



INUKSHUK ACADEMY

Course code: **English (ENG3U)**

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

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

Curriculum basis: **Ontario Curriculum, Grades 11–12:
Science (Revised 2008)**

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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 analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

1. Course Rationale

English is fundamental to students' intellectual, social, cultural, and emotional development. ENG3U strengthens students' literacy, communication, critical thinking, and analytical skills through the study of literary, informational, and media texts from diverse historical periods, cultures, and perspectives. The course prepares students for the academic demands of Grade 12 English and postsecondary pathways by emphasizing effective communication, independent thinking, and thoughtful interpretation of texts.

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

- Develop a deeper understanding of literary forms, stylistic devices, and communication techniques;
- Analyze complex texts and evaluate ideas, perspectives, and themes using evidence-based reasoning;
- Strengthen writing skills through essays, literary analysis, research, and media creation;
- Refine oral communication and presentation skills for academic and real-world contexts;
- Explore how language, literature, and media influence identity, culture, society, and global citizenship;
- Build critical literacy skills needed to interpret and evaluate media, information, and persuasive communication.

The course fosters literacy, creativity, communication, and critical inquiry skills essential for success in university-level studies and careers in education, law, business, communications, journalism, social sciences, media, and related fields.

2. Overall Curriculum Expectations

The Ontario Curriculum organizes ENG3U 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, and graphic texts;
- Analyze themes, ideas, characters, perspectives, and literary techniques in challenging texts;
- Recognize how text forms, features, and stylistic elements create meaning;
- Use reading strategies before, during, and after reading to interpret texts critically and fluently;
- Reflect on their growth as readers and identify effective strategies for comprehension and analysis.

c. Writing

Students will:

- Generate, gather, and organize ideas and information for different purposes and audiences;
- Draft, revise, edit, and publish written work in a variety of forms, including essays, responses, narratives, and analytical writing;
- Use appropriate form, style, voice, organization, and language conventions;
- Develop clear arguments supported by relevant evidence from texts and research;
- 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 intended purposes and audiences;
- Analyze media forms, conventions, techniques, messages, and perspectives;
- Create media texts for different purposes and audiences using appropriate forms and techniques;
- Evaluate the role of media in shaping identity, culture, public opinion, and social change;
- Reflect on their strengths and strategies as media interpreters and creators.



3. Learning Goals for Students

By the end of ENG3U, students will be able to:

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

Course Structure and Instructional Units

Unit	Description	Hours
Unit 1: Foundations of Academic Writing	Writing process, paragraph structure, thesis development, essay organization, comparison writing, critical analysis	18
Unit 2: Persuasive and Narrative Writing	Purpose and audience, persuasive techniques, short stories, op-eds, narration, creative and analytical responses	23
Unit 3: Oral Communication and Voice	Speeches, drama, persuasive speaking, discussion skills, audience awareness, presentation strategies	19
Unit 4: Media Studies and Social Influence	Media forms, conventions, techniques, bias, audience, purpose, media creation, social change	18
Unit 5: Literary Study and Essay Writing	Novel or dystopian literature study, literary analysis, evidence-based responses, final analytical essay	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 Academic Writing

Approx. Hours: 18

a. Unit Overview

This unit introduces students to the foundations of academic English at the university preparation level. Students strengthen paragraph development, thesis creation, essay structure, grammar,



editing, and formal writing conventions. Emphasis is placed on developing coherent arguments, organizing ideas effectively, and using evidence to support analysis.

Students also examine audience, purpose, tone, and voice while developing confidence in formal and analytical writing.

b. Key Learning Goals

Students will:

- Develop thesis statements and organized academic paragraphs;
- Apply the writing process, including planning, drafting, revising, editing, and proofreading;
- Use formal language, grammar, and writing conventions appropriately;
- Analyze and incorporate textual evidence effectively;
- Write coherent analytical and comparative responses.

c. Sample Learning and Assessment Activities

- Paragraph and essay writing workshops;
- Thesis development and editing exercises;
- Comparative response assignments;
- Peer editing and revision activities;
- Grammar quizzes, analytical paragraphs, and formal essay assignment.

2. Unit 2: Persuasive and Narrative Writing

Approx. Hours: 23

a. Unit Overview

In this unit, students explore persuasive, narrative, and creative forms of writing. Students examine how writers use language, structure, voice, and rhetorical strategies to influence audiences and communicate ideas effectively.

Through the study of speeches, articles, short stories, and opinion writing, students learn to construct arguments, develop narrative voice, and communicate ideas with clarity and originality.

b. Key Learning Goals

Students will:

- Analyze persuasive techniques and rhetorical strategies;
- Develop narrative voice and creative expression;
- Write for different audiences and purposes;
- Construct arguments supported by evidence and reasoning;



- Apply effective organization and stylistic techniques in writing.

c. Sample Learning and Assessment Activities

- Persuasive speech and opinion writing tasks;
- Short story and narrative writing workshops;
- Rhetorical analysis activities;
- Debate and discussion activities;
- Creative writing assignment, persuasive essay, oral presentation, and unit test.

