INSTITUTE OF CANADIAN EDUCATION

**Course Title:** English, Grade 12, College Preparation (ENG4C)

**Course Name:** English

**Course Code:** ENG4C

**Grade**: 12

**Course Type:** College Preparation

**Credit Value:** 1.0

**Prerequisite:** English, Grade 11, College Preparation ENG3C

**Curriculum Policy Document:** *The Ontario Curriculum, Grades 11–12: English, 2007 (Revised); Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*

**Course Developer:** Institute of Canadian Education

**Department:** English

**Head of Department:** Ali Khan

**Development Date:** 2025

**Most Recent Revision Date:** August 2026

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# Course Description

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.

**COURSE EXPECTATION**

| Unit | Title | Description | Time |
|---|---|---|---|
| **1** | Reading and Responding to Text | Students read short stories and workplace texts while developing comprehension strategies, annotation skills, and personal and critical response writing. Activities focus on identifying main ideas, making inferences, analyzing author's purpose, and responding in paragraph and short-essay formats. | 25 hours |
| **2** | Writing for College and Workplace | Students develop formal writing skills through paragraphs, reports, résumés, cover letters, and workplace documents. Emphasis is placed on organization, clarity, grammar, editing, and writing for specific audiences and purposes. | 20 hours |
| | MID TERM EXAM | A cumulative exam covering Units 1–2. It assesses knowledge, problem-solving, and application skills learned so far in the course. | 2 Hours |
| **3** | Media Studies and Oral Communication | Students analyze media texts including advertisements, news, and digital media to identify persuasion, bias, and misinformation. Students create presentations and original media pieces while developing effective oral communication and listening skills. | 20 hours |
| **4** | Novel Study | Students read and analyze a full-length novel to explore plot, character development, themes, and literary devices. Written responses, discussions, and comparative activities strengthen comprehension and analytical writing skills. | 20 hours |
| **5** | Workplace Communication | Students practice professional communication through emails, memos, collaborative writing, and technical documents. Emphasis is placed on clarity, tone, formatting, and workplace-appropriate language conventions. | 20 hours |
| **6** | Final Assessment | Proctored final examination worth 30% of the | 3 hours |

| | | | |
|---|---|---|---|
| | | final grade. | |

**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

## TEACHING AND LEARNING STRATEGIES

Students will engage in a variety of asynchronous learning activities designed to develop subject knowledge, critical thinking, communication, and independent learning skills.

Presentations, videos, demonstrations, online simulations, and practice questions introduce concepts and support independent learning.

Participation activities encourage students to apply concepts, identify errors, make connections, share opinions, and reflect on their learning.

Individual assignments and practical activities allow students to apply and consolidate knowledge at their own pace. Teachers provide ongoing feedback and appropriate accommodations based on students' needs and IEPs.

Discussion forums provide opportunities to share ideas, exchange perspectives, and give peer feedback.

Research activities develop inquiry skills, source evaluation, critical thinking, and the ability to analyze and communicate findings.

Reading articles and course materials helps students develop literacy skills and connect concepts to real-world situations and current issues.

Writing activities, reflections, and comparative analysis help students organize ideas, evaluate their work, and connect prior knowledge with new learning.

Charts, graphs, brainstorming, and graphic organizers help students organize and present information visually.

Oral presentations may be submitted as recorded videos or other approved formats to demonstrate understanding.

End-of-unit conversations and teacher demonstrations may be supported through scheduled video conferencing, recorded instructions, email, or other online communication tools when required.

## Assessment

Students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of the Achievement Chart. Progress will be monitored on an on-going basis using a variety of assessment tools, including written work, formal testing, quizzes, teacher-student communication, discussion boards and chat rooms.

**ASSESSMENT ACTIVITIES**

- Homework and written assignments
- Individual conferences and discussion forums
- Diagnostic tests and writing tasks
- Journals, blogs, and reflections
- Outlining, planning sheets, and graphic organizers
- Editing checklists and peer feedback
- Oral presentations and active listening
- Creative writing and essay writing
- Tests and final examination
- Evaluations

**Final Grade**

The final grade will be determined as follows (in accordance with Ministry of Education standards):

| | |
|---|---|
| Term Work<br>Based on evaluations conducted throughout the course. | 65% |
| Final Evaluation<br>A final evaluation in the form of a written exam. | 25% |
| Attendance and Participation | 10% |

## Final Examination Breakdown

- 25% written exam

## ATTENDANCE POLICY

Regular attendance and active engagement are important for student success. Attendance and participation are monitored through the school's Learning Management System (LMS).
All online credit courses at ICE are designed to meet or exceed the **minimum 110 hours of instructional time** required for a credit course.

Online instructional time and engagement are monitored through:

- **LMS Engagement:** Students are expected to log in regularly and actively participate in online learning activities. LMS activity records are used to monitor engagement.
- **Biweekly Check-Ins:** Students complete a brief check-in every two weeks to review their progress and engagement. Additional support may be provided when concerns are identified.
- **Post-Unit Quizzes:** Short formative quizzes are completed at the end of each unit to monitor student progress and pacing.
- **Discussion Forums:** Students participate in required unit discussions and peer activities. Participation is monitored based on completion and engagement.

