



ENG4U - English, Grade 12, University Preparation

Credit Value: 1.0

Type: University

Prerequisite: ENG3U

Department: English		Teacher: Ms. Della Mea
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.	

Unit Title	Unit Name	Time Allocation
1	The University Toolbox Description: Through a combination of workshops, and practical exercises, students will develop a robust set of academic skills. The unit aims to build confidence and competence in navigating the demands of university level coursework, fostering independent learning, promoting academic integrity, as well as effective methods for the use of AI. Summative Evaluation: <i>Formatting A Works Cited Page Task, Personal Comparative Essay</i>	18 hours
2	Literary Criticism Description: Students explore the diverse landscape of literary criticism and perspectives. From formalist to feminist approaches, students learn to dissect and analyze literature through different lenses, enhancing their ability to engage with and interpret texts critically. Summative Evaluation: <i>Applying The Theories Assignment, Literary Criticism Multimedia Presentation</i>	20 hours
3	Dystopian Novel Study Description: Students have the opportunity to select a novel from a curated dystopian novel list. This unit emphasizes independent reading and analysis, encouraging students to explore diverse narratives and hone their skills in interpreting and evaluating complex literary works. Summative Evaluation: <i>Research Author Assignment, The Dystopian Novel: A Critical Analysis</i>	18 hours
Midterm		
4	Media Studies Description: This unit focuses on the dynamic world of media, analyzing the	16 hours

	themes of censorship and manipulation. Students critically examine how information is presented, consumed, and controlled in various media forms, fostering a deep understanding of the role media plays in shaping societal narratives. Summative Evaluation: <i>Deconstructing The Media Task, Dystopian Novel Media Literacy Assignment</i>	
5	Poetry & Origins of English Description: Exploring the rich tapestry of poetry, this unit delves into the historical and linguistic roots of the English language. Students engage with poetic forms, styles, and the evolution of language, deepening their appreciation for the intricate connection between language and artistic expression. Summative Evaluation: <i>Poetry Analysis Assignment</i>	8 hours
6	Drama: Hamlet (Shakespeare) Description: Through the lens of Shakespeare's <i>Hamlet</i>, students navigate the intricacies of parallel plots in dramatic literature. This unit combines literary analysis with a close examination of theatrical elements, fostering a comprehensive understanding of both the written and performed aspects of drama. Summative Evaluation: <i>Monologue Assignment, King Lear Test, Dystopian Novel Test</i>	20 hours
CPT	Culminating Performance Task	10 hours
Total Hours		110 hours

Assessment & Evaluation:

Category Weightings	Description	Weight	Final Summative Assessments	Grade Distribution
Knowledge	Demonstrates understanding of content (e.g., literary forms, text structures, stylistic devices) and concepts (e.g., themes, perspectives, language conventions) from literary, informational, and media texts studied.	20%	Term Work	70%
Thinking	Uses critical and creative thinking skills and processes to analyze texts, develop interpretations, and construct arguments. Demonstrates planning, research, and inquiry skills in the development of written, oral, and media works.	30%	CPT	30%
Application	Communicates ideas and information clearly and effectively in oral, written, and visual forms. Uses appropriate language conventions, stylistic techniques, and formatting for various audiences and purposes.	20%		
Communication	Applies knowledge of language conventions, literary devices, and critical approaches in new contexts. Transfers skills to produce well-organized essays,	30%		

	presentations, and creative compositions that show insight and depth of understanding.	
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Overall Curriculum Expectations:

Curriculum Policy Document: https://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf	
A. ORAL COMMUNICATION	
A1.	Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
A2.	Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
A3.	Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.
B. READING AND LITERATURE STUDIES	
B1.	Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning.
B2.	Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.
B3.	Reading With Fluency: use knowledge of words and cueing systems to read fluently.
B4.	Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
C. WRITING	
C1.	Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience.
C2.	Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience.
C3.	Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.
C4.	Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.
D. MEDIA STUDIES	
D1.	Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.
D2.	Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
D3.	Creating Media Texts: create a variety of media texts for different purposes and audiences, using

	appropriate forms, conventions, and techniques.
D4.	Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Focus on Learning Skills:

