



INUKSHUK ACADEMY

Course code: **English (ENG3U)**

Credit: **1.0** Total Hours: **110 hours**

Prerequisite: **English, Grade 10, Academic**

Curriculum basis: **Ontario Curriculum, Grades 11–12:
Science (Revised 2007)**

Last Update: **Inukshuk Academy 2026**

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Course Description

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

1. Course Rationale

English is fundamental to students' intellectual, social, cultural, and emotional development. ENG3C strengthens students' literacy, communication, critical thinking, and practical language skills through the study of literary, informational, graphic, and media texts. The course prepares students for Grade 12 college preparation English, postsecondary college pathways, workplace communication, and everyday literacy demands.

Through reading, writing, oral communication, media analysis, and inquiry-based learning, students:

- Develop a stronger understanding of text forms, communication techniques, and language conventions;
- Analyze literary, informational, and media texts using evidence, personal response, and critical thinking;
- Strengthen practical writing skills through paragraphs, reports, opinion pieces, summaries, research tasks, and media texts;
- Refine oral communication and presentation skills for school, workplace, and real-world contexts;
- Explore how language, literature, and media influence identity, culture, relationships, and society;
- Build literacy and media skills needed to interpret, evaluate, and create effective communication.

The course fosters literacy, creativity, communication, and critical-thinking skills essential for success in college programs, apprenticeships, workplace pathways, community participation, and lifelong learning.

2. Overall Curriculum Expectations

The Ontario Curriculum organizes ENG3C into four major strands. The following expectations are paraphrased for clarity and alignment with Inukshuk Academy's course design.

a. Oral Communication

Students will:



- Listen in order to understand and respond appropriately in a variety of academic and real-world situations;
- Use speaking skills and strategies to communicate clearly with different audiences and for different purposes;
- Participate effectively in discussions, presentations, seminars, and oral activities;
- Reflect on their strengths, areas for improvement, and strategies as listeners and speakers.

b. Reading and Literature Studies

Students will:

- Read and demonstrate understanding of a variety of literary, informational, workplace, and graphic texts;
- Analyze ideas, themes, characters, perspectives, and text features in accessible and increasingly complex texts;
- Recognize how text forms, features, and stylistic choices help communicate meaning;
- Use reading strategies before, during, and after reading to improve comprehension and interpretation;
- Reflect on their growth as readers and identify strategies that support understanding.

c. Writing

Students will:

- Generate, gather, and organize ideas and information for practical, academic, and workplace purposes;
- Draft, revise, edit, and publish written work in a variety of forms, including paragraphs, reports, responses, narratives, opinion pieces, and workplace-style writing;
- Use appropriate form, style, tone, organization, and language conventions;
- Develop clear ideas supported by examples, evidence, and relevant details;
- Reflect on their writing process and identify strategies for improvement.

d. Media Studies

Students will:

- Demonstrate understanding of a variety of media texts and their purposes, audiences, and messages;
- Analyze media forms, conventions, techniques, perspectives, and bias;
- Create media texts for different audiences and real-world purposes using appropriate forms and techniques;
- Evaluate how media influences identity, culture, consumer choices, public opinion, and social issues;
- Reflect on their strengths and strategies as media interpreters and creators.



3. Learning Goals for Students

By the end of ENG3C, students will be able to:

- Analyze literary, informational, graphic, workplace, and media texts using critical thinking and evidence-based reasoning;
- Read and interpret a variety of texts from different cultures, contexts, and perspectives;
- Identify and explain themes, text features, stylistic choices, author's purpose, and audience;
- Develop clear, organized, and polished written work for different academic, practical, and workplace purposes;
- Communicate ideas effectively through oral presentations, discussions, written responses, reports, and media texts;
- Use language conventions, vocabulary, tone, voice, and style with clarity and accuracy;
- Evaluate how language, literature, and media influence identity, culture, society, consumer behaviour, and public opinion.

