

# Toronto eLearning School

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## ENG4U English Grade 12, University Preparation

### Course Outline

**Course Title:** English, Grade 12, University Preparation

**Course Code:** ENG4U

**Grade:** 12

**Course Type:** University Preparation

**Credit Value:** 1.0

**Prerequisite :** ENG3U, English, Grade 11, University Preparation

**Curriculum Policy Document:** English, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised)

**Course Developer:** Toronto eLearning School

**Department:** English

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

**Developed Date:** 2020

**Most Recent Revised Date:** 2020

### Course Description

This ENG4U course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Unit	Titles and Descriptions	Time
1	<b>Novel Study "Tuesdays with Morrie" By: Mitch Albom</b> <ul style="list-style-type: none"> <li>• Summary - first 99 pages and author's attitude</li> <li>• 'End of book' Video Presentation of Literary Analysis</li> <li>• Comparison Task - Personal &amp; Literary Moral Evolution</li> <li>• Literary Essay - Persuasive &amp; Narrative Techniques</li> <li>• Final Quiz</li> </ul>	28 hours
2	<b>Poetry</b> <ul style="list-style-type: none"> <li>• Analysis - Reoccurring Imagery &amp; Symbolism</li> <li>• "How to Construct a Shel Silverstein Poem" Pop Quiz</li> <li>• Dramatic Presentation/Reading</li> <li>• Creating your own poem - Format, style &amp; literary elements</li> </ul>	12 hours
3	<b>Current &amp; Past Events/Advertising/Media Forms</b> <ul style="list-style-type: none"> <li>• Website Exploration</li> <li>• "I have a dream..." by Martin Luther King Jr. analysis - tone, vocabulary and rhetorical patterns</li> <li>• Developing Perspective - "Coca-Cola Receives Racist Backlash For Recent Super bowl Ad"</li> <li>• Comparative Paragraph: Violence Against Women and the 'HeforShe' campaign at the UN</li> <li>• Response Paragraph: Credibility of the claims in the documentary film 'Photographing the Nuclear Disaster in Fukushima' by VICE</li> <li>• Video/Multimedia Creation and Presentation</li> </ul>	20 hours
4	<b>Shakespeare's "Hamlet"</b> <ul style="list-style-type: none"> <li>• Modern Day Parody - Adaptation</li> <li>• Analysis of Soliloquy Act III, Scene i</li> <li>• Comparative Essay: Soliloquy Act III, Scene I with Life Lessons from "Tuesdays with Morrie"</li> <li>• "The Lady of Shalot" and Bias Analysis</li> <li>• "New Words in Hamlet" Oral presentation</li> <li>• Eulogy Assignment</li> <li>• Final Acts Quizzes</li> <li>• Literary Essay</li> </ul>	40 hours
5	<b>Final Assignment - online journals as EXIT CARD</b>	8 hours
	<b>Final Exam</b>	2 hours
	<b>Total</b>	110 hours

## Overall Expectations: ENG4U

### Oral Communication

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### Literature Studies and Reading

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

### Writing

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### Media Studies

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

## Teaching / Learning Strategies

Since the over-riding aim of this course is to help students use language skillfully, confidently and flexibly, a wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. These include:

Reading various works	Vocabulary Building	Directed Reading Activities
Multimedia Production Independent Study	Direct Instruction Writing Processes	Research Process Portfolio
Conferencing	Guided Internet Research	Expressing Another Point of View
Guided Writing Media Analysis Comparative Essay Writing	Independent Reading Response Journal	Reading Responses Creative Writing

