OUTLINE OF COURSE OF STUDY

English, Grade 12, University Preparation (ENG4U)

Course title	English
Ministry course code	ENG4U
Grade	Grade 12
Course type	University Preparation
Credit value	1.0
Prerequisite	English, Grade 11, University Preparation (ENG3U)
Department	English
Curriculum policy document	The Ontario Curriculum, Grades 11 and 12: English, 2007 (revised)
Course development date	August 2026
Course revision	November 2026, Units (rebuilt with the course harness)
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 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.

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 literary, informational, 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. Oral communication, reading and literature studies, writing and media studies are taught and evaluated across the units. Total scheduled time is 110 hours, including the final evaluation.

Unit	Title	Hours
1	AI and LLMs — writing and comparing prompts and judging an AI draft against its purpose and reader; testing sources; who owns the words a model learns from, from Napster to the 2023 Hollywood writers' strike, read against Canada's fair dealing (Copyright Act, s. 29) and American fair use; voice and anchor sentences in the personal essay; personal essay on how the student uses AI, with every kept AI sentence marked	14
2	Shakespeare: Hamlet — pre-reading Shakespeare's verse; why the play still matters; close study of Acts I–V (the Ghost, the play within the play, the graveyard and the cost of revenge); tracking a theme across five acts; how directors read a scene on stage and screen; thematic screen adaptation following one theme, with a director's reflection	22
3	Journalism and Media Ethics — who pays for the news and who decides what it says, from public broadcasters to independent start-ups; deepfakes and synthetic media; verifying a claim before sharing it; an ethical newsroom; interviewing a source and reporting on camera, with listening practice from public-domain speeches; original local news report and a short clip that brings readers to it	18
4	Academic Research and Writing — reading published arguments (Andrew Carnegie, Federalist No. 51, Frederick Douglass); an arguable thesis; finding and judging sources; point, evidence and explanation; structures beyond the five-paragraph essay; MLA and APA citation; researched argument published on the student's own digital portfolio	19
5	Biography and Novel Study — one full-length novel or memoir chosen from the course book list (for example Frankenstein, Mary Shelley; The Handmaid's Tale, Margaret Atwood; Indian Horse, Richard Wagamese; Educated, Tara Westover), read in full with one paired short story and two poems; reading like a writer; endings and point of view; speaker, image and form; one text through four critical lenses; reading journal and video diaries; reflective piece on the book in a form beyond five paragraphs	20
6	The Grade 12 Playbook — synthesizing the year's work; scripting and delivering a teaching video; strengths, gaps and next steps; cross-strand video that teaches an incoming student to read, write and think critically, using the student's own work as the examples, with a script and cross-strand reflection; evaluated as term work	9

Unit	Title	Hours
—	**Final Examination — written examination (close reading of two passages from course texts printed on the paper, a media text to take apart, short answers across the course's texts, a sentence to fault and fix, a reflection on the student's own strategies, and one essay); includes exam review**	8
	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.

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3. Teaching and Learning Strategies

Instruction is delivered through the school's online learning platform and is designed for a range of learners consolidating skills for postsecondary study. Strategies include:

- **Interactive online lessons** — that require active student response at each step (close reading of short passages, guided questioning, immediate feedback, and worked examples followed at once by a question on the same idea) rather than passive reading or video watching.
- **Close and critical reading instruction** — guided study of dramatic, literary, informational, and academic texts, with explicit strategy instruction for selecting reading approaches suited to text and purpose, and for reading one text through several critical lenses.
- **Modelled, guided, and independent practice** — concepts are introduced with modelled exemplars, practised with hints that move the student forward without giving the answer, and consolidated in unit practice sets with feedback.
- **Project-based application** — each unit culminates in an authentic artifact (personal essay, screen adaptation, news report and clip, portfolio website, reflective piece on a book, teaching video) 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 work, including oral defence of choices and of how the student used AI.
- **Process writing** — planning, drafting, revising, editing, proofreading, and publishing, with explicit instruction in academic voice, coherence, and citation (MLA and APA).
- **Oral communication practice** — listening to recorded speeches, interviewing a source, reporting on camera, video diaries on the chosen book, a scripted teaching video, 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.

