



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: English, Grade 11, College Preparation	
Ministry Course Code: ENG3C	
Course Type: College Preparation	
Grade: 11	
Credit Value: 1.0	
Prerequisite(s): English, Grade 10, Applied	
Department: English	
Course developed by: B. Chandroo	Date: February 2024 Revised: August 1, 2026
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <i>English, The Ontario Curriculum, Grades 11 and 12</i>, 2007, (revised) 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools</i> (2010) 3. <i>Learning for All</i> (2013)	

COURSE DESCRIPTION/RATIONALE

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: English, Grade 10, College Preparation

OVERALL CURRICULUM EXPECTATIONS

Oral Communication

By the end of this course, students will:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **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.

Reading and Literature Studies

By the end of this course, students will:

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **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.

Writing

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **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;
4. **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.

Media Studies

By the end of this course, students will:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **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;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

4. 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.

COURSE CONTENT

Unit	Length
Unit 1: Written and Oral Communication	24 hours
Unit 2: Nonfiction	24 hours
Unit 3: Media Studies	26 Hours
Unit 4: Novel Study	31 hours
Final Exam	5 hours

Total 110

UNIT DESCRIPTIONS

UNIT 1: Written and Oral Communication

In this unit, students will review the fundamental elements of written and oral communication. Topics covered include paragraph structure, the writing process, grammar concepts, oral presentation skills, and MLA citation, while exploring current events and issues of Canadian indigenous and immigrant populations. Students will engage in practice exercises in grammar and writing, and deliver oral presentations to reinforce their understanding of communication principles.

UNIT 2: Nonfiction

In this unit, students will read the memoir *The Last Lecture* by Randy Pausch. They will explore what it means to be inspired as well as some of the techniques used in motivational and persuasive writing and speeches. Students will explore their own motivators and challenge themselves to improve in reading, listening, and writing skills.

UNIT 3: Media Studies

In this unit, students will study the importance of social media and its benefits in our society today. They will look at their own online identity and how they engage online. They will discuss the key concepts to media literacy and what it takes to use critical media literacy skills.

Unit 4: Novel Study

In this unit, students will read the novel *The Curious Incident of the Dog in the Nighttime*. They will explore the novel in terms of its different narrative perspectives and genre, and use plot elements such as characterization, setting, theme and important quotations to analyze the text. Students will focus on the human condition to see challenges, develop coping strategies, and overcome obstacles while developing a keener sense of right and wrong, normal and different, challenging their thinking of the social norms of our society.

TEACHING AND LEARNING STRATEGIES

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

Participation activities are seven standardized, course-wide prompts (Teach the Teacher, Concept in Action, Spot the Error, Concept Connections, Take a Position, Claim/Support/Question, and a culminating Course Takeaways video) embedded at set points throughout the course. They build metacognitive engagement with unit concepts and contribute to the course's participation grade.

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: Assessment of Learning (AOL) focuses on evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

Assessment & Evaluation at OES: Triangulation of Learning

In alignment with the Ontario Ministry of Education's *Growing Success* policy, student achievement across all high school courses at Ontario eSecondary School (OES) is evaluated through the **triangulation of evidence: observations, conversations, and student products**.

OES courses incorporate each of these evidence sources in a variety of ways to provide every student with equitable opportunities to demonstrate their learning:

- **Observations:** Collected through video recordings, interactive digital tools, learning logs, and synchronous task demonstrations.
- **Conversations:** Gathered via teacher-student conferences, oral defenses, virtual check-ins, and reflective feedback dialogues.
- **Products:** Demonstrated through major projects, essays, lab reports, performance tasks, and final assessments.

By evaluating a balanced variety of evidence, OES teachers apply professional judgment to ensure accurate, fair, and comprehensive assessment of each student's progress.

ASSESSMENT ACTIVITIES

- Discussion forums
- Diagnostic tests and writing tasks
- Completed templates and graphic organizers
- Reflections
- Oral presentations & active listening
- Tests
- True and false questions
- Short answer questions
- Long answer questions
- End of unit conversations (google meets)
- Final exam

EVALUATION

The final grade will be determined as follows:

- ☐ 65% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ☐ 25% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on a final written examination, comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.
- ☐ 10% of the grade will be based on the student's attendance and participation throughout the course, assessed according to Ministry criteria.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

ENG3C English

Grade 11 · College

How the final mark is calculated from September 2026



■ 65% Coursework

■ 25% Final written exam

■ 5% Attendance

■ 5% Participation

TERM WORK EVALUATIONS (65%)

