



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: English, University Preparation	
Ministry Course Code: ENG4C	
Course Type: College Preparation	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): English, Grade 11, College or University	
Department: English	
Course developed by: Sarrah Beemer	Date: January 25th, 2019 Revision: 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, 2007, (revised)</i> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i>	

COURSE DESCRIPTION/RATIONALE

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, 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 and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: English, Grade 11, College Preparation

OVERALL CURRICULUM EXPECTATIONS

Oral Communication:

By the end of this course, students will:

- *Listen to Understand*: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- *Communicate*: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- *Reflect 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:

- *Read for Meaning*: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning
- *Understand Form and Style*: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- *Read With Fluency*: use knowledge of words and cueing systems to read fluently
- *Reflect 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:

- *Develop and Organize Content*: generate, gather, and organize ideas and information to write for an intended purpose and audience
- *Use 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
- *Apply 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
- *Reflect 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:

- *Understand Media Texts*: demonstrate an understanding of a variety of media texts
- *Understand Media Forms, Conventions, and Techniques*: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
- *Create Media Texts*: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
- *Reflect 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: Short Stories	26 hours
Unit 2: Ways of Reading and Writing: <i>Rita Hayworth and the Shawshank Redemption</i>	32 hours
Unit 3: Ways of Reading: <i>Indian Horse</i>	32 hours
Unit 4: Motivation	6 hours
Unit 5: Portfolio	12 hours
Final Exam	2 hours
Total	110 Hours

UNIT DESCRIPTIONS

UNIT 1: Short Stories

In this unit, students will explore the narrative voice through a variety of short stories, both fiction and nonfiction. Narration, narrative voice and narrative time will engage students in how a story is conveyed to an audience in literary, creative, and factual formats. Contemplating narrative components like plot, theme and characterization will be conducted by students by completing various writing tasks. The unit will conclude with students writing their own personal memoir.

UNIT 2: Ways of Reading and Writing: *Rita Hayworth and the Shawshank Redemption*

In this unit, students will focus their explorations on one novella, *Rita Hayworth and the Shawshank Redemption* by Stephen King, and practice your comprehension skills, while also continuing to view the text and reflecting on the real-life prison information provided at the start of the unit.

UNIT 3: Ways of Reading: *Indian Horse*

In this unit, students will focus their explorations on the novel *Indian Horse* by Richard Wagamese. Students will read the novel and practice your comprehension skills, while also continuing to view the text and reflecting on the themes presented in this course.

UNIT 4: Motivation

In this unit, students will explore the elements of motivation and resilience. While looking at podcasts and videos, students will connect these ideas to the protagonists in our novel studies.

UNIT 5: Portfolio

Students will create a final project that will incorporate all themes and ideas of our course together. Students will create the following products: an introductory business letter, promotional materials, a research report, and an oral presentation.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

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.

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.).

End of unit conversations 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.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

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.

Brainstorming, charts, and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students

learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Reflective/comparative analysis and evaluation of written work is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

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.

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.

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 ACTIVITIES

- ☐ Homework assignments
- ☐ Individual conference meetings
- ☐ Discussion Forums
- ☐ Diagnostic tests and writing tasks
- ☐ Free-writing journals/blogs
- ☐ Outlining and planning sheets
- ☐ Completed Templates & Graphic Organizers
- ☐ Editing Checklists
- ☐ Reflections
- ☐ Oral presentations & Active Listening
- ☐ Creative Writing & Story Development
- ☐ Tests & Exam
- ☐ Essay Writing
- ☐ Evaluations

EVALUATION

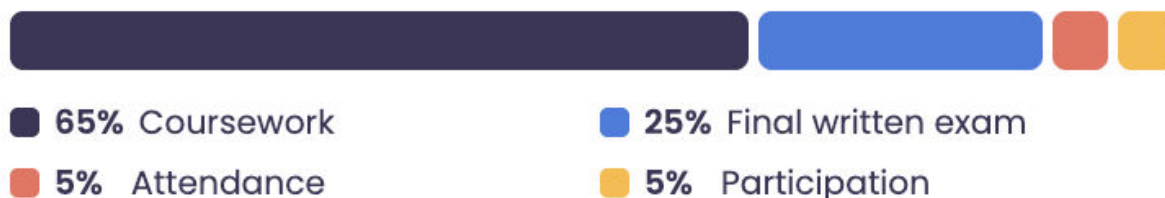
The final grade will be determined as follows:

- 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.

ENG4C English

Grade 12 · College

How the final mark is calculated from September 2026



TERM WORK EVALUATIONS (65%)

Evaluation Item	Description	Category	Weight
Unit 1: Never Cry Wolf	Students will demonstrate their understanding of short story elements.	K, I, C, A	13
Unit 1: Short Stories	Students will review both fiction and nonfiction stories and complete their own personal narrative.	K, I, C, A	
Unit 2: Ways of Reading and Writing: <i>Rita Hayworth and the Shawshank Redemption</i>	Students will complete a research report following the reading of the novella and will present their information in an oral presentation to the instructor.	K, I, C, A	13
Unit 3 Passage Analysis	Students will use lesson content and learned skills to create a passage analysis for the core text of the unit.	K, I, C, A	13
Unit 3 Presentation	Students will demonstrate learned concepts from the core novel.	K, I, C, A	
Unit 4: Motivation	Students will use the information in this unit as part of their final exam.	K, I, C, A	13
Unit 5: Portfolio	Students will create a portfolio	K, I, C, A	13

FINAL EVALUATIONS (25%)

Evaluation Item	Description	Category	Weight
Final Exam	An exam to cover the major units studied through this course.	K, I, 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: On Work and Success

AAL	AFL	AOL
1.3 Lather and Nothing Else Questions	1.1 Tragedy on Mount Everest (Diagnostic)	1.4 Never Cry Wolf Questions
	1.2 The Ninny Questions	1.5 Personal Narrative (Memoir): Observation
	1.3 Lather and Nothing Else Paragraph	

Unit 2: Ways of Reading and Writing: *Rita Hayworth and the Shawshank Redemption*

AAL	AFL	AOL
2.1 Slideshow	2.1 Reflection Paragraph	2.5 Summative Assessment
2.2 Info Texts	2.2 Questions and Reflections	2.5 Oral Discussion: Conversation with teacher
2.3 Articles	2.5 Oral Discussion	
2.3 Prison Charts		
2.3 Reflection Questions		
2.4 Novella		
2.4 Reflection Questions		

Unit 3: Ways of Reading: *Indian Horse*

AAL	AFL	AOL
3.1 Grassy Narrows Worksheet	3.1 Documentary	3.5 Slideshow
2.3 Education Guide	3.4 Passage Analysis Formative	3.5 Passage Analysis Summative

	Task	
2.3 Presentation and Videos		3.5 Oral Presentation: Observation and Conversation
2.3 Reflection Paragraph		
3.3 <i>Indian Horse</i> Package		
3.3 Novel		
3.4 Passage Analysis Lesson		

Unit 4: Motivation

AAL	AFL	AOL
4.1 Podcast	4.2 Podcast	4.4 Personal Reflection
4.2 Mindset Videos	4.3 Comparison Chart	
4.2 Self Reflection		
4.3 Articles		
4.3 Ted Talks		

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 parent, teachers, administration and external educational assessment report. 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.
- ☐ *Environmental accommodations:* such as preferential seating or special lighting.
- ☐ *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.
- ☐ Record key words on the board or overhead when students are expected to make their own notes.

- ☐ 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.