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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 unit projects (8%, 12%, 10%, 12%, 10% and 13%), including the Grade 12 Playbook cross-strand video project. 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 of 2.5 hours in one sitting, 100 marks in four sections: (A) reading and literature studies, close reading of two passages from course texts (Hamlet and Frankenstein) printed on the paper (30 marks); (B) media studies, a described short-form video to take apart (20 marks); (C) short answers across the course's texts, a sentence to fault and fix, and a reflection on the student's own reading, writing and speaking strategies (20 marks); (D) one essay from a choice of three, holding a position against the strongest objection (30 marks). It is proctored online or in person, without notes, texts or AI tools, and marked by the teacher against the marking scheme. In Grade 12 English the final evaluation is the written examination alone; there is no culminating activity, and the Grade 12 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 make something for a real audience outside the course: a personal essay, a screen adaptation, a news report, a portfolio website, a reflective piece on a book or a teaching video (Create). They explain and justify their choices, including how they used AI, in an oral or written conference with the teacher (Defend). They then find and fix the weaknesses in a flawed piece of machine-written work of the same kind (Critique). This gives triangulated evidence from products, observations and conversations, as described in Growing Success.

Reflection on the student's own listening, speaking, reading, writing and media strategies is evaluated inside the projects (the Defend your choices sections, the Hamlet director's reflection and the Playbook cross-strand reflection) and in the reflection question on the final examination.

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.

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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** — In Unit 1 students look at who pays for and who profits from the words and images an AI model learns from. In Unit 3 they analyse how Canadian news organizations, from public broadcasters to start-ups, pay for themselves (revenue model and audience). The final examination includes a video that ends in a sales link, and students explain what its view count does and does not prove.
- **First Nations, Métis, and Inuit education** — The Unit 5 book list includes Indian Horse by Richard Wagamese (Ojibwe) and the poem “I Lost My Talk” by Rita Joe (Mi’kmaw), alongside “Borders” by

Thomas King, about a Blackfoot family at the border. They are read as literature and for each author's own perspective, not as one voice for all nations.

- **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, mark every AI sentence they kept, 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, reporting 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. Students tell a parent or guardian before they interview or record anyone for Unit 3, and meet sources in public places or online. The code of conduct covers online behaviour (course calendar, section 1.6).

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6. Resources

- Units online learning platform (units.school) — interactive lessons, practice sets with feedback, and submission and feedback workflows for all four strands.
- Core literary texts (public domain unless noted; each is readable in full inside Units or linked from the course reading list):
  - Hamlet by William Shakespeare (complete play), with Macbeth and Sonnets 18, 73 and 130 for comparison
  - One full-length novel or memoir chosen from the course book list (Frankenstein by Mary Shelley in the public domain; titles under copyright, such as The Handmaid's Tale, Indian Horse, Life of Pi, Never Let Me Go, Educated and Night, borrowed from the public library)
  - Short stories and poems paired with the book, including "The Yellow Wallpaper" (Charlotte Perkins Gilman), "The Love Song of J. Alfred Prufrock" (T. S. Eliot), poems by Emily Dickinson, Wilfred Owen and Langston Hughes, and, under copyright and linked to their official full texts, "Siren Song" (Margaret Atwood), "I Lost My Talk" (Rita Joe) and "Do Not Go Gentle into That Good Night" (Dylan Thomas)

    - Arguments and speeches: Andrew Carnegie's "Wealth", Federalist No. 51, Frederick Douglass's "What to the Slave Is the Fourth of July?", and speeches by Abraham Lincoln, Franklin D. Roosevelt, Dwight D. Eisenhower and John F. Kennedy
- Media and informational texts written for the lessons (news stories, social posts, press releases, deepfake examples and interview transcripts), and the text of Canada's Copyright Act, s. 29, and 17 U.S.C. § 107.
- Production tools: Google Docs (drafting, MLA and APA 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 the novel and biography study and the research unit.

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