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	

## 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. TES 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

Assessment as Learning	Assessment for Learning	Assessment of Learning
In all Units students can complete an online practice quiz on each lesson that tests their knowledge of fundamental facts and definitions. The quiz can be retaken as many times as needed and only the highest score is recorded. Students discover their areas of weakness and can take steps to improve on them. The student and instructor can then have a conversation on how best to assist the student's learning.	In all Units, students are expected to submit a mid-unit assignment directly to the instructor. The assignment provides a number of questions, problems, and activities balanced around the four categories of the Achievement Chart: Knowledge and Understanding, Thinking, Application, and Communication. The instructor grades each assignment and provides descriptive feedback and the student is asked to provide feedback on the feedback.	Each Unit ends with an assignment that is submitted directly to the instructor. A grade is recorded based on the Learning Goals and Success Criteria for that Unit. Students may be asked to resubmit parts of the assignment, or a modified assignment.
A Mid-Unit Assignment asks students to videotape themselves presenting solutions to various problems, or results of research, and post them to the forum for review by the instructor and selected peers. These comments and observations can be used to help the student assess their own listening and communicating skills, as well as their progress through the course. Feedback from both the instructor and the student can help the student advocate for their own learning.	Mid-Unit Video Presentation Assignments are used by the instructor as a form of diagnostic and formative assessment to help adjust instruction based on the needs of the student. It is another way the instructor gathers evidence for evaluating student performance.	At the end of each Unit, students complete an online test of the material. A grade is recorded and the instructor can initiate a conversation with the student if there are concerns.
Instructors communicate with their students through email or live chat sessions. Students can raise concerns and reflect on their own personal goals and learning during these one to one conversations with their instructors.	Occasionally instructors ask a student to post a solution to a unique problem designed for that student to the discussion forum, or to comment on the posting of another student. These activities become part of the student's grade under the category "Online Collaboration" and provide an opportunity for the instructor to provide feedback to the student.	At the end of the course, students complete a final exam that covers all the material studied in the course.

## Example of an Assessment Rubric for an Assignment in this Course

### ENG4U Literary Essay Rubric:

	Level 4 (80-100%)	Level 3 (70-79.9%)	Level 2 (60-69.9%)	Level 1 (50-59.9%)
<b>Knowledge and Understanding</b>  → Thesis, introduction, and conclusion  → Structure & Organization (body paragraphs)	Thesis clearly and completely delineates the topic of inquiry. Intro grabs attention and anticipates thesis. Reworded thesis, summary, and insight compose conclusion.	Thesis clearly delineates the topic of inquiry. Intro grabs attention and anticipates thesis. Clear reworded thesis and summary compose conclusion.	Thesis somewhat delineates the topic of inquiry. Intro somewhat grabs attention and anticipates thesis. Thesis is somewhat reworded in conclusion, which is only a summary.	Essay is poorly introduced. Vague thesis. Thesis is not reworded; conclusion is only a summary.
	Topic sentences thoroughly set focus for paragraph. Concluding sentences thoroughly synthesize and connect ideas to thesis. Well organized arguments overall.	Topic sentences noticeably set focus for paragraph. Concluding sentences noticeably synthesize and connect ideas to thesis. Organized arguments overall.	Topic sentences somewhat set focus for paragraph. Concluding sentences somewhat synthesize and connect ideas to thesis. Arguments mostly organized.	Topic sentences poorly set focus for paragraph. Concluding sentences poorly summarize arguments. Arguments scattered.
<b>Thinking and Inquiry</b>  → Coherence and Insight  → Evidence	Strong, solid arguments thoroughly relate to the text and logically follow from each other. Issues/themes are explained with a high degree of effectiveness. Conclusions are thoughtful and thought provoking.	Well founded arguments relate considerably to the text and logically follow from each other. Issues/themes are explained with considerable effectiveness. Conclusions are thoughtful and clear.	Arguments somewhat relate to the text and somewhat follow from each other. Issues/themes are explained with some effectiveness. Conclusions are somewhat clear.	Arguments loosely relate to the text and loosely follow from each other. Issues/themes are explained with limited effectiveness. Conclusions are unclear.
	Excellent use of relevant, appropriate quotations and <i>specific</i> references from a variety of sources and sections in the play. Quotations are fully explained and closely support ideas and insights.	Good use of relevant, appropriate secondary sources and <i>specific</i> references from the play. Quotations are explained and support ideas and insights.	Quotations are somewhat irrelevant and vague, and are somewhat explained.	Quotations vaguely support argument and are poorly explained. No secondary sources are used.
<b>Communication</b>  → Fluidity  → Tone and diction	Quotations seamlessly integrated into grammar of analysis, transition words help natural flow of phrases and paragraphs.	Quotations well integrated into grammar of analysis, transition words help natural flow of phrases and paragraphs.	Quotations somewhat integrated into grammar of analysis, transition words sometimes help natural flow of phrases and paragraphs.	Quotations dropped. Few transition words used. Little sentence variety.
	Academic language is appropriate to audience. Sophisticated vocabulary; phrasing that is clear, concise, and purposeful.	Academic language is appropriate to audience. Some sophisticated vocabulary; phrasing is acceptable, clear, and purposeful.	Academic language is somewhat appropriate to audience. Vocabulary and use of phrasing is basic.	Colloquialisms and contractions abound. Vocabulary and use of phrasing is limited.
<b>Application</b>  → Language conventions	Applies grammar, spelling, and punctuation with a high degree of accuracy and effectiveness	Applies grammar, spelling, and punctuation with considerable accuracy and effectiveness	Applies grammar, spelling, and punctuation with some accuracy and effectiveness	Applies grammar, spelling, and punctuation with limited accuracy and effectiveness
<b>Deductions</b>	Student loses 0 marks for a flawlessly formatted essay. Word count is acceptable, and sources are reliable, properly documented and complete.	Student loses 1 mark for an excellently formatted essay. Word count is acceptable, and sources are reliable, properly documented and complete.	Student loses 3 marks for a decently formatted essay. Word count is below requirement. Some sources are unreliable. Faulty works cited list.	Student loses 4 marks for a poorly formatted essay. Word count is unacceptable. Works cited list needs substantial modifications.