Course Structure and Instructional Units

Unit	Description	Hours
Unit 1: Foundations of Effective Communication	Reading strategies, paragraph structure, writing process, grammar review, audience and purpose, clear communication	18
Unit 2: Persuasive and Narrative Communication	Persuasive techniques, personal narrative, short stories, opinion writing, real-world communication tasks	23
Unit 3: Oral Communication and Presentation Skills	Speeches, interviews, discussions, presentations, audience awareness, speaking and listening strategies	19
Unit 4: Media Studies and Real-World Literacy	Media forms, advertising, bias, audience, purpose, digital communication, media creation	18
Unit 5: Literary Study and Practical Writing	Novel or literature study, reading responses, character/theme analysis, reports, final written assignment	15
Culminating Task	Integrated reading, writing, oral communication, or media performance task	8
Final Exam	Proctored examination	9
Total		110



4. Course Structure, Unit Overview and Instructional Plan

1. Unit 1: Foundations of Effective Communication

Approx. Hours: 18

a. Unit Overview

This unit introduces students to foundational literacy and communication skills at the college preparation level. Students strengthen paragraph development, organization, grammar, reading comprehension, and practical writing skills while developing confidence in written and oral communication.

Students examine audience, purpose, tone, and voice through reading and writing activities connected to school, workplace, and real-world communication contexts.

b. Key Learning Goals

Students will:

- Develop organized paragraphs and clear written responses;
- Apply the writing process, including planning, drafting, revising, editing, and proofreading;
- Use grammar, vocabulary, and language conventions appropriately;
- Read and respond to literary, informational, and workplace texts;
- Communicate ideas clearly for different purposes and audiences.

c. Sample Learning and Assessment Activities

- Reading comprehension and writing workshops;
- Paragraph organization and editing exercises;
- Practical communication and response assignments;
- Peer editing and collaborative activities;
- Grammar quizzes, written responses, and communication assignments.

2. Unit 2: Persuasive and Narrative Writing

Approx. Hours: 23

a. Unit Overview

In this unit, students explore persuasive, narrative, and creative forms of communication. Students examine how writers and speakers use language, structure, voice, and persuasive techniques to communicate ideas and influence audiences.

Through the study of speeches, articles, opinion texts, and short stories, students strengthen their ability to communicate clearly and effectively in written and oral forms.



b. Key Learning Goals

Students will:

- Analyze persuasive techniques and communication strategies;
- Develop narrative voice and personal expression;
- Write and speak for different audiences and purposes;
- Support opinions and ideas using evidence and examples;
- Apply effective organization and communication techniques.

c. Sample Learning and Assessment Activities

- Persuasive writing and opinion response tasks;
- Narrative and short story writing workshops;
- Debate, discussion, and oral communication activities;
- Media and persuasive communication analysis;
- Creative writing assignment, persuasive response, oral presentation, and unit test.

3. Unit 3: Oral Communication and Presentation Skills

Approx. Hours: 23

a. Unit Overview

This unit focuses on oral communication, listening skills, presentation techniques, and spoken interaction. Students develop confidence in formal and informal communication situations while learning how audience, organization, tone, and delivery influence communication effectiveness.

Students participate in discussions, presentations, interviews, dramatic readings, and collaborative speaking activities.

b. Key Learning Goals

Students will:

- Communicate ideas clearly and effectively in oral formats;
- Use speaking and listening strategies appropriate for purpose and audience;
- Participate actively in discussions and collaborative activities;
- Analyze oral communication techniques used in speeches and presentations;
- Reflect on personal strengths and areas for growth as communicators.

c. Sample Learning and Assessment Activities

- Speeches and oral presentations;
- Group discussions and seminar activities;
- Dramatic readings and oral interpretation exercises;



- Listening comprehension and response activities;
- Presentation rubric assessments, reflections, and oral communication tasks.

4. Unit 4: Media Studies and Real-World Literacy

Approx. Hours: 18

a. Unit Overview

Students examine how media texts communicate messages and influence audiences in everyday life. The unit explores advertising, social media, digital communication, representation, audience targeting, bias, and media techniques.

Students critically analyze how media shapes opinions, identity, culture, and consumer behaviour while creating their own media texts using visual and digital communication techniques.

b. Key Learning Goals

Students will:

- Analyze media texts for purpose, audience, message, and bias;
- Identify media conventions and persuasive techniques;
- Evaluate how media influences individuals and society;
- Create media texts using appropriate forms and technologies;
- Develop practical media literacy and digital communication skills.

c. Sample Learning and Assessment Activities

- Advertisement and social media analysis;
- News and media literacy discussions;
- Digital media creation projects;
- Comparative media analysis tasks;
- Media presentation, visual analysis assignment, quizzes, and media project.

5. Unit 5: Literary Study and Practical Writing

Approx. Hours: 15

a. Unit Overview

In this unit, students engage in the study of literature including novels, short stories, poetry, drama, and informational texts. Students analyze themes, character development, conflict, and author's purpose while strengthening reading comprehension and response skills.

