



INUKSHUK ACADEMY

Course code: **English (ENG4U)**

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

Prerequisite: **English (ENG3U)**

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

Last Update: **Inukshuk Academy 2026**

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Course Description

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

1. Course Rationale

English is fundamental to students' intellectual, social, cultural, and academic development. ENG4U strengthens students' advanced literacy, communication, critical thinking, and analytical skills through the study of complex literary, informational, graphic, and media texts. The course prepares students for university-level study by emphasizing independent interpretation, academic writing, research, and thoughtful engagement with diverse perspectives.

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

- Develop a deeper understanding of literary forms, rhetorical strategies, stylistic devices, and communication techniques;
- Analyze complex texts and evaluate ideas, perspectives, themes, and authorial choices using evidence-based reasoning;
- Strengthen academic writing skills through literary analysis, research, argumentation, revision, and formal citation;
- Refine oral communication and presentation skills for academic, professional, and real-world contexts;
- Explore how language, literature, and media shape identity, culture, power, society, and global citizenship;
- Build critical literacy skills needed to interpret, evaluate, and create texts with clarity, precision, and purpose.

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

2. Overall Curriculum Expectations

The Ontario Curriculum organizes ENG4U 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, evaluate, and respond appropriately in academic, professional, and real-world contexts;
- Use speaking skills and strategies to communicate ideas clearly and persuasively for different audiences and purposes;
- Participate effectively in discussions, seminars, presentations, debates, and oral interpretation activities;
- Analyze oral texts and spoken arguments for purpose, structure, tone, and effectiveness;
- 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 complex literary, informational, and graphic texts from a variety of periods, cultures, and perspectives;
- Analyze themes, characters, conflicts, symbols, rhetorical strategies, and stylistic elements in challenging texts;
- Evaluate how form, structure, language, and authorial choices contribute to meaning;
- Support interpretations with precise textual evidence and logical reasoning;
- Reflect on their development as critical readers and identify strategies that support deeper interpretation.

c. Writing

Students will:

- Generate, gather, organize, and refine ideas for a variety of academic, analytical, creative, and research-based writing tasks;
- Draft, revise, edit, and publish polished written work for specific audiences and purposes;
- Develop clear thesis statements and well-supported arguments using relevant evidence and formal citation;
- Use appropriate form, style, tone, voice, organization, grammar, and language conventions;
- Reflect on the writing process and apply feedback to improve clarity, precision, and sophistication.

d. Media Studies

Students will:

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



- Analyze media forms, conventions, techniques, bias, representation, and persuasive strategies;
- Evaluate how media influences identity, culture, public opinion, consumer behaviour, and social change;
- Create media texts for different audiences and purposes using appropriate forms, conventions, and technologies;
- Reflect on their strengths and strategies as media interpreters and creators.

3. Learning Goals for Students

By the end of ENG4U, students will be able to:

- Analyze complex literary, informational, graphic, and media texts using critical thinking, close reading, and evidence-based reasoning;
- Interpret themes, symbols, characters, rhetorical strategies, stylistic devices, and authorial choices in texts from diverse periods, cultures, and perspectives;
- Develop clear, organized, and sophisticated written work for academic, analytical, creative, and research-based purposes;
- Construct strong thesis statements and support arguments with precise textual evidence, logical reasoning, and proper citation;
- Communicate ideas effectively through oral presentations, seminars, discussions, written responses, essays, and media texts;
- Use language conventions, vocabulary, tone, voice, and style with clarity, precision, and maturity;
- Evaluate how language, literature, and media shape identity, culture, power, society, and global citizenship.

Course Structure and Instructional Units

Unit	Description	Hours
Unit 1: Foundations of Critical Reading and Academic Writing	Close reading, literary analysis, thesis development, textual evidence, paragraph structure, academic style	20 hours
Unit 2: Poetry and Short Texts	Imagery, symbolism, voice, structure, literary techniques, short fiction, non-fiction, comparative analysis	15 hours
Unit 3: Shakespearean Drama	Study of <i>Hamlet</i> or equivalent drama; tragedy, character analysis, soliloquies, performance, persuasive analysis	25 hours
Unit 4: Novel Study	Study of <i>The Wars</i> or selected novel; theme, character, narrative structure, historical context, research-supported essay	30 hours
Unit 5: Media and Rhetoric	Media representation, bias, rhetorical appeals, persuasion, audience, purpose, multimedia composition	12 hours



Culminating Task	Independent study, research portfolio, literary/media inquiry, or oral presentation	5 hours
Final Exam	Proctored examination	3 hours
Total		110 hours

4. Course Structure, Unit Overview and Instructional Plan

1. Unit 1: Foundations of Critical Reading and Academic Writing

Approx. Hours: 20

a. Unit Overview

This introductory unit strengthens the advanced reading, writing, and analytical skills students require for success in ENG4U. Students review close reading strategies, annotation, thesis development, paragraph structure, textual evidence, academic tone, grammar, and formal writing conventions.

