



TORONTO WORLD SCHOOL

COURSE OUTLINE

Department:	History
Course Developer:	Nicolette Lantosca
Development Date:	December 2022
Course Reviser:	Nicolette Lantosca
Revision date:	January 2024
Course Title:	Canadian History Since World War I
Grade:	Grade 10
Course Type:	Academic
Course Code:	CHC2D
Credit Value:	1.0
Credit Hours:	110 Hours
Developed From:	The Ontario Curriculum Grade 9/10 Canadian and World Studies 2018(revised).
Prerequisite:	None

Course Description

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Overall Expectations

HISTORICAL INQUIRY AND SKILL DEVELOPMENT

Throughout this course, students will:

- use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914
- apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

CANADA, 1914–1929

By the end of this course, students will:

- describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities
- analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics
- explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada

CANADA, 1929–1945

By the end of this course, students will:

- describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities

- analyse some key interactions within and between communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them
- explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945

CANADA, 1945–1982

By the end of this course, students will:

- describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities
- analyse some key experiences of and interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them
- analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982

CANADA, 1982 TO THE PRESENT

By the end of this course, students will:

- describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities
- analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions
- analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present

OUTLINE OF COURSE CONTENT

UNIT	UNIT DESCRIPTION	HOURS
<p style="text-align: center;">U1</p> <p>Historical Inquiry & Skill Development</p>	<p>In this introductory unit, students will explore the foundations of historical inquiry by examining how history is created and interpreted. Students will reflect on key questions such as: What is history? What counts as historic? Why is it important to study history? Throughout the unit, students will be introduced to historical thinking concepts, which will serve as tools for analyzing past events and understanding their significance. The focus will be on developing valuable skills in critical thinking, research, and analysis as students learn how historians write and interpret history. By the end of this unit, students will have a clearer understanding of why history matters and the essential skills needed to study and interpret it effectively.</p>	<p style="text-align: center;">11</p> <p style="text-align: center;">(4) Lessons</p>
<p style="text-align: center;">U2</p> <p>Conflict & Cooperation, Canada 1914-1929</p>	<p>This unit explores Canadian history during the years 1914-1929, focusing on the key events, policies, and groups that contributed to both conflict and cooperation during a period of significant change and adversity. Students will learn about the challenges faced by Canadians and Indigenous groups, as well as their responses to social, political, and economic pressures. Through this lens, students will develop their Historical Thinking by examining the impact of Canadian policies and international contributions, and by discussing how minority groups united in the face of adversity and discrimination. The unit culminates with students presenting one of the key ideas in a format of their choosing, showcasing their understanding of the historical concepts covered.</p>	<p style="text-align: center;">22</p> <p style="text-align: center;">(6) Lessons</p>
<p style="text-align: center;">U3</p> <p>Union, Depression, & War, Canada 1929 – 1945</p>	<p>In this unit, students will build on their understanding of historical thinking concepts by exploring Canada's experience during the Interwar years and the Second World War. The unit covers key topics such as social justice, government responses, community dynamics within Canada, and notable individual achievements during this period. Students will examine how Canada navigated the economic and social challenges of the Great Depression and the global impact of WWII, analyzing the effects on Canadian society and governance. As a summative assignment, students will write a formal essay that argues a specific point of view in response to a historical question based on one of the unit's big ideas, further developing their research and writing skills.</p>	<p style="text-align: center;">23</p> <p style="text-align: center;">(6) Lessons</p>
<p style="text-align: center;">U4</p> <p>Fear, Change, & Identity (1945 – 1982)</p>	<p>In this unit, students will explore the post-World War II effects that shaped Canada during the Cold War era and beyond. Students will delve into the contrasting economic policies of capitalism and communism, examining their global impact and Canada's positioning in the geopolitical landscape. The unit will cover key events such as the space race, nuclear arms race, and Canada's role during this period. Additionally, students will reflect on the evolving concept of Canadian identity, questioning whether it has been earned and how it has been shaped by historical events. By the end of the unit, students will have a deeper understanding of the relationship between international events and Canada's socio-</p>	<p style="text-align: center;">25</p> <p style="text-align: center;">(7) Lessons</p>

	political landscape.	
U5 Truth, Science , & Social Change (1982 to Present)	In this unit, students will explore the dark history of Residential Schools in Canada, examining how these institutions were designed to assimilate and erase First Nations, Inuit, and Métis cultures and languages. The unit will uncover the long-lasting impacts of this system on Indigenous communities. Alongside this, students will learn about the significant social, economic, and political changes that shaped modern Canada. The unit will also address Canada's evolving relationship with the United States, focusing on its current historical context. By the end of the unit, students will have a broader understanding of how Canada has confronted issues of social justice and how various groups have contributed to the nation's identity and heritage.	15 (3) Lessons
Culminating Activity - Study Guide on Canadian History	Students will complete a Study Guide in a visual presentation or website format. The study guide will guide Canadian History students through the 4 periods of study in CHC2D. Furthermore, the guide will include various components such as vocabulary, questions, images, and source examinations.	14
Total Hours		110

