



INUKSHUK ACADEMY

Course code: **English (ENL1W)**

Course Type: **De-streamed**

Prerequisite: **None**

Curriculum basis: **Ontario Curriculum, Grades 9–12:
English (Revised 2007)**

Last Update: **Inukshuk Academy 2026**

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Course Description

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

1. Course Rationale

English is fundamental to students' academic, social, cultural, and personal development. ENL1W strengthens students' literacy, communication, critical thinking, and creative expression through the study of literary, informational, graphic, and media texts. The course builds a strong foundation in reading, writing, oral communication, and media literacy while preparing students for success in future secondary English courses.

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

- Develop stronger comprehension and interpretation skills for a variety of fiction, non-fiction, poetry, drama, graphic, and media texts;
- Analyze ideas, themes, characters, perspectives, audience, purpose, and communication techniques using evidence and clear reasoning;
- Strengthen writing skills through paragraphs, essays, narratives, reflections, reports, and media texts;
- Refine oral communication and presentation skills for academic, collaborative, and real-world contexts;
- Explore how language, literature, and media influence identity, culture, relationships, community, and society;
- Build critical literacy and media awareness needed to evaluate information and communicate effectively.

The course fosters literacy, creativity, communication, collaboration, and critical-thinking skills essential for success in secondary school, future academic pathways, workplace readiness, and lifelong learning.

2. Overall Curriculum Expectations

The Ontario Curriculum organizes ENL1W into four major strands. The following expectations are paraphrased for clarity and alignment with Inukshuk Academy's course design.



a. Literacy Connections and Applications

Students will:

- Make connections between texts, personal experiences, communities, cultures, and real-world issues;
- Apply literacy skills across a variety of subject areas, contexts, and communication situations;
- Develop strategies for reading, writing, speaking, listening, viewing, and representing;
- Use language and communication skills to support learning, collaboration, and participation in school and community life;
- Reflect on their literacy strengths, needs, interests, and growth as learners.

b. Foundations of Language

Students will:

- Develop knowledge of vocabulary, grammar, sentence structure, spelling, punctuation, and language conventions;
- Apply reading strategies to understand literary, informational, graphic, and media texts;
- Use writing strategies to plan, draft, revise, edit, and publish clear and organized work;
- Communicate ideas using appropriate tone, style, voice, and structure for different audiences and purposes;
- Strengthen fluency, accuracy, and confidence in oral, written, and visual communication.

c. Comprehension: Understanding and Responding to Texts

Students will:

- Read, listen to, view, and respond to a variety of literary, informational, graphic, cultural, and media texts;
- Identify main ideas, supporting details, themes, perspectives, text features, and author's purpose;
- Analyze how language, structure, form, and stylistic choices create meaning;
- Support interpretations and opinions using relevant evidence from texts;
- Compare texts and make meaningful connections to identity, culture, society, and real-world issues.

d. Composition: Expressing Ideas and Creating Texts

Students will:

- Generate, organize, and develop ideas for a variety of written, oral, visual, and media texts;
- Create texts for different purposes and audiences, including narratives, paragraphs, reports, reflections, presentations, and media products;



- Use the writing and creative process to plan, draft, revise, edit, and publish work;
- Apply language conventions, vocabulary, structure, and style to communicate clearly and effectively;
- Use feedback, self-assessment, and reflection to improve communication and strengthen independence as learners.

3. Learning Goals for Students

By the end of **ENL1W**, students will be able to:

- Read, view, listen to, and respond to a variety of literary, informational, graphic, cultural, and media texts;
- Identify and explain main ideas, themes, characters, perspectives, text features, and author's purpose;
- Use reading strategies to make connections, ask questions, draw conclusions, and support interpretations with evidence;
- Develop clear, organized, and purposeful written, oral, visual, and media texts for different audiences and purposes;
- Apply the writing process, including planning, drafting, revising, editing, and publishing;
- Communicate ideas effectively through discussions, presentations, written responses, creative texts, and media products;
- Use vocabulary, grammar, spelling, punctuation, sentence structure, tone, and style with increasing accuracy and confidence;
- Reflect on personal literacy growth and use feedback to strengthen communication skills.