The unit also emphasizes practical and analytical writing connected to literary interpretation and real-world communication.



b. Key Learning Goals

Students will:

- Analyze themes, characters, and stylistic features in texts;
- Interpret texts using evidence and personal response;
- Develop organized written responses and analytical paragraphs;
- Compare ideas and perspectives across texts;
- Communicate literary understanding using appropriate terminology and conventions.

c. Sample Learning and Assessment Activities

- Novel studies and literary discussions;
- Poetry and dramatic analysis activities;
- Reading response and comparative assignments;
- Practical and analytical writing workshops;
- Reading journals, written responses, presentations, and unit test.

Culminating Task

Approx. Hours: 8

Students complete an integrated literacy and communication task combining reading, writing, oral communication, and/or media studies expectations. The culminating activity may include a portfolio, presentation, media campaign, literary response project, or inquiry assignment demonstrating communication and critical-thinking skills.

Final Exam

Approx. Hours: 9

Students complete a proctored final examination assessing reading comprehension, written communication, literary analysis, media literacy, oral communication concepts, and application of course expectations across all strands.

Instructional Approaches

Teaching and learning in ENG3C at Inukshuk Academy a variety of instructional strategies designed to help students develop strong literacy, communication, critical thinking, and practical language skills. Instruction is guided by the literacy and inquiry-based principles outlined in the Ontario Curriculum for English.



a. Inquiry-Based and Experiential Learning

Students learn English most effectively through reading, writing, discussion, inquiry, and active engagement with texts and ideas. Lessons regularly include literary response activities, discussions, presentations, writing workshops, practical communication tasks, and media analysis activities.

Examples include:

- Analyzing themes, character development, and author's purpose through discussion and written response;
- Exploring media influence and persuasive communication through advertising and digital media analysis;
- Developing opinions, arguments, and practical written responses using evidence and examples;
- Conducting research and inquiry activities connected to literature, culture, identity, workplace communication, and social issues.

b. Multiple Representations of Concepts

Students encounter English concepts through a combination of:

- Literary, informational, workplace, and media texts;
- Oral discussions, presentations, and collaborative activities;
- Written responses, practical writing, and creative tasks;
- Visual and digital media analysis;
- Graphic organizers, annotations, and guided literacy activities.

This approach supports deeper understanding of communication, interpretation, and practical literacy while helping students connect ideas across multiple forms of expression.

c. Use of Technology and Digital Tools

Digital tools are integrated throughout the course to support reading, writing, research, collaboration, and media literacy. Technology is used to:

- Conduct research using credible digital sources;
- Draft, revise, and edit written work;
- Create presentations and media texts;
- Analyze digital and social media content;
- Collaborate on discussions and inquiry activities;
- Develop visual and multimedia communication skills.

Examples include word processing software, presentation platforms, collaborative learning tools, online research databases, digital annotation tools, and multimedia creation applications.



d. Collaborative Inquiry and Discussion

English learning is strengthened through discussion and collaboration. Students work independently and collaboratively to:

- Discuss literary themes and perspectives;
- Analyze and interpret texts;
- Share ideas and peer feedback during the writing process;
- Participate in discussions, debates, presentations, and group activities;
- Complete inquiry and media analysis activities collaboratively.

Collaborative learning supports communication skills, confidence, critical thinking, and respectful engagement with diverse perspectives.

e. Differentiated Instruction

Instruction is adapted to support a variety of learning styles, interests, readiness levels, and literacy needs. Strategies include:

- Scaffolded reading and writing activities;
- Graphic organizers and guided literacy tasks;
- Enrichment and extension opportunities for advanced learners;
- Visual, oral, written, and multimedia learning opportunities;
- Guided instruction and targeted support for students requiring additional assistance.

f. Explicit Teaching of Scientific Investigation Skills

Students receive direct instruction and ongoing support in the literacy and communication skills emphasized in the Ontario Curriculum, including:

- Reading comprehension and critical analysis;
- Practical, academic, and creative writing processes;
- Oral communication and presentation skills;
- Media literacy and critical interpretation;
- Research, inquiry, and citation skills;
- Communicating ideas clearly and effectively using appropriate language conventions and terminology.

Assessment and Evaluation

Assessment in ENG3C aligns with the principles of *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)* [1]. Evaluation reflects students' most consistent achievement, with particular emphasis on recent evidence of learning.

