

# torontoeschool

41 Metropolitan Rd., Toronto ON, M1R 2T5 (HWY 401/Warden)  
torontoeschool.com 647-352-6288, 416-637-2632

## SNC1W Science, Grade 9

### Course Outline

**Course Title:** Science, Grade 9

**Course Code:** SNC1W

**Grade:** 9

**Course Type:** De-streamed

**Credit Value:** 1.0

**Prerequisite:** None

**Curriculum Policy Document:** [Science\(2022\)](#)

**Course Developer:** Toronto eSchool

**Department:** Science

**Department Head:** Sofika Haxhi, M.Sc., B.Ed., OCT

**Developed Date:** 2022

**Most Recent Revised Date:** 2022

### Course Description:

SNC1W – The Grade 9 science curriculum focuses on the fundamental concepts of science and on science, technology, engineering, and mathematics (STEM) skills. It supports students in making connections between skills and concepts and the practical applications of science in their lives, and in learning about biology, chemistry, physics, and Earth and space science. This curriculum is designed to help students prepare for deeper levels of science as they continue in secondary school and beyond.

Unit	Course Content and Overall Curriculum Expectations	Time and Sequence
1	<p><b>Biology</b></p> <ul style="list-style-type: none"> <li>● learn about the environment through the concept of sustainable ecosystems and the interconnectedness of various ecological factors and processes, such as biodiversity, air and water quality and soil health;</li> <li>● recognize how human activities, including those that contribute to climate change, impact the environment, and explore ways to restore the balance in ecosystems;</li> <li>● investigate natural processes, such as the flow of energy and the cycling of matter, and their importance in maintaining balanced ecosystems.</li> </ul>	20 hours
2	<p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>● learn about the importance of chemistry in their daily lives, including the use and safe disposal of elements and compounds found in familiar products such as smartphones;</li> <li>● examine the impacts of chemical processes and technologies on society and the environment;</li> <li>● increase their understanding of the nature of matter, the structure of atoms and properties of elements and compounds, by exploring the periodic table of elements and through hands-on investigations.</li> </ul>	20 hours
3	<p><b>Physics</b></p> <ul style="list-style-type: none"> <li>● understand the impacts of electrical energy production and consumption on society and the environment, and explore initiatives to achieve sustainable practices;</li> <li>● learn about the nature of electric charges, including their behaviour in static electricity and electric current, through investigations (for example, building a circuit);</li> <li>● examine the relationships between various characteristics of electricity.</li> </ul>	20 hours
4	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>● expand their knowledge of the impacts of space exploration on society and the environment;</li> <li>● learn about the importance and effect of technological innovations derived from space exploration;</li> <li>● continue learning about the components of the solar system and the universe;</li> <li>● develop a better understanding of the Sun and its relationship to processes on Earth.</li> </ul>	20 hours
5	<p><b>STEM Skills and Careers</b></p> <ul style="list-style-type: none"> <li>● engage in an experiential approach to learning science concepts;</li> <li>● enhance their learning and skills throughout the course in the areas of biology, chemistry, physics, and Earth and space science</li> <li>● investigate practical applications and various careers, including those in the skilled trades, enabling students to make connections between science and everyday life.</li> </ul>	20 hours
<b>Culminating Assignments and Exam</b>		
	This consists of a midterm assignment, a final culminating assignment as well as a final exam.	10 hours
	<b>Total</b>	110 hours

## Fundamental Concepts

<b>Matter</b>	Matter is anything that has mass and occupies space. Matter has particular structural and behavioural characteristics.
<b>Energy</b>	Energy comes in many forms, and can change forms. Energy is required to make things happen (to do work). Work is done when a force causes movement.
<b>Systems and Interactions</b>	A system is a collection of living and/or non-living things and processes that interact to perform some function. A system includes inputs, outputs, and relationships among system components. Natural and human-made systems develop in response to, and are limited by, a variety of environmental factors.
<b>Structure and Function</b>	This concept focuses on the interrelationship between the function or use of a natural or human-made object and the form that the object takes.
<b>Sustainability and Stewardship</b>	<p>Sustainability is the concept of meeting the needs of the present without compromising the ability of future generations to meet their needs.</p> <p>Stewardship involves understanding that we need to use and care for the natural environment in a responsible way and making the effort to pass on to future generations no less than what we have access to ourselves. Values that are central to responsible stewardship are as follows: using non-renewable resources with care; reusing and recycling what we can; and switching to renewable resources where possible.</p>
<b>Change and Continuity</b>	<p>Change is the process of becoming different over time, and can be quantified.</p> <p>Continuity represents consistency and connectedness within and among systems over time. Interactions within and among systems result in change and variations in consistency.</p>

## Teaching / Learning Strategies:

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

- Clear writing that connects science to relevant situational problems
- Examples of full solutions in various contexts and opportunities to practice
- Direct instruction and coaching on student work by the teacher

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 eSchool 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 eSchool’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 eSchool 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	Mid-Unit Video Presentation Assignments are used by the instructor as a form of diagnostic and formative assessment to help adjust instruction	At the end of each Unit, students complete an online test of the material. A grade is recorded and the

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.	based on the needs of the student. It is another way the instructor gathers evidence for evaluating student performance.	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 SNC1W

Diversity of Living Things.