TEACHING STRATEGIES

Strategies marked with "x" are used in the course.			
Game		Conferencing	X
Oral Presentation	X	Demonstration	X
Simulation		Prompt	X
Survey		Review	X
Role Playing	X	Textbook	
Collaborative	X	Workbook/Worksheets	X
Discussion	X	Homework	X
Interview	X	Independent Study	X
Peer Practice	X	Memorization	X
Peer Teaching	X	Note Taking	X

Reflection	X	Questioning Process	X
Inquiry Process	X	Research Process	X
Communication Applications	X	Classifying	X
Email Applications		Expressing Another Point of View	X
Media Presentation	X	Graphing	
Media Production	X	Metacognitive	X
Multimedia Applications	X	Oral Explanation	X

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE:

Assessment and Evaluation

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods. The tools highlighted in yellow will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product <input type="checkbox"/> Journal Entries <input type="checkbox"/> Learning Logs (anecdotal) <input type="checkbox"/> Entrance tickets <input type="checkbox"/> Exit tickets	Student Product <input type="checkbox"/> Assignment <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Pre-tests (scale/rubric) <input type="checkbox"/> Quizzes (scale/rubric) <input type="checkbox"/> Rough drafts (rubric) <input type="checkbox"/> Portfolios (rubric) <input type="checkbox"/> Posters (rubric/scale) <input type="checkbox"/> Graphic organizers (scale) <input type="checkbox"/> Peer feedback (anecdotal/checklist) <input type="checkbox"/> Reports (rubric) <input type="checkbox"/> Essays (rubric) <input type="checkbox"/> Webbing/Mapping	Student Product <input type="checkbox"/> Assignment <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Tests (scale/rubric) <input type="checkbox"/> Exam <input type="checkbox"/> Rough drafts (rubric) <input type="checkbox"/> Portfolio (rubric) <input type="checkbox"/> Posters (rubric/scale) <input type="checkbox"/> Graphic organizers (scale) <input type="checkbox"/> Reports (rubric) <input type="checkbox"/> Essays (rubric) <input type="checkbox"/> Visual Thinking Networks (rubric)

	<p>(rubric/scale)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Entrance ticket <input type="checkbox"/> Vocabulary notebooks (anecdotal) <input type="checkbox"/> Visual Thinking Networks (rubric) 	
<p>Observation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole class discussions (anecdotal) <input type="checkbox"/> Self-proofreading (checklist) 	<p>Observation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class discussions (anecdotal) <input type="checkbox"/> Debate (rubric) <input type="checkbox"/> PowerPoint presentations (rubric) <input type="checkbox"/> Performance tasks (anecdotal/scale) 	<p>Observation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debate (rubric) <input type="checkbox"/> PowerPoint presentations (rubric) <input type="checkbox"/> Performance tasks (anecdotal/scale)
<p>Conversation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small Group <input type="checkbox"/> Discussions (checklist) <input type="checkbox"/> Pair work (checklist) <input type="checkbox"/> Debate (rubric) 	<p>Conversation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small group discussions (checklist) <input type="checkbox"/> Pair work (anecdotal) <input type="checkbox"/> Peer-feedback (anecdotal) <input type="checkbox"/> Peer-editing (anecdotal) <input type="checkbox"/> Oral pre-tests (scale/rubric) <input type="checkbox"/> Oral quizzes (scale/rubric) 	<p>Conversation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Question and Answer Session (checklist) <input type="checkbox"/> Oral tests (scale/rubric)

Online Activities (within LMS)	Offline Activities
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Watching video lectures Watching additional resource videos Completing interactive activities Communicating with teachers Participating in virtual conferences Completing online quizzes Reviewing peer submissions Submitting all AAL, AFL, & AOL Assessment and Evaluations	Reading materials for the course Reviewing materials for the course Completing assignments Completing practice activities Preparing presentations Reviewing for exams and unit tests Researching topics on the internet Recording and producing presentations Practicing processes and skills Completing proctored unit tests and exams
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The Final Grade:

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for Canadian & World Studies. The distribution of marks into a grade is based on the departmental assessment and evaluation guide for the course and will reflect the student's most consistent level of achievement where appropriate. Comments on the development of learning skills and contributions to the course will be provided on reports. Term work will be 70% of the overall grade for the course; the final grade evaluation will be 30% of the overall grade, incorporating a final written exam and student/teacher conference.

