



INUKSHUK ACADEMY

Course code: **English (ENG4C)**

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

Prerequisite: **English (ENG3C)**

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

Last Update: **Inukshuk Academy 2026**

Table of Contents

Course Description.....	1
1. Course Rationale	1
2. Overall Curriculum Expectations.....	1
a. Oral Communication.....	1
b. Reading and Literature Studies	2
c. Writing	2
d. Media Studies.....	2
3. Learning Goals for Students.....	3
4. Course Structure, Unit Overview and Instructional Plan.....	4
1. Unit 1: Strengthening Communication and Academic Literacy.....	4
2. Unit 2: Reading, Interpretation, and Response	4
3. Unit 3: Writing for Real-World and Academic Purposes.....	5
4. Unit 4: Media Literacy and Digital Communication	6
Culminating Task	6
Final Exam	7
Teaching and Learning Strategies	7
Instructional Approaches.....	8
Assessment and Evaluation.....	10
Academic Honesty and Integrity Policy.....	12
Inclusion, accommodations & ELL supports.....	14
Instructional Philosophy.....	14
Course Learning Resources.....	15
References	16



Course Description

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, 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 and developing greater control in writing. The course is intended to prepare students for college or the workplace.

1. Course Rationale

English is essential to students' academic, professional, social, and personal development. ENG4C strengthens students' practical literacy, communication, critical thinking, and media awareness skills through the study of literary, informational, workplace, graphic, and media texts. The course prepares students for college programs, workplace pathways, apprenticeship opportunities, and everyday communication demands.

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

- Develop stronger comprehension and interpretation skills for a variety of practical, literary, informational, and media texts;
- Analyze ideas, perspectives, audience, purpose, tone, and communication techniques using evidence and clear reasoning;
- Strengthen writing skills through paragraphs, reports, summaries, opinion pieces, workplace documents, reflections, and media texts;
- Refine oral communication and presentation skills for academic, workplace, and real-world contexts;
- Explore how language and media influence identity, culture, relationships, decision-making, and public opinion;
- Build practical literacy and digital communication skills needed to evaluate information and communicate effectively.

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

2. Overall Curriculum Expectations

The Ontario Curriculum organizes ENG4C 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 academic, workplace, community, and real-world situations;
- Use speaking skills and strategies to communicate clearly with different audiences and for different purposes;
- Participate effectively in discussions, presentations, interviews, group activities, and collaborative learning tasks;
- Analyze spoken language for tone, purpose, bias, intent, and persuasive techniques;
- Reflect on their strengths, areas for growth, and strategies as listeners and speakers.

b. Reading and Literature Studies

Students will:

- Read and demonstrate understanding of a variety of literary, informational, workplace, graphic, and media-related texts;
- Identify main ideas, supporting details, text structures, themes, perspectives, and stylistic features;
- Analyze how authors and creators use language, organization, and text features to communicate meaning;
- Make meaningful connections between texts, personal experience, workplace contexts, and real-world issues;
- Use reading strategies before, during, and after reading to improve comprehension, interpretation, and critical thinking.

c. Writing

Students will:

- Generate, gather, and organize ideas and information for practical, academic, workplace, and personal purposes;
- Draft, revise, edit, and publish written work in a variety of forms, including paragraphs, reports, summaries, opinion pieces, reflections, correspondence, and workplace documents;
- Use appropriate form, tone, voice, organization, vocabulary, grammar, and language conventions;
- Support ideas with relevant details, examples, evidence, and properly acknowledged sources;
- Reflect on the writing process and apply feedback to improve clarity, accuracy, and effectiveness.

d. Media Studies

Students will:

- Demonstrate understanding of a variety of media texts and their purposes, audiences, messages, and techniques;



- Analyze how media texts use images, language, sound, design, bias, and persuasive strategies to influence audiences;
- Evaluate the reliability, accuracy, and credibility of media sources;
- Create media texts for specific audiences and purposes using appropriate forms, conventions, and digital tools;
- Reflect on how media influences identity, culture, consumer choices, public opinion, and social issues.