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self Regulation
Demonstrates accountability for their own learning and actions.	Establishes and maintains an organized system for materials and information.	Works productively and efficiently without constant supervision.	Actively participates in group discussions and contributes ideas.	Takes proactive steps to enhance their learning and personal growth.	Follows instructions and guidelines effectively.
Follows through on commitments and deadlines.	Manages time effectively to meet deadlines and goals.	Demonstrates self-motivation and takes initiative in completing tasks.	Demonstrates effective communication and listening skills through tasks.	Seeks opportunities to go beyond requirements and explore new ideas.	Manages time wisely and prioritizes tasks accordingly.
Takes ownership of their learning and seeks help when needed.	Demonstrates attention to detail.	Shows resourcefulness in seeking solutions and finding information independently.	Respects the opinions and perspectives of others, and works towards common goals.	Shows a willingness to take risks and embrace challenges.	Demonstrates consistency and commitment in completing tasks.

Course Information

Instructional Approaches

Video Lessons with Embedded Questions:

- Videos will incorporate interactive quizzes and reflective pauses to prompt student engagement and comprehension.
- Students will answer embedded questions during video lessons to check for understanding in real time.

Discussion Forums:

- Students will participate in asynchronous discussion boards to reflect on texts, critique peer responses, and share analyses. This fosters collaboration while accommodating varied schedules.

Digital Writing Workshops:

- Students will upload drafts of essays to shared platforms (e.g., Google Docs) for peer and teacher feedback using comment features.

Model Text Analysis:

- Students will examine exemplary texts through guided questions and prompts in video lectures, followed by self-assessment exercises.

Interactive Media Tools:

- Tools such as Canva and Padlet will be used for multimedia projects (e.g., creating literary timelines or visual representations of themes).

Annotated Readings:

- Students will read excerpts from course texts and add their own annotations in shared digital tools (e.g., Kami or Hypothesis).

Self-Paced Modules:

- Students will access reading and writing modules with clear objectives, step-by-step instructions, and scaffolded activities to build their skills.

Reflective Journaling:

- Students will maintain digital journals to track their learning progress and reflect on their strengths and areas for growth.

Assessment & Evaluation:

At Ontario Education Online our focus is to enhance student learning through the use of the [Ontario Secondary School Curriculum](#) and in accordance with the [Growing Success document](#). As students work through the course material, they will be assessed on assessment *for*, *of* and *as* learning.

Assessment for learning will assist student learning for formative purposes. Examples of this include: Self-assessments, peer assessments, formative assessments (used in our video lessons), teacher observations in the online tasks, descriptive feedback from our teachers, rubrics and goal setting.

Assessment as learning helps students to develop their metacognitive skills by encouraging them to reflect on their own learning and progress. Examples of this include: Self-reflections, discussion forums, video practice questions, rubrics, checklists, and conferencing.

Assessment of Learning is used to confirm that students have achieved curriculum outcomes and contribute directly to the students overall grade. Examples of this include: Quizzes, tests, essays, interactive projects, digital presentations and portfolios.

	Assessment For	Assessment As	Assessment Of
Amount	50	50	13
Examples	Self-Assessments: Students complete self-checklists during video lessons to evaluate their understanding of academic writing conventions Peer Feedback: Students review and comment on peer drafts of essays using rubrics provided in Google Classroom. Formative Quizzes: Embedded multiple-choice and short-answer questions in video lessons on literary criticism theories.	Discussion Board Responses: Students reflect on peers' interpretations of assigned texts, comparing perspectives and providing evidence-based responses. Rubrics for Self-Reflection: Students use rubrics to evaluate their own performance on multimedia presentations and essays before final submission. Video Practice Questions: Instructive videos include pauses where students answer questions and receive automated feedback to refine their understanding.	Essays: Students submit a critical analysis of a dystopian novel of their choice, incorporating theories studied in the course. Digital Presentations: Students create a multimedia presentation analyzing a media text, highlighting themes of censorship and manipulation.

Course evaluations are divided into two sections:

- Term (70% of overall grade)
- Culminating Performance Task (CPT) (30% of overall grade).