Evaluation Item	Description	Category	Weight
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Unit 1 Written Paragraph	Students will use their learned knowledge of paragraph structure, the writing process, and embedding quotations to construct a paragraph response on a theme discussed in the unit and that branches across all units.	K, T, C, A	14
Unit 1 Oral Presentation	Students will utilize their learned knowledge of presentation and oral communication skills to construct a presentation on a given theme discussed in the unit and that spans across all units in the course.	K, T, C, A	
Unit 2 Unit Test	Students will demonstrate their understanding of the unit memoir and skills learned and discussed in this unit test.	K, T, C, A	14
Unit 2 My Last Lecture Speech	Students will transfer their knowledge of themes and the construction of a persuasive text to this final oral presentation in the unit.	K, T, C, A	
Unit 3 My Social Media Photo Essay	Students will use their personal knowledge of their online identity to showcase who they are and what they value about their online presence.	K, T, C, A	14
Unit 3 Online Canadian Voices Essay	Students will research and construct an essay focusing on marginalized perspectives in Canada. They will further improve their essay process skills, improving on past feedback, and honing their research and citation skills.	K, T, C, A	
Unit 4 Reading Test 1	Students will complete part 1 of the novel reading test, demonstrating their knowledge of characterization, symbolism, and theme in the novel and their ability to analyze important ideas and quotations.	K, T, C, A	23
Unit 4 Reading Test 2	Students will complete part 2 of the novel reading test, demonstrating their knowledge of characterization, symbolism, and theme in the novel and their ability to analyze important ideas and quotations.	K, T, C, A	
Unit 4 Narrative Essay	Students will create a narrative essay after learning the narrative construction. They will apply their knowledge of the writing and revision process to a new format while also showing understanding of characterization in the novel.	K, T, C, A	

FINAL EVALUATIONS (25%)

Evaluation Item	Description	Category	Weight
Final Exam	The exam covers all learned topics in the course, focusing on each unit's skills and strategies learned. The exam is in written form with short answer questions and an essay and students will have 3 hours to complete it.	K, T, C, A	25

ATTENDANCE AND PARTICIPATION (10%)

Evaluation Item	Description	Category	Weight
Attendance	Assessed according to the Ministry's attendance criteria (Growing Success, September 2026 update), based on the proportion of unexcused absences over the course.	N/A	5
Participation	Assessed according to the Ministry's participation criteria (Growing Success, September 2026 update), based on engagement in class discussions and activities throughout the course, including the standardized participation prompts (see Teaching and Learning Strategies).	N/A	5

AFL/AAL/AOL Tracking sheet:

Unit 1:

AAL	AFL	AOL
The Writing Process	Using the Writing Process	Unit 1 Final Evaluation Essay and Presentation: Observation and Conversation with Teacher
Integrating Quotations Review	Using Quotation Integration	

Unit 2:

AAL	AFL	AOL
Persuasive Techniques Research Task	3R Reading Organizer 1	Unit Test
What Motivates You?	Self Discovery Log 1	My Last Lecture
3R Organizer 2	Identifying Persuasive Techniques	
Self Discovery Log 2	Discovering Themes in The Last Lecture	
	3R organizer 3	

Unit 3:

AAL	AFL	AOL
Finding Key Media Concepts Exemplar	Text Analysis: The Key Concepts of Media	My Social Media Identity
Social Media Survey	Survey Reflection	Online Canadian Voices Essay
End of Unit Reflection Video	Using Reading Strategies in Online Contexts	
	Using Listening Strategies in Online Contexts	

Unit 4:

AAL	AFL	AOL
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Reading Quiz 1	Discussion Post 1	Reading Test 1
Reading Quiz 2	Discussion Post 2	Reading Test 2
Reading Quiz 3	Analysis Worksheet	Narrative Essay Good Copy
Reading Quiz 4	Narrative Essay Rough Work	
End of Unit Conversation and Observation with Teacher		

Finals

AOL
Final Exam

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

OES teachers are the key educators of students with special education needs and have a responsibility to help all students learn. Program planning for students with special education needs is guided by the principles set out in *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013): all students can succeed; each student has their own unique patterns of learning; successful instructional practices are founded on evidence-based research, tempered by experience; and universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Where a student has an Individual Education Plan (IEP), the accommodations identified in the IEP — instructional, environmental, and assessment — are implemented within the course, and the online learning environment is adapted accordingly. The asynchronous structure of OES courses provides built-in flexibility that supports many common accommodations, including extended time for assignments and assessments, breaks as needed, access to assistive technology, and the ability to review instructional material multiple times.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most linguistically diverse student populations in the world, and OES serves English language learners across Ontario and internationally. English language learners may be Canadian-born or newcomers; they may have experience of highly sophisticated educational systems or may have come from regions where access to formal schooling was limited. In planning this course, teachers consider the strengths and needs of English language learners and provide appropriate adaptations consistent with *English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007). Supports within the online environment include modification of instructional language without modification of curriculum expectations, use of visual and multimedia supports, opportunities to replay and review lesson content, extended time where appropriate, and teacher feedback that models academic English. Assessment accommodations, such as granting additional time and permitting the use of bilingual dictionaries, are provided where appropriate.