Unit	Description	Hours
Unit 1: Foundations of Literacy and Communication	Reading strategies, paragraph structure, grammar review, vocabulary development, oral communication, audience and purpose	20
Unit 2: Narrative and Creative Expression	Short stories, personal narratives, descriptive writing, character, setting, conflict, voice, creative response	20
Unit 3: Informational and Persuasive Texts	Articles, speeches, opinion writing, main idea, supporting details, bias, argument, evidence, point of view	20
Unit 4: Media Literacy and Digital Communication	Media forms, advertisements, social media, audience, purpose, representation, digital citizenship, media creation	18
Unit 5: Literary Study and Response	Novel, drama, poetry, theme, character development, symbolism, literary response, discussion, presentation	22
Culminating Task	Integrated reading, writing, oral communication, and media performance task	5
Final Exam	Proctored examination	5
Total		110



4. Course Structure, Unit Overview and Instructional Plan

1. Unit 1: Foundations of Literacy and Communication

Approx. Hours: 20

a. Unit Overview

This unit introduces students to foundational literacy and communication skills for Grade 9 English. Students strengthen reading comprehension, paragraph development, vocabulary, grammar, sentence structure, active listening, and oral communication skills. Emphasis is placed on helping students communicate clearly, organize ideas effectively, and understand audience, purpose, tone, and voice.

Students also begin developing confidence in reading, writing, speaking, listening, viewing, and representing across a variety of school and real-world contexts.

b. Key Learning Goals

Students will:

- Apply reading strategies to understand literary, informational, graphic, and media texts;
- Develop organized paragraphs and clear written responses;
- Use vocabulary, grammar, spelling, punctuation, and sentence structure with increasing accuracy;
- Identify audience, purpose, tone, and main ideas in texts;
- Communicate ideas clearly in oral, written, visual, and collaborative formats.

c. Sample Learning and Assessment Activities

- Reading comprehension and annotation activities;
- Paragraph writing and grammar review tasks;
- Vocabulary-building exercises;
- Oral communication and group discussion activities;
- Diagnostic reading and writing tasks, grammar quizzes, written responses, and communication assignments.

2. Unit 2: Narrative and Creative Expression

Approx. Hours: 20

a. Unit Overview

In this unit, students explore narrative and creative forms of communication through short stories, personal narratives, descriptive writing, and creative responses. Students examine how writers use character, setting, conflict, plot, point of view, dialogue, and voice to develop meaning and engage readers.



Students also create their own narrative texts while applying the writing process, including planning, drafting, revising, editing, and publishing.

b. Key Learning Goals

Students will:

- Analyze narrative elements such as character, setting, conflict, plot, point of view, and theme;
- Identify how authors use descriptive language, dialogue, and voice to create meaning;
- Develop personal and creative writing for specific purposes and audiences;
- Apply the writing process to improve organization, clarity, and style;
- Share and reflect on creative work through discussion, peer feedback, and revision.

c. Sample Learning and Assessment Activities

- Short story analysis and response tasks;
- Personal narrative and descriptive writing workshops;
- Character, setting, and conflict mapping activities;
- Peer editing and revision tasks;
- Creative writing assignment, reading responses, oral sharing, and unit assessment.

3. Unit 3: Informational and Persuasive Texts

Approx. Hours: 20

a. Unit Overview

Students read, analyze, and create informational and persuasive texts, including articles, speeches, opinion pieces, reports, advertisements, and public messages. The unit focuses on main idea, supporting details, audience, purpose, point of view, bias, argument, evidence, and persuasive techniques.

Students develop their ability to evaluate information, construct supported opinions, and communicate ideas clearly and responsibly.

b. Key Learning Goals

Students will:

- Identify main ideas, supporting details, point of view, and author's purpose;
- Analyze persuasive techniques, bias, and the use of evidence;
- Compare informational and persuasive texts from different contexts;
- Develop organized opinion and informational writing;
- Support ideas with relevant examples, details, and evidence.



c. Sample Learning and Assessment Activities

- Article and speech analysis activities;
- Persuasive technique and bias identification tasks;
- Opinion paragraph and short report writing;
- Debate, discussion, and presentation activities;
- Informational response, persuasive writing task, media comparison, quizzes, and unit assessment.