Assessment serves three purposes:



a. Assessment for Learning (Diagnostic)

- Initial review of reading comprehension, writing skills, grammar, vocabulary, and oral communication abilities;
- Diagnostic writing tasks and reading responses to identify literacy strengths and areas for growth;
- Informal observations, discussions, and conferencing;
- Readiness activities related to practical communication, media literacy, research, and reading strategies.

b. Assessment as Learning (Formative)

- Reading journals and response activities;
- Draft submissions with ongoing feedback and revision opportunities;
- Peer editing, self-assessment, and reflection tasks;
- Collaborative discussions, presentations, and inquiry activities;
- Practice writing workshops, oral communication activities, and media analysis exercises.

c. Assessment of Learning (Summative)

- Written assignments and literary response tasks;
- Unit tests on literature, media studies, and communication concepts;
- Oral presentations, discussions, and speeches;
- Media analysis and media creation projects;
- Research assignments and practical communication tasks;
- Culminating performance task;
- Final examination.

d. Achievement Chart Categories

Student achievement is evaluated across the four categories defined in the Ontario Curriculum for English:

Knowledge & Understanding (25 percent)

Understanding of literary concepts, text forms, vocabulary, communication strategies, media conventions, writing structures, and language techniques.

Thinking (25 percent)

Use of critical and creative thinking skills to interpret texts, develop ideas, analyze perspectives, organize information, conduct inquiry, and support responses with evidence and examples.

Communication (25 percent)



Clarity, organization, style, grammar, conventions, oral expression, and effectiveness in communicating ideas through written, oral, visual, and media forms.

Application (25 percent)

Application of literacy, communication, and analytical skills to literary interpretation, media analysis, research, workplace communication, real-world contexts, and interdisciplinary situations.

e. Final Evaluation (30 percent)

The final evaluation consists of:

1. Culminating Performance Task (10–15 percent)

A multi-step literacy, inquiry, or communication project integrating reading, writing, oral communication, and/or media studies expectations. Examples may include:

- Literary response and comparative writing project;
- Media campaign or persuasive communication assignment;
- Research presentation on a social, cultural, workplace, or community issue;
- Portfolio, seminar, or multimedia inquiry assignment.

2. Final Examination (15–20 percent)

A proctored examination assessing reading comprehension, written communication, media literacy, critical thinking, oral communication concepts, and application of knowledge across all course strands.

3. Summary of Achievement Levels and Percentage Grade Ranges

Student achievement in secondary school courses is evaluated according to the Ontario Ministry of Education's four-level achievement scale. Each percentage grade corresponds to a level of achievement, as outlined below.

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	Demonstrates a very high to outstanding level of achievement. Performance exceeds the provincial standard.
70–79%	Level 3	Demonstrates a high level of achievement. Performance meets the provincial standard. (This is the provincial expectation for student performance.)
60–69%	Level 2	Demonstrates a moderate level of achievement. Performance is below but approaching the provincial standard.



50–59%	Level 1	Demonstrates a passable level of achievement. Performance is significantly below the provincial standard. Further improvement is required for continued success.
Below 50%	Level 0	Insufficient achievement. Curriculum expectations have not been met. A credit will not be granted.

Academic Honesty and Integrity Policy

Inukshuk Academy is committed to fostering a learning environment based on honesty, responsibility, respect, and academic integrity. Students are expected to submit original work and properly acknowledge all sources of information, ideas, images, data, and wording used in assignments and investigations. Academic honesty is essential to maintaining fairness and trust in the evaluation process.

All submitted work must represent the student's own understanding and effort. Sources must be documented appropriately using MLA or APA citation style, as directed by the teacher. The use of generative artificial intelligence tools (e.g., ChatGPT) or other forms of external assistance must be disclosed and approved by the teacher. Undisclosed or inappropriate use of such tools may be treated as academic dishonesty.

Students may be asked to provide process work, rough drafts, notes, calculations, or planning documents to verify authorship and learning progress. If academic dishonesty occurs, the student and Principal may be notified, and consequences will be applied in accordance with school policy. Repeated incidents may result in escalating consequences.

1. Improper Citation

Improper citation occurs when a student fails to use appropriate citation formatting when referencing sources.

Grade Level	First Instance	Subsequent Instances
Grades 9–10	Warning and opportunity to resubmit	Warning and opportunity to resubmit
Grades 11–12	Warning and opportunity to resubmit	Opportunity to resubmit, maximum grade of 75%

2. Unaccredited Paraphrasing

Unaccredited paraphrasing occurs when a student rewrites another person's ideas without giving proper credit.