ENVIRONMENTAL EDUCATION

Consistent with *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* (2009) and *Environmental Education: Scope and Sequence of Expectations* (2017), environmental education is embedded across the curriculum rather than treated as a separate subject. Teachers help students acquire knowledge about the environment, develop skills to address environmental issues, and foster attitudes that motivate responsible environmental action. As an online school, OES also models environmental responsibility through paperless course delivery and the elimination of daily

commuting. In this course, environmental themes arise naturally through the study of literary, informational, and media texts that examine humanity's relationship with the natural world, and students may pursue environmental topics in research, discussion, and writing tasks.

EQUITY AND INCLUSIVE EDUCATION

This course is planned and delivered in accordance with Ontario's Equity and Inclusive Education Strategy (2009) and Policy/Program Memorandum No. 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2013). OES is committed to an inclusive learning environment in which all students feel welcomed, respected, and able to succeed, regardless of ancestry, culture, ethnicity, sex, gender identity, sexual orientation, disability, race, religion, or socio-economic status. In this course, teachers select learning materials that reflect the diversity of Ontario and the wider world, address bias in texts and resources where it arises, and ensure that assessment practices are fair and free of cultural assumptions. Because OES students learn from communities across Ontario, Quebec, and around the world, discussion activities and teacher feedback are moderated to maintain a respectful, harassment-free environment for all learners.

FINANCIAL LITERACY EDUCATION

In accordance with A Sound Investment: Financial Literacy Education in Ontario Schools (2010) and current Ministry direction on financial literacy, students are provided with opportunities to build the knowledge and skills needed to make informed financial decisions, understand their roles as consumers and citizens, and think critically about the economic forces that affect their lives. OES also supports students in meeting the Ministry's financial literacy graduation requirement, as described in the OES School Course Calendar. In this course, students develop the critical literacy skills needed to interpret consumer messaging, advertising, and financial information encountered in print and media texts.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Program planning in this course aligns with the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007), which supports improved outcomes for First Nations, Métis, and Inuit students and promotes awareness and understanding of Indigenous histories, cultures, perspectives, and contributions among all students. Where appropriate to the curriculum expectations, teachers incorporate Indigenous perspectives, authors, and content, and approach these topics with accuracy and respect, drawing on Ministry-recommended resources. All OES students benefit from opportunities to deepen their knowledge of the histories and contemporary realities of First Nations, Métis, and Inuit peoples, including the legacy of the residential school system and the Truth and Reconciliation Commission's Calls to Action related to education.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and communications technology (ICT) is integral to every OES course: instruction, learning activities, assessment, and teacher-student communication all take place through the school's learning management system. ICT tools — including multimedia lessons, digital texts, simulations, video conferencing for proctored assessments, and word-processing and productivity software — extend and enrich instruction and allow students to collect, organize, and present their learning in a range of formats. Teachers help students develop digital citizenship skills, including responsible and ethical use of technology, critical evaluation of online sources, protection of personal information, and academic integrity in digital environments, consistent with OES's Acceptable Use, Academic Honesty, and Artificial Intelligence policies as published in the School Course Calendar.

CAREER EDUCATION

Consistent with Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools (2013), teachers support students in answering the four questions at the centre of education and career/life planning: Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? Expectations in this course include many opportunities for students to apply their skills to work-related situations, explore educational and career options, and become self-directed learners. OES

guidance staff support students in course selection, postsecondary application planning (including OUAC, CEGEP, and international pathways), and the development of individual pathways plans. The literacy, communication, and critical-thinking skills developed in this course support a wide range of postsecondary destinations and careers, including journalism, law, education, marketing, communications, publishing, and public service.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning, explore careers of interest, and develop essential workplace skills consistent with The Ontario Curriculum, Grades 11 and 12: Cooperative Education (2018). Students may earn up to two cooperative education credits toward their compulsory credit requirements for the Ontario Secondary School Diploma. Students interested in experiential learning opportunities related to this course are encouraged to contact OES guidance staff to discuss options available to them.

HEALTH AND SAFETY

Although OES students learn remotely, health and safety remain integral considerations in program planning. Teachers model and promote safe and healthy practices for online learning, including sound ergonomics, balanced screen time, regular breaks, and strategies that support positive mental health and well-being. OES maintains a safe and respectful virtual learning environment consistent with the school's codes of conduct, bullying prevention expectations, and privacy practices as published in the School Course Calendar, and students are provided with clear channels for reporting concerns to their teachers, guidance staff, or the Principal.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.