3. Learning Goals for Students

By the end of ENG4C, students will be able to:

- Analyze literary, informational, workplace, graphic, and media texts using critical thinking and evidence-based reasoning;
- Interpret main ideas, themes, perspectives, text features, tone, purpose, audience, and communication techniques;
- Develop clear, organized, and polished written work for academic, practical, workplace, and personal purposes;
- Support ideas with relevant details, examples, evidence, and properly acknowledged sources;
- Communicate ideas effectively through oral presentations, discussions, written responses, reports, reflections, and media texts;
- Use language conventions, vocabulary, tone, voice, and style with clarity, accuracy, and purpose;
- Evaluate how language and media shape identity, culture, relationships, decision-making, public opinion, and society.

Course Structure and Instructional Units

Unit	Description	Hours
Unit 1: Strengthening Communication and Academic Literacy	Reading strategies, oral communication, paragraph structure, grammar review, audience and purpose, clear communication	20 hours
Unit 2: Reading, Interpretation, and Response	Informational texts, short fiction, poetry, non-fiction, tone, structure, theme, evidence-based response	25 hours
Unit 3: Writing for Real-World and Academic Purposes	Paragraphs, reports, summaries, opinion writing, workplace communication, formal writing, revision and editing	30 hours
Unit 4: Media Literacy and Digital Communication	Media forms, advertising, bias, credibility, audience, purpose, digital communication, media creation	20 hours
Culminating Task	Integrated reading, writing, oral communication, workplace, or media performance task	10 hours
Final Exam	Proctored examination	5 hours
Total		110 hours



4. Course Structure, Unit Overview and Instructional Plan

1. Unit 1: Strengthening Communication and Academic Literacy

Approx. Hours: 20

a. Unit Overview

This introductory unit strengthens the practical reading, writing, speaking, and listening skills students require for success in ENG4C. Students review reading strategies, paragraph structure, grammar, sentence clarity, audience, purpose, tone, and effective communication in academic, workplace, and everyday contexts.

Emphasis is placed on developing confidence, clarity, organization, and accuracy in communication. Students practise expressing ideas clearly, supporting responses with relevant details, and applying feedback to improve their work.

b. Key Learning Goals

Students will:

- Apply reading strategies to understand informational, literary, and workplace texts;
- Identify audience, purpose, tone, and main ideas in a variety of texts;
- Develop organized paragraphs and clear written responses;
- Use grammar, vocabulary, and sentence structure accurately;
- Communicate ideas clearly in oral, written, and collaborative settings.

c. Sample Learning and Assessment Activities

- Reading comprehension and annotation exercises;
- Paragraph writing and grammar review tasks;
- Oral communication and discussion activities;
- Peer editing and revision activities;
- Diagnostic writing task, reading response, grammar quiz, and communication assignment.

2. Unit 2: Reading, Interpretation, and Response

Approx. Hours: 25

a. Unit Overview

Students read and respond to a range of informational texts, short fiction, poetry, non-fiction, articles, opinion pieces, and graphic texts. The unit focuses on comprehension, interpretation, tone, structure, theme, perspective, and evidence-based response.



Students learn to explain how writers communicate ideas through language choices, text features, organization, and point of view. They also make meaningful connections between texts, personal experience, workplace contexts, and real-world issues.

b. Key Learning Goals

Students will:

- Identify main ideas, supporting details, themes, and perspectives;
- Analyze tone, structure, language choices, and text features;
- Support responses using relevant examples and textual evidence;
- Compare ideas and perspectives across texts;
- Communicate personal and critical responses clearly.

c. Sample Learning and Assessment Activities

- Informational text analysis;
- Short story and poetry response tasks;
- Graphic text and article interpretation activities;
- Comparative response assignments;
- Reading journals, written responses, quizzes, and unit assessment.

3. Unit 3: Writing for Real-World and Academic Purposes

Approx. Hours: 30

a. Unit Overview

This unit focuses on developing clear and effective writing for practical, academic, workplace, and personal purposes. Students practise planning, drafting, revising, editing, and publishing written work in a variety of forms, including paragraphs, reports, summaries, opinion pieces, reflections, emails, letters, and workplace documents.

Instruction emphasizes organization, clarity, grammar, sentence structure, tone, vocabulary, and the effective use of evidence and examples.

b. Key Learning Goals

Students will:

- Use the writing process to plan, draft, revise, edit, and publish written work;
- Write clearly for different purposes, audiences, and contexts;
- Organize ideas logically using appropriate structure and transitions;
- Support ideas with relevant details, examples, and evidence;
- Apply grammar, punctuation, spelling, vocabulary, and formatting conventions accurately.



c. Sample Learning and Assessment Activities

- Workplace email and letter-writing tasks;
- Summary, report, and opinion writing assignments;
- Writing workshops and drafting conferences;
- Editing and proofreading activities;
- Practical writing portfolio, formal paragraph, report, and unit assessment.