Percentage of Final Mark		Categories of Mark Breakdown
5%		Unit 1 Student/teacher conference (Conv)
10%		Unit 1 Test (sp)
10%		Unit 2 Assignment (sp)
5%		Unit 2 Presentation (Obs)
5%		Unit 3 Presentation (Obs)
5%		Unit 3 Assignment (Sp)
5%		Unit 4 Presentation (Obs)
10%		Unit 4 Test (sp)
5%		Unit 5 Student/Teacher Conference (Conv)
10%		Unit 5 Test (sp)
20%		Final Written Exam (sp)
10%		Final - Culminating Assignment (sp)

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, but 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.

The final grade will include the following weighting:

Knowledge/Understanding 25%	Thinking/Inquiry 25%	Communication 25%	Application 25%
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Assessment of Learning Skills & Work Habits:

The following learning skills and work habits will be fostered throughout this course and assessed on the report card: responsibility, organization, independent work, collaboration, initiative, self-regulation. These skills will not be included as part of the final mark unless they are identified in the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to daily academic success and individual growth.

The following chart indicates the skills and look-fors for each student.

Learning Skills and Work Habits		E – Excellent G – Good S – Satisfactory N – Needs Improvement			
Responsibility				Organization	
<ul style="list-style-type: none"> ▪ Fulfils responsibilities and commitments within the learning environment. ▪ Completes and submits class work, homework, and assignments according to agreed-upon timelines. ▪ Takes responsibility for and manages own behaviour. 		<ul style="list-style-type: none"> ▪ Devises and follows a plan and process for completing work and tasks. ▪ Establishes priorities and manages time to complete tasks and achieve goals. ▪ Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 			
Independent Work				Collaboration	
<ul style="list-style-type: none"> ▪ Independently monitors, assesses, and revises plans to complete tasks and meet goals. ▪ Uses class time appropriately to complete tasks. ▪ Follows instructions with minimal supervision. 		<ul style="list-style-type: none"> ▪ Accepts various roles and an equitable share of work in a group. ▪ Responds positively to the ideas, opinions, values, and traditions of others. ▪ Builds healthy peer-to-peer relationships through personal and media-assisted interactions. ▪ Works with others to resolve conflicts and build consensus to achieve group goals. ▪ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 			
Initiative				Self-Regulation	
<ul style="list-style-type: none"> ▪ Looks for and acts on new ideas and opportunities for learning. ▪ Demonstrates the capacity for innovation and a willingness to take risks. ▪ Demonstrates curiosity and interest in learning. ▪ Approaches new tasks with a positive attitude. ▪ Recognizes and advocates appropriately for the rights of self and others. 		<ul style="list-style-type: none"> ▪ Sets own individual goals and monitors progress towards achieving them. ▪ Seeks clarification or assistance when needed. ▪ Assesses and reflects critically on own strengths, needs, and interests. ▪ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. ▪ Perseveres and makes an effort when responding to challenges. 			

The report card will therefore focus on two distinct but related aspects of student achievement; the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for the reporting of these two aspects.

Program Planning Considerations:

English language learners: As our school can have multilingual student population, special accommodation will be made to bring a rich diversity of background knowledge and experience to the classroom.

TWS courses can provide a wide range of options to address the needs of ESL/ELD students. Assessment and evaluation exercises will help ESL students in mastering the English language. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how the operation of their own physical world can contribute to their success in their social world. The student whose first language is not English enters Ontario Secondary schools with diverse linguistic and cultural backgrounds. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Teachers must incorporate appropriate strategies for instructions and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the course expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, scaffolding, manipulatives, pictures, diagrams, graphic organizers; attention to clarity

- of instructions);
- modelling of preferred ways of working in English; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
 - use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, materials that reflect cultural diversity);
 - use of assessment accommodations (e.g., granting of extra time; simplification of language used in problems and instructions; use of oral interviews, learning logs, portfolios, demonstrations, visual representations, and tasks requiring completion of graphic organizers or cloze sentences instead of tasks that depend heavily on proficiency in English).