Students are responsible for maintaining regular participation and completing required learning activities within the course schedule.

### EVALUATION MODEL – 10% TOTAL ATTENDANCE AND ENGAGEMENT WEIGHT

| Component | Weight | Quantifiable Metric | Criteria |
|---|---|---|---|
| Biweekly Check-In | 3% | Completed every two weeks | Students completes the required check-in within the scheduled time frame. |
| Post-Unit Formative Quiz | 4% | Completed after each unit | Student completes the formative quiz by the assigned deadline. |
| Discussion Forum Participation | 3% | Required posts and responses | Student submits the required original response and completes assigned peer responses. |

### CONSIDERATIONS FOR PROGRAM PLANNING

**Planning for Students with Special Education Needs**

Instruction is adapted to meet individual learning needs through differentiated instruction and appropriate IEP accommodations. Supports may include extended time, assistive technology, breaks, flexible deadlines where appropriate, and opportunities to review learning materials.

**English Language Learners**

Students receive appropriate language support through visual aids, multimedia resources, clear instructions, additional time, and opportunities to review lessons. Bilingual dictionaries and constructive teacher feedback may also be provided.

**Environmental Education**

Environmental awareness and responsibility are incorporated into course activities, readings, discussions, research, and writing tasks. Students are encouraged to explore environmental issues and consider practical solutions.

**Equity and Inclusive Education**

The course promotes a welcoming and respectful learning environment. Materials reflect diverse cultures, backgrounds, and perspectives, while teaching and assessment practices aim to be fair, inclusive, and free from bias.

**Financial Literacy Education**

Students develop critical literacy skills to interpret advertising, consumer messages, and financial information. Learning activities encourage informed decision-making and an understanding of financial issues in everyday life.

**First Nations, Métis, and Inuit Education**

Where relevant to curriculum expectations, Indigenous histories, cultures, perspectives, and contributions are incorporated into learning activities. Students develop awareness of Indigenous experiences, the legacy of residential schools, and reconciliation.

**Career Education**

Students explore educational pathways and career opportunities while developing communication, literacy, problem-solving, and critical-thinking skills. Learning activities encourage goal-setting, independent learning, and the application of skills to real-world situations.

**Cooperative Education and Experiential Learning**

Students are encouraged to explore relevant experiential learning opportunities, including job shadowing, work experience, and cooperative education, to connect classroom learning with workplace expectations and career interests.

**Health and Safety**

Students are encouraged to maintain healthy online learning habits, including appropriate screen time, ergonomic practices, regular breaks, and positive mental well-being. A safe, respectful, and supportive learning environment is maintained.

## ACCOMMODATIONS

Accommodations are determined in consultation with parents, teachers, school administration, and relevant educational assessment reports. Instructional, environmental, and assessment accommodations are provided according to individual student needs and IEP requirements.

Possible supports include step-by-step instructions, graphic organizers, key words and notes, additional time for assignments and assessments, assistive technology, oral responses, scribing assistance, flexible reading and writing options, advance access to reading materials, and enrichment opportunities.

### Required Software, Equipment, Textbooks – ENG4C

### Texts & Resources

- Grade 12 English textbook (Ontario approved)
- Teacher-provided worksheets, reading guides, and assignment packages
- Supplementary novels, short stories, plays, poems, and media resources

### Digital Resources

- Google Drive / OneDrive for submitting assignments and organizing files
- Microsoft Office / Google Workspace (Word, PowerPoint, Docs, Slides)
- Online media platforms for research, video analysis, and interactive exercises
- Educational websites for literary analysis, vocabulary, and writing support

### Teacher Considerations

- Assistive technology: speech-to-text, text-to-speech, screen readers
- Flexible submission formats: typed, audio, or video assignments as appropriate
- Accessibility tools: closed captioning for video/audio content, enlarged fonts, or printable versions of readings

## Tips for Success – ENG4C

### Welcome to ENG4C: Grade 12 English – College Preparation

Welcome! This course will help you develop a solid understanding of English concepts such as reading comprehension, media studies, poetry, speeches, and novel studies. You will strengthen your analytical, critical thinking, and communication skills, which are essential for college programs and effective real-world communication.

**Stay Organized**

- Review the course calendar regularly and complete all assignments, reading responses, essays, projects, and quizzes on time.
- Carefully read instructions and rubrics; use checklists to ensure all steps, interpretations, citations, and formatting are complete and correct.

**Ask for Help**

- For technical issues, contact the Help Desk.
- For course-related questions, email your teacher; expect a response within 24 hours. Mark emails as "URGENT" if needed.

**Key Elements to Success**

- **Time Commitment:** Plan for 1–2 hours of focused study each day, plus additional time for reading, writing, and analyzing texts.
- **Communication:** Maintain regular contact with your teacher for guidance, clarification, and feedback.
- **Engagement:** Stay curious, persistent, and attentive. Active participation, thoughtful reading, and regular practice in writing and analysis are essential for mastering ENG4C concepts.

**Remember:** This course is designed to help you analyze texts, understand language and media, and express ideas clearly in written and oral forms. Approach all activities thoughtfully, accurately, and with confidence in your ability to learn, interpret, and succeed.