4. Unit 4: Media Literacy and Digital Communication

Approx. Hours: 20

a. Unit Overview

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

Students critically analyze media sources and create their own media text using appropriate design, language, format, and technology for a specific audience and purpose.

b. Key Learning Goals

Students will:

- Analyze media texts for purpose, audience, message, bias, and credibility;
- Identify persuasive techniques and design choices used in media;
- Evaluate the reliability and accuracy of digital and media sources;
- Create media texts using appropriate forms, conventions, and technologies;
- Reflect on how media influences identity, culture, consumer choices, and public opinion.

c. Sample Learning and Assessment Activities

- Advertisement and social media analysis;
- News source credibility evaluation;
- Film, website, or podcast analysis;
- Media creation project with written reflection;
- Media analysis assignment, presentation, project, and reflection.

Culminating Task

Approx. Hours: 10

Students complete an integrated reading, writing, oral communication, workplace, or media performance task demonstrating achievement of major course expectations. The culminating task



may include a practical writing portfolio, final written response, media product, presentation, or inquiry assignment.

Final Exam

Approx. Hours: 5

Students complete a proctored final examination assessing reading comprehension, written communication, media literacy, critical thinking, and application of course expectations across all strands.

Teaching and Learning Strategies

Instruction in ENG4C is grounded in the literacy, communication, critical thinking, and practical inquiry processes identified in the Ontario Curriculum. These processes guide lesson design, assessment, and classroom interaction to ensure students develop strong reading, writing, oral communication, and media literacy skills. Teaching strategies emphasize practical communication, interpretation, discussion, revision, collaboration, and the thoughtful application of language skills to college, workplace, and real-world contexts.

- **Critical inquiry and interpretation:** Students engage with literary, informational, workplace, graphic, and media texts by asking questions, identifying key ideas, analyzing evidence, and evaluating perspectives.
- **Reading and textual analysis:** Learners examine main ideas, supporting details, tone, structure, text features, audience, purpose, and point of view to understand how writers and creators communicate meaning.
- **Reflecting:** Students examine their own reading, writing, speaking, and media creation processes, evaluate the effectiveness of their strategies, and revise their work based on feedback and self-assessment.
- **Selecting tools and strategies:** Learners use appropriate reading strategies, writing processes, digital tools, research methods, citation practices, and presentation techniques to complete academic, practical, and workplace tasks effectively.
- **Connecting:** Students connect texts to personal experience, workplace situations, community issues, media messages, cultural contexts, and real-world communication needs.
- **Representing:** Learners communicate understanding through written responses, reports, discussions, presentations, media texts, annotations, graphic organizers, workplace documents, and creative responses.
- **Communicating:** Students articulate ideas clearly in written, oral, visual, and digital forms through reading responses, practical writing, presentations, discussions, media projects, and collaborative activities.



These strategies ensure that students develop strong literacy skills, communication confidence, critical thinking, and the ability to communicate effectively in college, workplace, community, and everyday contexts.

Instructional Approaches

Teaching and learning in ENG4C at Inukshuk Academy a wide range of strategies to ensure students develop strong literacy, communication, practical thinking, and confidence in applying English skills to academic, workplace, and real-world contexts. Instruction is guided by the literacy, communication, and inquiry-based principles outlined in the Ontario Curriculum.

a. Inquiry-Based and Experiential Learning

Students learn English most effectively through reading, writing, discussion, research, revision, and active engagement with texts and real-world communication tasks. Lessons regularly include guided reading, text analysis, writing workshops, presentations, workplace communication tasks, media analysis, and practical literacy activities.

Examples include:

- Analyzing themes, main ideas, perspectives, and author's purpose through discussion and written response;
- Exploring persuasion and media influence through advertisements, news articles, digital media, and public communication;
- Developing practical written communication using evidence, examples, clear organization, and appropriate tone;
- Conducting inquiry projects connected to identity, community, workplace communication, social issues, and media literacy.

b. Multiple Representations of Concepts

Students encounter English concepts through a combination of:

- Literary, informational, workplace, graphic, and media texts;
- Oral discussions, presentations, interviews, and collaborative activities;
- Written responses, reports, summaries, opinion pieces, reflections, and workplace documents;
- Visual and digital media analysis;
- Graphic organizers, annotations, planning templates, and guided literacy activities.

