner or digital camera
- Access to a spreadsheet and word-processing software
- Access to an online graphing calculator
- Access to Youtube

### Reference Texts

Note: This course is entirely online and does not require or rely on any textbook. Should students wish to seek additional information we would recommend this texts:

### Program Planning Considerations

Teachers who are planning a program in this subject will make an effort to take into account considerations for program planning that align with the Ontario Ministry of Education policy and initiatives in a number of important areas

1. Education for students with special education needs
2. Environmental education
3. Equity and inclusive education
4. Financial literacy education
5. Ontario First Nations, Metis, and Inuit education
6. Role of information and communications technology
7. English language learners

8. Career education
9. Cooperative education and other workplace experiences
10. Health and safety

#### 1. Education for Students with Special Education Needs:

Toronto eLearning School is committed to ensuring that all students are provided with the learning opportunities and supports they require to gain the knowledge, skills, and confidence they need to succeed in a rapidly changing society. The context of special education and the provision of special education programs and services for exceptional students in Ontario are constantly evolving. Provisions included in the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code have driven some of these changes. Others have resulted from the evolution and sharing of best practices related to the teaching and assessment of students with special educational needs.

The provision of special education programs and services for students at Toronto eLearning School rests within a legal framework. The Education Act and the regulations related to it set out the legal responsibilities pertaining to special education. They provide comprehensive procedures for the identification of exceptional pupils, for the placement of those pupils in educational settings where the special education programs and services appropriate to their needs can be delivered, and for the review of the identification of exceptional pupils and their placement.

Teachers will take into account the needs of exceptional students as set out in the students' Individual Education Plan. The online courses offer a vast array of opportunities for students with special educational needs to acquire the knowledge and skills required for our evolving society. Students who use alternative techniques for communication may find a venue to

use these special skills in these courses. There are a number of technical and learning aids that can assist in meeting the needs of exceptional students as set out in their Individual Education Plan. In the process of taking their online course, students may use a personal amplification system, tela-typewriter (via Bell relay service), an oral or a sign-language interpreter, a scribe, specialized computer programs, time extensions, ability to change font size, oral readers, etc.

#### 2. Environmental Education:

Environmental education teaches students about how the planet's physical and biological systems work, and how we can create a more sustainable future. Good curriculum design allows environmental issues and topics to be woven in and out of the online course content. This ensures that the student will have opportunities to acquire the knowledge, skills, perspectives and practices needed to become an environmentally literate citizen. The online course should provide opportunities for each student to address environmental issues in their home, in their local community, or even at the global level.

#### 3. Equity and Inclusive Education:

Toronto eLearning School is taking important steps to reduce discrimination and embrace diversity in our online school in order to improve overall student achievement and reduce achievement gaps due to discrimination. The Ontario Equity and Inclusive Education Strategy was launched in April 2009 and states that all members of the Toronto eLearning School community are to be treated with respect and dignity. This strategy is helping Toronto eLearning School educators better identify and remove discriminatory biases and systemic barriers to student achievement. These barriers related to racism, sexism, homophobia and other forms of discrimination may prevent some students from reaching their full potential. The strategy supports the Ministry's key education priorities of high student achievement, reduced gaps in student achievement and increased accountability and public confidence in Ontario's schools. Students, regardless of their background or personal circumstances, must be given every opportunity to reach their full potential.

Research shows that when students feel welcomed and accepted in their school, they are more likely to succeed academically. Toronto eLearning School desires to create a culture of high expectations where factors such as race, age, gender, sexual orientation and socio-economic status do not prevent students from achieving ambitious outcomes.

#### 4. Financial Literacy Education:

Financial literacy may be defined as having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence. Since making financial decisions has become an increasingly complex task in the modern world, students need to have knowledge in various areas and a wide range of skills in order to make informed decisions about financial matters. Students need to be aware of risks that accompany various financial choices. They need to develop an understanding of world economic forces as well as ways in which they themselves can respond to those influences and make informed choices. Toronto eLearning School considers it essential that financial literacy be considered an important attribute of a well-educated population. In addition to acquiring knowledge in such specific areas as saving, spending, borrowing, and investing, students need to develop skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial and other issues. The goal is to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and the finances of their families, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers. The Ministry of Education and Toronto eLearning School are working to embed financial literacy expectations and opportunities in all courses as appropriate, as part of the ongoing curriculum review process.

