OUTLINE OF COURSE OF STUDY

English, Grade 11, University Preparation (ENG3U)

Course title	English
Ministry course code	ENG3U
Grade	Grade 11
Course type	University Preparation
Credit value	1.0
Prerequisite	English, Grade 10, Academic (ENG2D)
Department	English
Curriculum policy document	The Ontario Curriculum, Grades 11 and 12: English, 2007 (revised)
Course development date	August 2026
Course revision	November 2026, by the Principal, Daniel Martinez (updated for the 2026–27 assessment and evaluation policy)
Teacher	Daniel Martinez (Principal)
Course delivery	Fully online; school year September 1, 2026 – August 31, 2027
Total hours	110

1. Course Description / Rationale

As stated in The Ontario Curriculum, Grades 11 and 12: English, 2007 (revised):

> This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Overall curriculum expectations

By the end of this course, students will:

A. Oral Communication

- **A1** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- **A2** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- **A3** 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** read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning
- **B2** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- **B3** use knowledge of words and cueing systems to read fluently
- **B4** 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** generate, gather, and organize ideas and information to write for an intended purpose and audience
- **C2** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- **C3** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
- **C4** 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** demonstrate an understanding of a variety of media texts
- **D2** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
- **D3** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
- **D4** 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

2. Outline of Course Content

Units are delivered in the sequence shown. Total scheduled time is 110 hours, including the final evaluation.

Unit	Title	Hours
1	Short Fiction & Narrative — elements of short fiction, close reading strategies (core text: “Borders” by Thomas King); personal essay writing	22
2	Poetry & Language — how poetry works; Canadian poetry study (Margaret Atwood, Leonard Cohen); thematic video adaptation	20
3	Media Literacy — deconstructing media texts; news media and bias; audience-targeted script and performance media project	20
4	Persuasive & Analytical Writing — building an argument; the persuasive speech (oral communication); thesis and outline workshop; extended analytical essay	22
5	Portfolio & Grade 11 Playbook — independent study planning; digital writing portfolio with published writing, MLA-cited essay work, and guided-tour presentation; Grade 11 Playbook, a video guide to the course for next year's students (reading, speaking, media); both evaluated as term work	16
—	**Final Examination — written examination (close reading of a prose passage and a poem printed on the paper, media studies, critique and rewriting of a paragraph, essay); includes exam review**	10
	Total	**110**

This outline reflects 110 hours of scheduled instructional time as required for credit. Units' mastery-based platform lets students progress at their own pace; scheduled hours represent the planned program, and course completion requires demonstrating all expectations regardless of pace.

3. Teaching and Learning Strategies

Instruction is delivered through the school's online learning platform and is designed for a range of learners preparing for university-level study. Strategies include:

- **Interactive online lessons** — that require active student response at each step (guided questioning, immediate feedback, and worked examples) rather than passive reading or video watching.
- **Modelled, guided, and independent practice** — each concept is introduced with teacher-modelled exemplars, practised with scaffolded support, and consolidated through independent application.

- **Project-based application** — each unit culminates in an authentic artifact (essay, video adaptation, media production, portfolio) connected to real audiences and purposes.
- **Teacher conferencing** — scheduled one-on-one conferences (video call or written conference) at draft and revision stages of major written work.
- **Synchronous support sessions** — regularly scheduled live sessions for direct instruction, discussion, and questions; recordings and follow-up materials provided for students unable to attend.
- **Process writing** — planning, drafting, revising, editing, proofreading, and publishing, with explicit instruction in each stage.
- **Oral communication practice** — recorded speeches, reflective screencasts, discussion, and oral defence of written work.
- **Differentiated instruction** — choice of texts and topics within teacher-set parameters, flexible pacing within unit deadlines, and multiple entry points to accommodate the range of learner needs, readiness, and interests in an online setting.

---

4. Strategies for Assessment and Evaluation of Student Performance

Assessment and evaluation follow Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, and the ministry's 2026–27 assessment and evaluation policy (memo of June 29, 2026; Growing Success update of October 14, 2026). Term work is 65% of the final grade: the six evaluated projects in Units 1–5 (8%, 10%, 10%, 12%, 12% and 13%), including the Grade 11 Playbook. The final evaluation is 25%: a written examination with no culminating activity. Attendance and participation is 10%.