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 TES 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

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.

## **Antidiscrimination Education in the English Program**

Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive English program. In such a program, learning materials involve protagonists of both sexes from a wide variety of backgrounds. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Metis, and Inuit peoples, and make them available to students. Short stories, novels, magazine and newspaper articles, television programs, and films provide opportunities for students to explore issues relating to their self-identity. In inclusive programs, students are made aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying. Stories, novels, informational texts, and media works relating to the immigrant experience provide rich thematic material for study, as well as the opportunity for students new to Canada to share their knowledge and experiences with others. In addition, in the context of the English program, both students and teachers should become aware of aspects of intercultural communication - for example, by exploring how different cultures interpret the use of eye contact and body language in conversation and during presentations. Resources should be chosen not only to reflect diversity but also on the basis of their appeal for both girls and boys in the classroom. Recent research has shown that many boys are interested in informational materials, such as manuals and graphic texts, as opposed to works of fiction, which are often more appealing to girls. Both sexes read Internet materials, such as website articles, e-mail, and chat messages, outside the classroom. The development of critical thinking skills is integral to the English curriculum. In the context of what is now called "critical literacy", these skills include the ability to identify perspectives, values, and issues; detect bias; and read for implicit as well as overt meaning. In the English program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials. When using biased informational texts, or literary works containing negative stereotypes, for the express purpose of critical analysis, teachers must take into account the potential negative impact of bias on students and use appropriate strategies to address students' responses. Critical literacy also involves asking questions and challenging the status quo, and leads students to look at issues of power and justice in society. The program empowers students by enabling them to express themselves and to speak out about issues that strongly affect them. Literature studies and media studies also afford both students and teachers a unique opportunity to explore the social and emotional impact of bullying, violence, and discrimination in the form of racism, sexism, or homophobia on individuals and families.



## 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 – English, Grades 9–12

<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., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)	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; opinions; relationships among facts, ideas, concepts, themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough and insightful 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., generating ideas, gathering information, focusing research, organizing information)	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., drawing inferences, interpreting, analysing, synthesizing, evaluating)	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., oral discourse, research, critical analysis, metacognition, creative process)	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, graphic, and written forms, including media 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 and purposes</b> (e.g., use of appropriate style, voice, point of view) <b>in oral, graphic, and written forms, including media 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., grammar, spelling, punctuation, usage), <b>vocabulary, and</b>	uses conventions, vocabulary, and	uses conventions, vocabulary, and	uses conventions, vocabulary, and	uses conventions, vocabulary, and terminology of the

<b>terminology of the discipline in oral, graphic, and written forms, including media forms</b>	terminology of the discipline with limited effectiveness	terminology of the discipline with some effectiveness	and terminology of the discipline with considerable effectiveness	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> (e.g., literacy strategies and processes; literary terminology, concepts, and theories) <b>in familiar contexts</b>	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., literacy strategies and processes; literary terminology, concepts, and theories) <b>to new contexts</b>	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> (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)	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 ENG4U online course of study
- Access to a video recording device or webcam
- Hamlet, Prince of Denmark by William Shakespeare
- Mr. Pip by Lloyd Jones or Nineteen Eighty-Four by George Orwell
- Dictionary
- Thesaurus

### Reference Texts

Note: This course is entirely online and does not require or rely on any textbook

## **Program Planning Considerations for English**

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 TES 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. TES 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 TES 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 TES 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. TES teachers will try to help students link to Ministry programs to ensure that students have information concerning programs and opportunities.

## **10. Health and Safety:**

Although health and safety issues are not usually associated with language education, they may be important when the learning involves fieldwork. Out-of-school fieldwork can provide an exciting and authentic dimension to students' learning experiences. Teachers must preview and plan these activities carefully to protect students' health and safety.