#### 5. Ontario First Nations, Metis, and Inuit Education:

First Nation, Metis, and Inuit students in Ontario will need to have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. They will need to have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world. All students in Ontario will need to have knowledge and appreciation of contemporary and traditional First Nation, Metis, and Inuit traditions, cultures, and perspectives. Toronto eLearning School and the Ministry of Education are committed to First Nation, Metis, and Inuit student success. Toronto eLearning School teachers are committed to (1) developing strategies that will increase the capacity of the education system to respond to the learning and cultural needs of First Nation, Metis, and Inuit students; (2) providing quality programs, services, and resources to help create learning opportunities for First Nation, Metis, and Inuit students that support improved academic achievement and identity building; (3) providing a curriculum that facilitates learning about contemporary and traditional First Nation, Metis, and Inuit cultures, histories, and perspectives among all students where possible; and (4) developing and implementing strategies that facilitate increased participation by First Nation, Metis, and Inuit parents, students, communities, and organizations in working to support the academic success of the student.

#### 6. The Role of Information and Communications Technology in the Curriculum.

Information literacy is the ability to access, select, gather, critically evaluate, and create information. Communication literacy refers to the ability to communicate information and to use the information obtained to solve problems and make decisions. Information and communications technologies are utilized by all Toronto eLearning School students when the situation is appropriate within their online course. As a result, students will develop transferable skills through their experience with word processing, internet research, presentation software, and telecommunication tools, as would be expected in any other course or any business environment.

#### 7. English Language Learners:

This Toronto eLearning School online course can provide a wide range of options to address the needs of ESL/ELD students. This online course must be flexible in order to accommodate the needs of students who require instruction in English as a second language or English literacy development. The Toronto eLearning School teacher considers it to be their responsibility to help students develop their ability to use the English language properly. Appropriate modifications to teaching, learning, and evaluation strategies in this course may be made in order to help students gain proficiency in English, since students taking English as a second language at the secondary level have limited time in which to develop this proficiency. This online course can provide a wide range of options to address the needs of ESL/ELD students. Well written content will aid ESL students in mastering not only the content of this course, but as well, the English language and all of its idiosyncrasies. Toronto eLearning School has created course content to enrich the student's learning experience. In addition, since many occupations in Canada require employees with capabilities in the English language, many students will learn English language skills which can contribute to their success in the larger world.

#### 8. Career Education:

As the online student progresses through their online course, their teacher is available to help the student prepare for employment in a huge number of diverse areas. With the help of their teacher, students will learn to set and achieve goals and will gain experience in making meaningful decisions concerning their career choices. The skills, knowledge and creativity that students acquire through this online course are essential for a wide range of careers. Throughout their secondary school education, students will learn about the educational and career opportunities that are available to them; explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields; and learn to make appropriate educational and career choices.

#### 9. Cooperative Education and Other Workplace Experiences:

By applying the skills they have developed, students will readily connect their classroom learning to real-life activities in the world in which they live. Cooperative education and other workplace experiences will broaden their knowledge of employment opportunities in a wide range of fields. In addition, students will increase their understanding of workplace practices and the nature of the employer-employee relationship. Toronto eLearning School teachers will try to help students link to Ministry programs to ensure that students have information concerning programs and opportunities.

#### 10. Health and Safety:

As part of every course, students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace. Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and Ministry of Education policies and Ministry of Labour regulations.

Health and safety issues not usually associated with Canadian and world studies education may be important when the learning involves field trips and field studies. Out-of-school field trips can provide an exciting and authentic dimension to students' learning experiences, but they also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan these activities carefully to protect students' health and safety.