4. Unit 4: Media Literacy and Digital Communication

Approx. Hours: 18

a. Unit Overview

Students examine how media texts communicate messages and influence audiences. The unit explores advertisements, social media, film clips, news media, websites, images, sound, design, digital citizenship, audience targeting, representation, credibility, and bias.

Students critically analyze media messages and create their own media products using appropriate forms, conventions, and digital tools.

b. Key Learning Goals

Students will:

- Analyze media texts for purpose, audience, message, bias, and representation;
- Identify how images, sound, language, and design influence meaning;
- Evaluate the credibility and reliability of digital information;
- Create media texts using appropriate forms, conventions, and technologies;
- Reflect on responsible digital communication and media influence.

c. Sample Learning and Assessment Activities

- Advertisement and social media analysis;
- News and website credibility evaluation;
- Film, image, or podcast analysis;
- Digital media creation project with reflection;
- Media analysis assignment, presentation, project, and unit assessment.

5. Unit 5: Literary Study and Response

Approx. Hours: 22



a. Unit Overview

Students engage in the study of longer literary texts such as a novel, drama, poetry collection, or selected literary works. The unit focuses on theme, character development, conflict, symbolism, setting, point of view, and author's craft.

Students develop evidence-based literary responses and participate in discussions and presentations that strengthen comprehension, interpretation, and communication skills.

b. Key Learning Goals

Students will:

- Analyze themes, characters, conflict, symbolism, and author's craft;
- Interpret texts using evidence and personal response;
- Develop organized literary responses and analytical paragraphs;
- Compare ideas, perspectives, and experiences across texts;
- Communicate literary understanding through discussion, writing, and presentation.

c. Sample Learning and Assessment Activities

- Novel or drama study discussions;
- Reading journals and quotation analysis;
- Character and theme tracking activities;
- Literary response and paragraph-writing workshops;
- Reading journals, analytical responses, presentations, quizzes, and unit assessment.

Culminating Task

Approx. Hours: 5

Students complete an integrated reading, writing, oral communication, and/or media performance task demonstrating achievement of major course expectations. The culminating task may include a literacy portfolio, literary response project, media product, oral presentation, or inquiry-based assignment.

Final Exam

Approx. Hours: 5

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



Instructional Approaches

Teaching and learning in ENL1W at Inukshuk Academy a variety of instructional strategies designed to help students develop strong literacy, communication, critical thinking, creativity, and confidence as readers, writers, speakers, listeners, viewers, and creators. Instruction is guided by the literacy, communication, and inquiry-based principles outlined in the Ontario Curriculum for Grade 9 English.

a. Inquiry-Based and Experiential Learning

Students learn English most effectively through reading, writing, discussion, inquiry, reflection, and active engagement with texts and ideas. Lessons regularly include guided reading, writing workshops, collaborative discussions, presentations, media analysis, creative tasks, and real-world communication activities.

Examples include:

- Analyzing themes, characters, main ideas, and author's purpose through discussion and written response;
- Exploring media influence and persuasive communication through advertisements, social media, news, and digital texts;
- Developing supported opinions and written responses using evidence and clear reasoning;
- Creating narrative, informational, persuasive, oral, visual, and media texts connected to identity, culture, community, and real-world issues.

b. Multiple Representations of Concepts

Students encounter English concepts through a combination of:

- Literary, informational, graphic, cultural, and media texts;
- Oral discussions, presentations, group tasks, and listening activities;
- Written responses, paragraphs, narratives, reflections, reports, and creative writing;
- Visual and digital media analysis;
- Graphic organizers, annotations, planning templates, and guided literacy activities.