Learning Goals				
<ul style="list-style-type: none"> <li>I will be able to demonstrate an understanding of the dynamic nature of ecosystems, particularly in terms of ecological balance and the impact of human activity on the sustainability of terrestrial and aquatic ecosystems.</li> </ul>				
Success Criteria	Level			
	1	2	3	4
I can define ecosystem				
I can identify the earth's four spheres				
I can identify various factors related to human activity that have an impact on ecosystems				
I can describe the limiting factors of ecosystems				
I can explain how limiting factors affect the carrying capacity of an ecosystem				
I can describe how invasive species push out native species and upset the equilibrium in an ecosystem				
I can describe the complementary processes of cellular respiration and photosynthesis				
Teacher Feedback:				
Student Feedback:				

[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 eSchool 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 assignment and final exam administered at the end of the course.

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 Course Final Grade will be determined in this way:

10%	Contributions to Discussion Forum
50%	Unit Lesson Assignments
10%	Mid Term Assignment
30%	Final Assignment (or Culminating Project) and Exam

### 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 : Science, Grades 9–12**

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>The student:</b>				
<b>Knowledge of content</b> (e.g., facts, terminology, definitions, safe use of equipment and materials)	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, principles, procedures, processes)	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				
<b>The student:</b>				
<b>Use of initiating and planning skills and strategies</b> (e.g., formulating questions, identifying the problem, developing hypotheses, selecting strategies and resources, developing plans)	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 and strategies</b> (e.g., performing and recording, gathering evidence and data, observing, manipulating materials and using equipment safely, solving equations, proving)	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</b>	uses critical / creative	uses critical / creative	uses critical / creative	uses critical / creative

<b>processes, skills, and strategies</b> (e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence )	thinking processes with limited effectiveness	thinking processes with some effectiveness	thinking processes with considerable effectiveness	thinking processes with a high degree of effectiveness
<b>Communication</b> - The conveying of meaning through various forms				
<b>The student:</b>				
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) <b>in oral, visual, and/or written forms</b> (e.g., diagrams, models)	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) <b>and purposes</b> (e.g., to inform, to persuade) <b>in oral, visual, and/or 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, vocabulary, and terminology of the discipline in oral, visual, and/or written forms</b> (e.g., symbols, formulae, scientific notation, SI units)	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				
<b>The student:</b>				
<b>Application of knowledge and skills</b> (e.g., concepts and processes, safe use of equipment, scientific investigation skills) <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., concepts and processes, safe use of equipment, scientific investigation skills) <b>to unfamiliar contexts</b>	transfers knowledge and skills to unfamiliar contexts with limited effectiveness	transfers knowledge and skills to unfamiliar contexts with some effectiveness	transfers knowledge and skills to unfamiliar contexts with considerable effectiveness	transfers knowledge and skills to unfamiliar contexts with a high degree of effectiveness
<b>Making connections between science, technology, society, and the environment</b> (e.g., assessing the impact of science on technology, people and other living things, and the environment)	makes connections between science, technology, society, and the environment with limited effectiveness	makes connections between science, technology, society, and the environment with some effectiveness	makes connections between science, technology, society, and the environment with considerable effectiveness	makes connections between science, technology, society, and the environment with a high degree of effectiveness
<b>Proposing courses of practical action to deal with problems relating to science, technology, society, and the environment</b>	proposes courses of practical action of limited effectiveness	proposes courses of practical action of some effectiveness	proposes courses of practical action of considerable effectiveness	proposes highly effective courses of practical action

### Resources required by students

- Access to SNC1W 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 these texts:

- ON Science 9, McGraw-Hill Ryerson, 2009.

## 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 eSchool 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 eSchool 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 eSchool 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 eSchool community are to be treated with respect and dignity. This strategy is helping Toronto eSchool 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 eSchool 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 eSchool 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 eSchool 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 eSchool and the Ministry of Education are committed to First Nation, Metis, and Inuit student success. Toronto eSchool 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 eSchool 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 eSchool 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 eSchool 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 eSchool 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 eSchool teachers will try to help students link to Ministry programs to ensure that students have information concerning programs and opportunities.

#### 10. Health and Safety:

Teachers must model safe practices at all times and communicate safety expectations to students in accordance with school board and Ministry of Education policies and Ministry of Labour regulations. Teachers are responsible for ensuring the safety of students during classroom activities and also for encouraging and motivating students to assume responsibility for their own safety and the safety of others. Teachers must also ensure that students have the knowledge and skills needed for safe participation in science activities.