Literacy education: Communication skills are fundamental to the development of literacy. Fostering students' communication skills is an important part of the teacher's role in the curriculum. When students read they need to understand vocabulary and terminology. Students are encouraged to use language with care and precision in order to communicate effectively. Students are encouraged to ask questions to their peers/teachers and to also be proactive with solving their own questions.

The role of information and communications technology: Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Technology can help to reduce the time spent on routine tasks, allowing students to devote more of their efforts to thinking and concept development.

Information technology is considered a learning tool that must be accessed by students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, and presentation software, as would be expected in any environment.

Technology also makes possible simulations of complex systems that can be useful for problem-solving purposes or when field studies on a particular topic are not feasible.

Information and communications technologies can be used in the classroom to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Although the Internet is a powerful electronic learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the ways in which this technology is being abused – for example, when it is used to promote hatred.

Teachers, too, will find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

Equity and Inclusive Education: The TWS equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school

community - regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors - are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the TWS community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. In addition, TWS differentiates the instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

First Nation, Métis and Inuit Education Policy Framework

The new First Nation, Métis and Inuit Education Policy Framework is a key part of the strategy. The framework includes approaches for schools and school boards that will boost Aboriginal student achievement, help close the gap in achievement between Aboriginal and non-Aboriginal students, and improving students' literacy and numeracy skills, training teachers in teaching methods that are appropriate for Aboriginal students, and encouraging more parents to get involved in their children's education or school. The framework also sets out strategies to integrate First Nations, Métis and Inuit cultures, histories and perspectives throughout the Ontario curriculum. This will increase knowledge and awareness among all students.

PLAGIARISM/CHEATING

Any incident of plagiarism or cheating will result in a re-submission/rewrite of that particular assignment/test at the end of the course on the student's own time and at his/her own expense to pay for the creation and marking of a new assessment. This incident will be documented in the office. A second incident of plagiarism or cheating in any course will result in a mark of zero for that assignment. For example, if you cheat on a math test and then plagiarize an English essay, you will receive a zero on the essay.

Missed and Late Assignments Policy

Teachers will make it Clear to the students and parents/guardians early in the school year that they are responsible not only for their behaviour in the classroom/school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies will be used to encourage the student to modify his/her behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines.
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists.
- Setting up a student contract
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so.
- Deducting marks for late assignments, up to and including the full value of the assignment.

Students and parent/guardians will be informed in a timely fashion via phone call, face to face conference, e-mail and if need be a formal letter about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **If the above measures have been put into place and the behaviour of the student has not provided sufficient evidence, then 0 will be inserted as the mark for the missed assignment.**

RESOURCES

Growing Success: Assessment Evaluation and Reporting in Ontario Schools, First Edition
Covering Grades 1-12, 2010

The Canadian Challenge, Quinlan, Don, Doug Baldwin, Rick Mahoney et al., 2008.

Course Package. (Various Handouts)

Attendance Policy:

Consistent log-in is crucial to a student's success in Toronto World School's online program. The guidelines of the Ministry of Education require that students receive at least 110 hours of scheduled instruction time for each credit course. Attendance patterns will be monitored to ensure a student is actively logging into their course.

Students who have not completed the course within 12 months of enrolment will be automatically removed from the course. Only under extenuating circumstances, with proper documentation and the permission of the Principal, can a student be reinstated.

Acceptable Online Use Policy

Toronto World School uses the ConnectED Integrated Learning Platform and is intended for educational purposes only. The use of this program or any tools within TWS systems, other than for educational purposes, is strictly prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, cyber-bullying or illegal purposes.

The administration has the right to review all student work in order to determine the appropriateness of computer use. If TWS online programs are deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for educational use.

Hardware/software requirements:

Hardware:

- PC running Windows 8 or higher
- Mac running Apple OS X or higher
- Chromebook running Chrome OS

High speed internet is recommended with access to a computer with the following:

- A processor of 2GHz or faster
- 4 GB RAM or greater
- A high speed internet connection of 1.5 MB/s or faster
- Keyboard and mouse

- Headphone/Speakers/Microphone/Camera

Recommended Software:

- Adobe Reader, Shockwave, Flash Player, Java, Office suite

Browser:

- Mozilla Firefox4 or higher, Internet Explorer 7 or higher, Safari 5 or higher, Google Chrome 11 or higher