This approach supports deeper understanding of language, communication, and practical literacy while helping students connect ideas across written, oral, visual, and digital forms.



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, edit, and publish written work;
- Create presentations and media texts;
- Analyze digital and social media content;
- Collaborate on discussions, peer review, 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, citation 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 themes, perspectives, ideas, and interpretations;
- Analyze and interpret texts;
- Share peer feedback during the writing and revision process;
- Participate in discussions, presentations, interviews, and group activities;
- Complete inquiry, research, and media analysis activities collaboratively.

Collaborative learning supports communication skills, critical thinking, confidence, 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 tasks for advanced learners;
- Visual, oral, written, and multimedia learning opportunities;
- Guided instruction, conferencing, and targeted support for students requiring additional assistance.

f. Explicit Teaching of Literacy and Communication Skills

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



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

Assessment and Evaluation

Assessment in ENG4C 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, conferencing, and concept checks;
- Readiness activities related to practical communication, media literacy, research, citation, and workplace-style writing.

b. Assessment as Learning (Formative)

- Reading journals, annotations, 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 practical communication tasks;
- Literary and informational text response assignments;
- Unit tests on reading, writing, media studies, and communication concepts;
- Oral presentations, discussions, interviews, and speeches;
- Media analysis and media creation projects;
- Research assignments and workplace-style writing 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 text forms, vocabulary, communication strategies, media conventions, writing structures, literary concepts, and language techniques.

Thinking (25 percent)

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

Communication (25 percent)

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

Application (25 percent)

Application of literacy, communication, and analytical skills to text interpretation, media analysis, research, workplace communication, real-world tasks, 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, workplace communication, and/or media studies expectations. Examples may include:

- Practical writing portfolio or final written response;
- Media campaign or digital communication project;
- Research presentation on a social, workplace, cultural, or community issue;
- Portfolio, seminar, interview, or multimedia inquiry assignment.

2. Final Examination (15–20 percent)

A proctored examination assessing reading comprehension, written communication, media literacy, critical thinking, practical writing, 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 ENG4C emphasize:

- Inquiry-based learning through guided reading, discussion, writing workshops, practical communication tasks, research activities, and media analysis;
- Conceptual understanding supported by real-world academic, workplace, community, social, and media contexts;
- Practical investigation of language, communication, identity, culture, audience, purpose, tone, and representation;
- Multiple representations of ideas, including written responses, reports, presentations, annotations, media texts, graphic organizers, workplace documents, and written reflections;



- Collaboration through peer editing, group discussions, presentations, interviews, literature circles, and inquiry activities;
- Technology integration in research, drafting, revision, digital annotation, media creation, presentations, and collaborative learning.

This approach ensures students engage meaningfully with language, texts, and media while developing transferable literacy, communication, critical-thinking, workplace, and college-preparation skills.

Course Learning Resources

Students will engage with a variety of English learning materials, both digital and print, selected to support practical reading, effective writing, oral communication, media literacy, inquiry, and real-world communication.

a. Primary Resources

- Teacher-created notes, lessons, writing workshops, reading guides, and practice activities;
- Novels, short stories, poetry, articles, speeches, reports, workplace texts, and informational texts;
- Media texts including films, advertisements, podcasts, news articles, websites, social media, and digital media;
- Grammar, vocabulary, MLA citation, workplace writing, and communication reference materials;
- *Ontario Curriculum, Grades 11–12 English: (2007) [2]*

b. Digital Tools and Platforms

- Online research databases and digital libraries;
- Word processing, editing, and presentation software;
- Digital annotation, citation, and grammar-support tools;
- Collaborative learning platforms and discussion tools;
- Multimedia and media creation applications for presentations, videos, podcasts, and visual texts.

c. Supplementary Resources

- Canadian, Indigenous, and international literary and informational works from diverse perspectives and cultures;
- Articles, documentaries, podcasts, and multimedia texts related to workplace, social, cultural, community, and global issues;
- Writing exemplars, workplace communication models, literacy practice resources, and examination preparation materials;
- Real-world media, communication, digital literacy, and cultural representation case studies;



- Research materials related to language, identity, media, culture, community issues, workplace communication, and contemporary topics.

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>.