Grade Level	First Instance	Subsequent Instances
Grades 9–10	Warning and resubmission allowed	Resubmission allowed, maximum grade of 75%
Grades 11–12	Resubmission allowed, maximum grade of 75%	Resubmission allowed, maximum grade of 50%



3. Unaccredited Verbatim Copying

This occurs when a student copies sentences or passages directly from a source without proper citation.

Grade Level	First Instance	Subsequent Instances
Grades 9–10	Resubmission allowed, maximum grade of 75%	Resubmission allowed, maximum grade of 50%
Grades 11–12	Resubmission allowed, maximum grade of 50%	Grade of zero. No resubmission permitted

4. Full Plagiarism

Full plagiarism occurs when a student submits work entirely created by another person or source.

Grade Level	First Instance	Subsequent Instances
Grades 9–10	Grade of zero. No resubmission	Grade of zero. No resubmission
Grades 11–12	Grade of zero. No resubmission	Grade of zero and possible removal from the course

5. Missed Work

Students are responsible for reviewing lesson materials, completing missed assignments, and meeting established deadlines. Students are expected to remain informed about course expectations, due dates, and assessment requirements.

6. Homework Expectations

Students are expected to:

- Complete homework assignments, readings, and practice problems on time;
- Prepare for scheduled lessons, laboratories, discussions, and assessments;
- Participate actively and consistently in course activities and investigations.

If homework is repeatedly incomplete, the teacher may:

- Schedule a meeting with the student;
- Contact parents or guardians;
- Consult with school administration to support student success and progress.

Inclusion, accommodations & ELL supports

Inukshuk Academy is a small private school with limited accommodation resources. The school is committed to supporting students' access to learning within the scope of available staffing, programming, facilities, and course delivery structures.



Where possible, reasonable accommodations may be provided for students with documented learning needs, including limited support for Individual Education Plans (IEPs). Accommodations are considered on a case-by-case basis in consultation with the student, parents/guardians, teacher, and school administration.

Possible supports may include:

- Clear written instructions and success criteria;
- Guided notes, visual examples, and scaffolded practice;
- Reasonable extended time where appropriate;
- Preferential seating or reduced-distraction work space when available;
- Use of approved assistive technology;
- Check-ins with the teacher to support organization and progress;
- ELL support through simplified instructions, vocabulary support, and additional clarification.

Inukshuk Academy may not be able to provide specialized programming, intensive one-on-one support, modified curriculum expectations, or accommodations requiring resources beyond the school's capacity. Students requiring significant accommodations or specialized services may need additional external support.

Instructional Philosophy

Teaching and learning in ENG3C emphasize:

- Inquiry-based learning through reading, discussion, writing activities, presentations, and media exploration;
- Development of practical literacy and communication skills supported by real-world applications;
- Critical thinking and personal response to literary, informational, and media texts;
- Multiple forms of communication, including written, oral, visual, and digital expression;
- Collaboration through group discussions, peer editing, presentations, and inquiry activities;
- Technology integration in research, writing, presentations, media creation, and communication.

This approach ensures students engage meaningfully with language, literature, and media while developing transferable literacy, workplace, and communication skills for college, apprenticeship, and everyday life contexts.

Course Learning Resources

Students will engage with a variety of English learning materials, both digital and print, selected to support literacy development, communication, inquiry, and critical thinking.



a. Primary Resources

- Teacher-created notes, examples, guided reading activities, and writing tasks;
- Novels, short stories, articles, speeches, poetry, drama, and informational texts;
- Media texts including advertisements, films, websites, social media, and news articles;
- Ontario Curriculum, Grades 11–12: English (2007);
- Grammar, vocabulary, citation, and communication reference materials.

b. Digital Tools and Platforms

- Online research databases and digital reading platforms;
- Word processing and presentation software;
- Collaborative discussion and learning tools;
- Multimedia and media creation applications;
- Digital annotation, grammar support, and literacy tools;
- Educational videos and interactive learning platforms.

c. Supplementary Resources

- Canadian and international literary and informational texts from diverse perspectives;
- Articles, documentaries, podcasts, and multimedia related to social, cultural, and workplace issues;
- Writing exemplars, literacy practice resources, and communication guides;
- Real-world media and communication case studies;
- Resources supporting college preparation, workplace communication, and practical literacy skills.

References

- [1] Ministry of Education, "Growing Success," 2010. [Online]. Available: <https://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>.
- [2] Ministry of Education, "Course Descriptions and Prerequisites," August 2024. [Online]. Available: <https://www.dcp.edu.gov.on.ca/en/course-descriptions-and-prerequisites>.