This approach supports deeper understanding of language, communication, 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, creativity, and media literacy. Technology is used to:

- Access and analyze digital texts and media;
- Draft, revise, edit, and publish written work;
- Create presentations, visual texts, and media products;



- Conduct guided research using credible sources;
- Collaborate on discussions, peer feedback, and inquiry activities;
- Develop responsible digital communication skills.

Examples include word processing software, presentation platforms, collaborative learning tools, digital annotation tools, online research resources, grammar-support 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 respond to texts;
- Share peer feedback during the writing and revision process;
- Participate in presentations, group discussions, literature circles, and media activities;
- Complete inquiry and communication tasks collaboratively.

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

e. Differentiated Instruction

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

- Scaffolded reading and writing activities;
- Graphic organizers and guided literacy tasks;
- Enrichment and extension 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 Scientific Investigation Skills

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

- Reading comprehension, fluency, and critical analysis;
- Vocabulary, grammar, spelling, punctuation, and sentence structure;
- Writing processes for narrative, informational, persuasive, creative, and reflective texts;
- Oral communication, listening, discussion, and presentation skills;
- Media literacy and responsible digital communication;
- Communicating ideas clearly and effectively using appropriate language conventions, tone, style, and terminology.



Assessment and Evaluation

Assessment in ENL1W 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, vocabulary, grammar, and oral communication abilities;
- Diagnostic writing tasks and reading responses to identify literacy strengths and areas for growth;
- Informal observations, discussions, conferences, and concept checks;
- Readiness activities related to reading strategies, media literacy, paragraph writing, creative writing, and communication skills.

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, group activities, and inquiry tasks;
- Practice presentations, writing workshops, vocabulary activities, and media analysis exercises.

c. Assessment of Learning (Summative)

- Written responses, paragraphs, narratives, reports, reflections, and media texts;
- Unit tests or quizzes on reading, writing, media studies, and communication concepts;
- Oral presentations, discussions, and collaborative communication tasks;
- Media analysis and media creation projects;
- Literary response assignments and inquiry-based 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, literary concepts, media conventions, writing structures, and language conventions.



Thinking (25 percent) Use of critical and creative thinking skills to interpret texts, develop ideas, analyze perspectives, organize information, make connections, conduct inquiry, and support responses with evidence.

Communication (25 percent) Clarity, organization, style, voice, grammar, conventions, oral expression, and effectiveness in communicating ideas through written, oral, visual, creative, and media forms.

Application (25 percent) Application of literacy, communication, and analytical skills to reading comprehension, writing tasks, media analysis, oral communication, real-world contexts, and interdisciplinary learning.

e. Final Evaluation (30 percent)

The final evaluation consists of:

1. Culminating Performance Task (10–15 percent)

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

- Literary response or comparative text project;
- Media creation or persuasive communication project;
- Portfolio demonstrating reading, writing, and communication growth;
- Oral presentation, creative project, or multimedia inquiry assignment.

2. Final Examination (15–20 percent)

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

3. Summary of Achievement Levels and Percentage Grade Ranges

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

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



60–69%	Level 2	Demonstrates a moderate level of achievement. Performance is below but approaching the provincial standard.
50–59%	Level 1	Demonstrates a passable level of achievement. Performance is significantly below the provincial standard. Further improvement is required for continued success.
Below 50%	Level 0	Insufficient achievement. Curriculum expectations have not been met. A credit will not be granted.

Academic Honesty and Integrity Policy

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

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

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

1. Improper Citation

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

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

2. Unaccredited Paraphrasing

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

Grade Level	First Instance	Subsequent Instances
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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 ENL1W emphasize:

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



This approach ensures students engage meaningfully with language, texts, and media while developing transferable literacy, communication, collaboration, creativity, and critical-thinking skills essential for secondary school 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, reading guides, and practice activities;
- Novels, short stories, poetry, drama, essays, articles, graphic texts, and informational texts;
- Media texts including articles, advertisements, speeches, films, websites, social media, podcasts, and digital media;
- Grammar, vocabulary, citation, reading strategies, and writing reference materials;
- Ontario Curriculum, Grade 9: English, ENL1W.

b. Digital Tools and Platforms

c. Supplementary Resources

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