3. Unit 3: Oral Communication and Voice

Approx. Hours: 19

a. Unit Overview

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

Students participate in discussions, seminars, presentations, dramatic readings, and collaborative activities that strengthen listening and speaking skills.

b. Key Learning Goals

Students will:

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

c. Sample Learning and Assessment Activities

- Formal speeches and presentations;
- Group discussions and seminars;
- Dramatic readings and oral interpretation activities;
- Listening and response exercises;
- Presentation rubric assessments, seminars, reflections, and oral communication tasks.

4. Unit 4: Media Studies and Social Influence

Approx. Hours: 18



a. Unit Overview

Students examine how media texts communicate messages and influence audiences. The unit explores media forms, conventions, techniques, bias, advertising, social media, representation, and audience targeting.

Students critically analyze how media shapes public opinion, identity, culture, and social behaviour while also creating their own media texts using digital and visual communication techniques.

b. Key Learning Goals

Students will:

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

c. Sample Learning and Assessment Activities

- Advertisement and social media analysis;
- Film, 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 Essay Writing

Approx. Hours: 15

a. Unit Overview

In this unit, students engage in the close study of literature, including novels, short stories, poetry, and drama. Students analyze themes, characterization, symbolism, conflict, point of view, and literary style while developing critical and analytical reading skills.

The unit emphasizes evidence-based literary analysis and formal essay writing using appropriate academic conventions.

b. Key Learning Goals

Students will:

- Analyze literary themes, characters, and stylistic techniques;



- Interpret texts using evidence and critical thinking;
- Develop literary essays with strong thesis statements and textual support;
- Compare perspectives and ideas across texts;
- Communicate literary analysis using appropriate terminology and conventions.

c. Sample Learning and Assessment Activities

- Novel studies and literary discussions;
- Poetry and dramatic analysis activities;
- Comparative literary response assignments;
- Formal literary essay writing workshops;
- Reading journals, analytical essays, seminars, and unit test.

Culminating Task

Approx. Hours: 8

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

Final Exam

Approx. Hours: 9

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

Instructional Approaches

Teaching and learning in ENG3U at Inukshuk Academy a variety of instructional strategies designed to help students develop strong literacy, communication, critical thinking, and analytical 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 analysis, discussions, presentations, writing workshops, research tasks, and media analysis activities.

Examples include:



- Analyzing literary 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 arguments and analytical essays using evidence-based reasoning;
- Conducting research and inquiry projects connected to literature, culture, identity, and social issues.

b. Multiple Representations of Concepts

Students encounter English concepts through a combination of:

- Literary, informational, and media texts;
- Oral discussions, presentations, and seminars;
- Written responses, essays, and creative writing;
- Visual and digital media analysis;
- Graphic organizers, annotations, and textual analysis activities.

This approach supports deeper understanding of communication, interpretation, and critical literacy while helping students connect ideas across different 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 seminars, debates, and presentations;
- 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 analysis 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;
- 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 ENG3U 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, 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 literary analysis, media literacy, research, and academic writing.



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, seminars, and inquiry activities;
- Practice presentations, writing workshops, and media analysis exercises.

c. Assessment of Learning (Summative)

- Literary analysis essays and written assignments;
- Unit tests on literature, media studies, and communication concepts;
- Oral presentations, seminars, and speeches;
- Media analysis and media creation projects;
- Research assignments and independent inquiry 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 arguments, analyze perspectives, organize ideas, conduct inquiry, and support analysis with evidence.

Communication (25 percent)

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

Application (25 percent)

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



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 analysis and comparative essay project;
- Media campaign or persuasive communication project;
- Research presentation on a literary, social, or cultural issue;
- Seminar, portfolio, or multimedia inquiry assignment.

2. Final Examination (15–20 percent)

A proctored examination assessing reading comprehension, literary analysis, writing skills, media literacy, critical thinking, 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 ENG3U emphasize:

- Inquiry-based learning through reading, discussion, writing workshops, presentations, and media analysis;
- Critical and creative thinking supported by real-world connections and diverse perspectives;
- Development of literacy, communication, and analytical skills through literary and informational texts;
- Multiple representations of ideas, including written, oral, visual, and digital forms of communication;
- Collaboration through seminars, peer editing, discussions, and inquiry-based activities;
- Technology integration in research, writing, presentations, media creation, and communication.

This approach ensures students engage deeply with literature, language, and media while developing transferable literacy, communication, and critical-thinking skills essential for academic and real-world success.

Course Learning Resources

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

a. Primary Resources

- Teacher-created notes, presentations, writing workshops, and reading activities;
- Novels, short stories, poetry, drama, essays, and informational texts;
- Media texts including articles, advertisements, speeches, films, and digital media;
- Grammar, vocabulary, citation, and academic writing reference materials.
- Ontario Curriculum, Grades 11–12: Language (2008) [2];



b. Digital Tools and Platforms

c. Supplementary Resources

- Canadian and international literary works from diverse perspectives and cultures;
- Articles, journals, documentaries, and multimedia texts related to social, cultural, and global issues;
- Writing exemplars, essay models, and literacy practice resources;
- Real-world media and communication case studies;
- Research materials related to literature, communication, media, identity, and contemporary issues.

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>.