Class Requirements:

All required and supplemental reading are provided in the Google Classroom; no textbooks are required.

Online Classroom Behaviour/ Ethics

Respectful Communication: It is expected that students use respectful and appropriate language when interacting with teachers, administration and classmates. This includes refraining from using offensive, discriminatory, or disrespectful comments or engaging in such behavior. Active listening is encouraged, and students are urged to consider different perspectives before responding to foster constructive and inclusive discussions.

Professional Conduct: Students are required to dress appropriately and maintain a suitable learning environment during video tasks. This means dressing in a manner that reflects professionalism and creating a workspace free from distractions. Students are expected to be attentive and minimize any potential disruptions to maximize their engagement in the learning process. Demonstrating professionalism and courtesy in all online interactions, including with teachers and classmates, is crucial for fostering a respectful and collaborative academic community.

Attendance: Regular attendance is crucial for academic success. Students must participate consistently in their online courses to fully benefit from the learning experience. Attendance records will be maintained by the Principal and teachers, expecting students to log in regularly (at least one lesson completed per week). There is no fixed calendar due to the continuous entry and exit model, but all courses must meet the 110-hour requirement, taking approximately four months to complete. Students may complete the course in as little as 4 weeks, and have a limit of 365 days. Attendance will be measured through assignment completion, video engagement, and class participation. Failure to complete a course within 12 months will result in automatic removal unless an extension is arranged. Parents/guardians should ensure regular attendance.

Cheating & Plagiarism: Plagiarism and cheating are serious offenses in our academic environment. Plagiarism involves using someone else's ideas or work without proper acknowledgment, submitting purchased or computerized material as one's own, or submitting the same work in multiple courses without permission. Cheating includes having others prepare or copy assignments. While AI can be used for generating ideas, submitting AI-generated work as one's own is not permitted and will constitute as plagiarism. Students must respect intellectual property and submit their own work. Acts of academic dishonesty will result in consequences, such as a 0% mark, suspension, or expulsion for repeated offenses. It is crucial to remain vigilant to prevent inappropriate use and maintain academic integrity.

Considerations for Program Planning

Instructional Approaches

This course has been meticulously designed to ensure the success of all students as language learners. Quality instruction is pivotal in achieving this goal, and our teachers employ effective approaches, including respecting students' strengths, differentiating instruction, and providing opportunities for

practice and application. This involves using assessment information to clarify learning purposes, and encouraging students to articulate their thinking processes.

Accommodations for Students with an IEP In an Online School:

Accommodations for this course will be determined through meetings with parents, teachers, administration; as well as, use of external educational assessments. Three types of accommodations may be provided: instructional, environmental, and assessment accommodations. Additional examples of accommodations and aids for this course include providing step-by-step instructions, helping students create organizers, permitting options for reading and writing tasks, providing advance reading materials, and offering enrichment opportunities.

Planning for English Language Learners

Acknowledging the linguistic diversity in Ontario schools, our teachers recognize the significance of orientation for English Language Learners (ELLs). They actively encourage the use of first languages at home, supporting the development of both oral fluency and literacy in English. Program adaptations and assessment accommodations are implemented, and there is a strong emphasis on fostering intercultural communication and respect for diverse backgrounds.

Antidiscrimination Education

At Ontario Education Online we prioritize creating a safe, inclusive environment. This is achieved by promoting fairness, healthy relationships, and active citizenship. The curriculum reflects diversity in learning materials, encourages critical thinking on issues of discrimination, bullying, and violence, and utilizes literature and media to explore societal perspectives and challenges.

The Role of Technology

Information and communications technologies (ICT) play a crucial role in the curriculum at Ontario Education Online. They are integrated to enrich instructional strategies, support language learning, encourage responsible internet use, and connect students to global communities and resources. This incorporation of technology facilitates diverse approaches to learning, catering to individual student needs within the online learning environment. It's important to note that while accommodations are limited due to the asynchronous nature of the school, efforts are made to ensure a supportive online learning experience.

Course Development Date: June 1, 2024

Course Reviser: Andrew Ramos

Course Revision Date: August 20, 2025