Emphasis is placed on developing precise literary interpretation, constructing clear arguments, and communicating ideas using evidence-based reasoning. Students also begin refining the academic habits required for university-level English, including revision, citation, and independent critical inquiry.

b. Key Learning Goals

Students will:

- Apply close reading strategies to analyze literary and informational texts;
- Develop clear, arguable thesis statements;
- Use textual evidence effectively to support interpretation;
- Organize analytical paragraphs and essays using appropriate academic structure;
- Apply grammar, style, and revision strategies to improve clarity and precision.

c. Sample Learning and Assessment Activities

- Close reading and annotation exercises;
- Thesis development workshops;
- Analytical paragraph writing tasks;
- Peer editing and revision activities;
- Diagnostic writing task, literary response, grammar review, and short analytical assignment.



2. Unit 2: Poetry and Short Texts

Approx. Hours: 15

a. Unit Overview

Students investigate poetry, short fiction, essays, speeches, and other short texts to develop deeper understanding of imagery, symbolism, voice, structure, tone, and literary technique. Students analyze how writers use concise language and stylistic choices to shape meaning and influence readers.

The unit encourages interpretation, discussion, creative response, and formal analysis while strengthening students' ability to support insights with precise textual evidence.

b. Key Learning Goals

Students will:

- Analyze imagery, symbolism, tone, voice, and structure in poetry and short texts;
- Explain how literary and rhetorical devices contribute to meaning;
- Compare themes and stylistic choices across texts;
- Develop concise written interpretations supported by evidence;
- Communicate personal and critical responses to literature clearly.

c. Sample Learning and Assessment Activities

- Poetry annotation and explication tasks;
- Short story and non-fiction analysis;
- Comparative response assignments;
- Oral reading or performance interpretation;
- Poetry explication, reading journal, creative response, quizzes, and unit assessment.

3. Unit 3: Shakespearean Drama

Approx. Hours: 25

a. Unit Overview

Students engage in the study of *Hamlet* or an equivalent Shakespearean drama. The unit focuses on tragedy, character development, dramatic structure, soliloquies, imagery, conflict, moral decision-making, and historical context. Students examine how Shakespeare's language and dramatic techniques communicate complex ideas about identity, power, action, loyalty, corruption, and human experience.

Students also develop oral communication skills through discussion, performance, seminar activities, and analytical presentations.



b. Key Learning Goals

Students will:

- Analyze Shakespearean language, dramatic structure, and tragic conventions;
- Interpret character development, conflict, theme, and symbolism;
- Evaluate how performance choices affect meaning;
- Support literary arguments with precise textual evidence;
- Communicate interpretations through discussion, performance, and formal writing.

c. Sample Learning and Assessment Activities

- Soliloquy and passage analysis;
- Character journals and thematic discussion tasks;
- Scene performance or dramatic interpretation;
- Seminar or debate on major themes;
- Shakespeare analytical essay, performance task, quizzes, and unit test.

4. Unit 4: Novel Study

Approx. Hours: 30

a. Unit Overview

Students complete an in-depth study of *The Wars* or another selected novel appropriate for ENG4U. The unit emphasizes theme, character development, narrative structure, symbolism, historical and cultural context, point of view, and authorial style.

Students develop research-supported literary arguments and refine formal essay writing through planning, drafting, conferencing, revision, and editing. The unit also supports independent reading, seminar discussion, and critical interpretation of complex texts.

b. Key Learning Goals

Students will:

- Analyze themes, characters, narrative structure, and literary style in a novel;
- Interpret historical, cultural, and social contexts within literature;
- Develop research-supported literary arguments;
- Use quotations and secondary sources effectively and ethically;
- Write a polished literary essay using formal academic conventions.



c. Sample Learning and Assessment Activities

- Reading journals and quotation analysis;
- Character and theme tracking activities;
- Socratic seminars and literature circles;
- Research and essay-writing workshops;
- Major literary essay, seminar assessment, reading responses, and unit test.

5. Unit 5: Media and Rhetoric

Approx. Hours: 12

a. Unit Overview

Students examine how media texts communicate messages, construct meaning, and influence audiences. The unit explores rhetoric, bias, representation, audience targeting, persuasive techniques, digital communication, and cultural messaging.

Students analyze media forms such as advertisements, speeches, films, news media, podcasts, websites, and social media. They also create their own media text using appropriate techniques for a specific audience and purpose.

b. Key Learning Goals

Students will:

- Analyze media texts for purpose, audience, bias, and representation;
- Identify rhetorical appeals and persuasive techniques;
- Evaluate how media shapes identity, culture, and public opinion;
- Create media texts using appropriate forms, conventions, and technologies;
- Reflect on media choices and explain how meaning is constructed.

c. Sample Learning and Assessment Activities

- Advertisement and media deconstruction tasks;
- Rhetorical analysis of speeches or campaigns;
- Film, podcast, or digital media analysis;
- Media creation project with written rationale;
- Media analysis assignment, presentation, project, and reflection.

Culminating Task

Approx. Hours: 5

Students complete an independent study, research portfolio, literary inquiry, media project, or oral presentation integrating multiple strands of the course. The culminating task emphasizes critical



thinking, independent interpretation, academic research, communication, and application of English skills to complex texts and real-world issues.