Component	Weight
Term work (assessment of learning across all units)	65%
Final evaluation — Written final examination, 2 hours in one sitting, proctored online or in person, assessed by the teacher against the published rubric. There is no culminating activity; the Grade 11 Playbook and all oral tasks are evaluated as term work.	25%
Attendance and participation — Determined by the ministry's level rubric: Level 4 (80–100%) for 0–2.5% of classes missed without excuse and consistent participation; Level 3 (70–79%) for 2.5–5%; Level 2 (60–69%) for 5–7.5%; Level 1 (50–59%) for 7.5–10%; below 50% for more than 10% missed. Excused absences never count against the student.	10%

Term projects follow a Create → Defend → Critique structure: students build an authentic artifact (Create), answer probing oral or written questions about their choices in a teacher conference (Defend), and evaluate and improve exemplar work against the standard (Critique). This structure provides triangulated evidence — products, observations, and conversations — as described in Growing Success.

Late and missed assignments, resubmission opportunities, and determination of the report card grade follow the school's assessment policy, with the grade reflecting the student's most consistent level of achievement, with special consideration given to more recent evidence.

Achievement chart categories

Category	Approximate weight
Knowledge and Understanding	25%
Thinking	25%
Communication	25%
Application	25%

Learning skills and work habits are assessed and reported separately from achievement of curriculum expectations.

---

5. Considerations for Program Planning

- **Students with special education needs** — Accommodations in a student's Individual Education Plan are applied to lessons, term projects and the final examination without changing the curriculum expectations: adjusted pacing, tasks broken into smaller steps, text-to-speech and speech-to-text, extended time and breaks, and extra one-to-one conferences. The same accommodations are used in instruction and in evaluation (course calendar, sections 3.12 and 5.1).
- **English language learners** — English proficiency is assessed at enrolment. The teacher adjusts pacing, pre-teaches vocabulary, offers scaffolded versions of texts, and allows bilingual dictionaries and extra time, including on the final examination (course calendar, section 4.4).
- **Environmental education** — No unit is built on environmental content. Students choose their own topics for persuasive writing, research and media work and may choose environmental issues; when they do, the teacher holds the work to the same standard of evidence and source-checking as any other topic.
- **Equity and inclusive education** — Texts come from a range of periods, countries and cultures, and students choose among them. Media units teach students to notice who is represented, who is left out and whose interests a text serves. The school's code of conduct applies to every discussion, conference and published piece (course calendar, section 1.6).
- **Financial literacy** — Unit 3 teaches students to read advertising, sponsored posts and persuasion techniques as consumers: who is selling, what is claimed, and what cannot be checked. The final examination includes a sponsored post to analyse. In Unit 5 students research real businesses and creators in a field they want to work in.
- **First Nations, Métis, and Inuit education** — Unit 1's core text, “Borders” by Thomas King, follows a Blackfoot mother who will not name herself Canadian or American at the border. Students read it

for what it says about identity, citizenship and whose categories count. The required reading does not yet include a text by a First Nations, Métis or Inuit author; students may choose one for independent study and the Portfolio.

- **Information and communications technology** — The course is delivered online. Students draft in Google Docs, produce video and screencasts in Canva, and publish a portfolio website. AI tools are allowed in term work under stated conditions: students declare their use, keep at least half of each written piece as their own writing, and show which AI suggestions they rejected and why. Students are taught to check sources before they rely on them. The final examination is typed in the school's exam screen during a proctored sitting. No other app, website, note or AI tool may be used, and the screen records when a student leaves it or pastes text.
- **Career education** — Each project is made for an audience outside the school, and the portfolio is built to be sent to an admissions office, a client or an employer. Students keep an Individual Pathways Plan, reviewed at least twice a year with a teacher or the Principal (course calendar, section 4.1).
- **Cooperative education and experiential learning** — Units does not offer cooperative education credits in 2026–27. Experiential learning in this course is the project work itself: writing, video and a portfolio made for real audiences (course calendar, section 3.7).
- **Health and safety** — Students work at their own computers. The teacher advises regular breaks from the screen and a quiet place to work, and tells students to keep home addresses, phone numbers and daily schedules out of anything they publish or record. The code of conduct covers online behaviour (course calendar, section 1.6).

---

6. Resources

- Units online learning platform (units.school) — interactive lessons, practice activities, submission and feedback workflows for all four strands.
- Core literary texts:
  - “Borders” by Thomas King (short fiction)
  - Canadian poetry selections, including poems by Margaret Atwood and Leonard Cohen
  - Teacher- and student-selected short fiction, informational, and graphic texts from diverse cultures and periods
- Media texts: contemporary news media, advertisements, and multimedia texts selected for deconstruction and analysis.
- Production tools: Google Docs (drafting, MLA citation), Canva (video, presentation, and screencast production), student-selected website builders for the digital portfolio.
- Curriculum and policy documents: The Ontario Curriculum, Grades 11 and 12: English, 2007 (revised); Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010.

- Public library access: students are directed to Ontario public library digital collections for extended reading and research.

Prepared by the Units curriculum team under the direction of the Principal, August 2026.