Final Exam

Approx. Hours: 3

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

Teaching and Learning Strategies

Instruction in ENG4U is grounded in the literacy, communication, critical thinking, and inquiry processes identified in the Ontario Curriculum. These processes guide lesson design, assessment, and classroom interaction to ensure students develop advanced reading, writing, oral communication, and media literacy skills. Teaching strategies emphasize critical inquiry, close reading, discussion, revision, collaboration, and the thoughtful application of language skills to academic and real-world contexts.

- **Critical inquiry and interpretation:** Students engage with complex literary, informational, and media texts by asking questions, developing interpretations, analyzing evidence, and evaluating multiple perspectives.
- **Close reading and textual analysis:** Learners examine language, structure, imagery, symbolism, rhetoric, character development, and theme to understand how writers and creators construct 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, research methods, digital tools, citation practices, and presentation techniques to complete academic and creative tasks effectively.
- **Connecting:** Students connect texts to personal experience, other texts, historical and cultural contexts, social issues, and global perspectives while developing critical literacy.
- **Representing:** Learners communicate understanding through essays, discussions, presentations, seminars, media texts, annotations, graphic organizers, and creative responses.
- **Communicating:** Students articulate ideas clearly in written, oral, visual, and digital forms through literary analysis, research writing, presentations, discussions, debates, and media projects.



These strategies ensure that students develop strong literacy skills, academic confidence, critical thinking, and the ability to communicate effectively in university, professional, and real-world contexts.

Instructional Approaches

Teaching and learning in ENG4U at Inukshuk Academy a wide range of strategies to ensure students develop strong literacy, communication, analytical thinking, and confidence in applying English skills to academic, professional, 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 ideas. Lessons regularly include close reading, literary analysis, seminars, writing workshops, research tasks, media analysis, and real-world communication activities.

Examples include:

- Analyzing literary themes, character development, symbolism, and authorial choices through discussion and written response;
- Exploring rhetoric, persuasion, and media influence through speeches, advertisements, digital media, and cultural texts;
- Developing literary and research-based arguments using evidence, citation, and academic reasoning;
- Conducting inquiry projects connected to literature, identity, culture, power, social issues, and global perspectives.

b. Multiple Representations of Concepts

Students encounter English concepts through a combination of:

- Literary, informational, graphic, and media texts;
- Oral discussions, seminars, presentations, and debates;
- Written responses, essays, research tasks, and creative pieces;
- Visual and digital media analysis;
- Annotations, graphic organizers, quotation tracking, and textual analysis activities.

This approach supports deeper understanding of language, interpretation, and critical 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 and databases;
- 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 literary themes, perspectives, and interpretations;
- Analyze and interpret complex texts;
- Share peer feedback during the writing and revision process;
- Participate in seminars, debates, presentations, and literature circles;
- 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 analysis 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, close reading, and critical analysis;
- Academic, analytical, creative, and research-based writing processes;
- Oral communication, discussion, seminar, 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 ENG4U 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, literary analysis, writing skills, grammar, 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 close reading, media literacy, research, citation, and academic 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, seminars, literature circles, 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, debates, 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, rhetorical techniques, and language devices.

Thinking (25 percent)

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

Communication (25 percent)

Clarity, organization, style, voice, 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, real-world communication, academic 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, and/or media studies expectations. Examples may include:

- Literary analysis or comparative essay project;
- Independent study presentation or research portfolio;
- Media campaign or rhetorical analysis project;
- Seminar, portfolio, or multimedia inquiry assignment.

2. Final Examination (15–20 percent)

A proctored examination assessing reading comprehension, literary analysis, written communication, media literacy, critical thinking, academic 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 ENG4U emphasize:

- Inquiry-based learning through close reading, literary discussion, writing workshops, research tasks, and media analysis;
- Conceptual understanding supported by real-world academic, cultural, social, and media contexts;
- Critical investigation of literature, rhetoric, language, identity, culture, power, and representation;
- Multiple representations of ideas, including essays, discussions, presentations, annotations, media texts, graphic organizers, and written reflections;
- Collaboration through seminars, peer editing, group discussions, literature circles, presentations, and inquiry activities;
- Technology integration in research, drafting, revision, digital annotation, media creation, presentations, and collaborative learning.

This approach ensures students engage deeply with literature, language, and media while developing transferable literacy, communication, critical-thinking, research, and university-preparation skills.

Course Learning Resources

Students will engage with a variety of English learning materials, both digital and print, selected to support critical reading, academic writing, oral communication, media literacy, inquiry, and independent study.

a. Primary Resources

- Teacher-created notes, lessons, writing workshops, reading guides, and practice activities;
- Novels, drama, poetry, short stories, essays, speeches, and informational texts;
- Media texts including films, advertisements, podcasts, news articles, websites, and digital media;
- Grammar, vocabulary, MLA citation, and academic writing 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 works from diverse perspectives and cultures;
- Articles, journals, documentaries, podcasts, and multimedia texts related to social, cultural, historical, and global issues;
- Writing exemplars, essay models, literacy practice resources, and examination preparation materials;
- Real-world media, rhetoric, communication, and cultural representation case studies;
- Research materials related to literature, language, identity, media, culture, power, 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>.