INSTITUTE OF CANADIAN EDUCATION

Course Title: English, Grade 12 – University Preparation

Course Name: English

Course Code: ENG4U

Grade: 12

Course Type: University Preparation

Credit Value: 1.0

Prerequisite: English, Grade 11, University Preparation

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

Development Date: 2025

Most Recent Revision Date: 2026

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.

Prerequisite: English, Grade 11, University Preparation

COURSE EXPECTATION

Unit	Title	Description	Time
1	Novel Study: *The Great Gatsby*	Students will study the historical context of *The Great Gatsby* and the author's biography as a prelude to reading and analyzing the novel's plot, characters, and themes. Assessments include discussions, film reviews, perspective essays, and research essays, helping students develop writing skills for different audiences and styles while connecting themes to their own experiences.	30 hours
2	Media Studies	Students explore various forms of media, including print, television, and audio recordings, learning to recognize bias, propaganda, and "fake news." Students analyze media techniques and create their own media pieces, culminating in a unit test that evaluates their ability to interpret and explain media content.	26 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	Poetry & Speeches	Students read, analyze, and interpret different kinds of poetry, learning poetic devices such as metaphors, similes, assonance, and alliteration. They write essays and present their favorite poems. This knowledge is transferred to speeches, where students study rhetorical devices, tone, and body language, followed by a unit test.	25 hours
4	Shakespeare: *Hamlet, Prince of Denmark*	Students read *Hamlet* in acts to understand the play's structure and ideas. They create concept maps and movie sheets to internalize content. Reading responses require connections to modern film, social issues, and historical context, as well as reflection on characters' thoughts and feelings. A comprehensive unit test concludes the unit.	25 hours

6	Final Exam	Exam worth 20% of the final grade.	2 hours
Total			**110 hours**

OVERALL CURRICULUM EXPECTATIONS

A. Oral Communication

By the end of this course, students will:

A 1. Active Listening — interpret spoken content accurately and respond in ways suited to the situation and purpose at hand

A 2. Purposeful Speaking — apply a range of speaking techniques to reach different audiences effectively, adjusting approach to purpose

A 3. Self-Reflection on Oral Skills — evaluate their own growth as listeners and speakers, pinpointing areas to develop and the techniques that supported their progress

B. Reading and Literature Studies

By the end of this course, students will:

B 1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;

B 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;

B 3. Reading With Fluency: use knowledge of words and cueing systems to read fluently;

B 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.

C. Writing

By the end of this course, students will:

C 1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;

C 2. Using 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;

C 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;

C 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.

D. Media Studies

By the end of this course, students will:

D 1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;

D 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;

D 3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

D 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

TEACHING AND LEARNING STRATEGIES

Instructional Approaches

A variety of teaching methods will be used to support students' development in reading, writing, oral communication, media literacy, and critical thinking. Learning will include individual activities, collaborative tasks, class discussions, research, presentations, and guided instruction.

Literary and Media Learning

Students will analyze literary, informational, and media texts to explore themes, perspectives, language, literary techniques, rhetorical devices, bias, purpose, and audience. Students will be encouraged to support their ideas with relevant evidence and make connections to contemporary issues and personal experiences.

Communication and Collaboration

Students will participate in discussions, group activities, peer feedback, oral presentations, speeches, and multimedia activities. These opportunities will help students communicate ideas clearly, consider different viewpoints, and strengthen their speaking and listening skills.

Writing and Inquiry

Students will develop their writing through reading responses, analytical writing, essays, research assignments, and reflective activities. Students will be guided through planning, organizing, drafting, revising, and editing while developing their ability to research and communicate ideas effectively.

Reflection and Feedback

Students will regularly reflect on their learning and identify strengths and areas for improvement. Teacher and peer feedback will be used to help students revise their work and develop greater independence and responsibility for their learning.

Differentiated Instruction

Instruction and learning materials will be adapted to address individual student needs while maintaining curriculum expectations. Accommodations identified in students' IEPs may include additional time, guided notes, graphic organizers, writing supports, oral clarification, assistive technology, and alternative methods of demonstrating learning.

Digital and Visual Learning

Digital texts, educational videos, presentations, graphic organizers, concept maps, annotation tools, and other multimedia resources may be incorporated to support understanding, engagement, and effective communication.

Assessment Strategies

A number of assessments are used throughout the unit, typically one per lesson. Students are urged to complete each assessment fully to truly test their knowledge and understanding of concepts. This provides the teacher with an opportunity to provide feedback that can improve a student's learning (AFL/AOL) and evaluate it (AOL). Students are encouraged to ask the teacher if they have questions relating to an assessment, especially an AOL to ensure that the student receives the best mark possible. Assessment practices can nurture a student's sense of progress and provide a motivation for continued learning. A variety of assessment designs are incorporated in each unit, to ensure that students are learning and assessing their learning in a variety of ways. Rubrics and marking schemes are outlined where appropriate, and students are encouraged to self-evaluate their work using these tools.

Assessment FOR Learning	**Assessment AS Learning**	**Assessment OF Learning**
Quizzes and tests	Self- and peer-assessment	Unit tests
Assignments and worksheets	Reflections and learning journals	Research projects
Ongoing teacher feedback	Learning checklists and goal setting	Case studies
Simulations and practical activities	Peer feedback	Presentations

Teacher questioning and discussions	Self-reflection	Midterm examination
	Student learning reflections	Final examination

Evaluation

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

Term Work Based on evaluations conducted throughout the course.	65%
Final Evaluation A final evaluation in the form of a written exam.	20%
Attendance and Participation	15%

Final evaluation breakdown:

- 20% written exam

CONSIDERATION FOR PROGRAM PLANNING

Students with Special Education Needs: Instruction and assessment will provide appropriate accommodations, differentiation, scaffolding, and multiple ways for students to demonstrate learning, in accordance with individual needs and IEPs where applicable.

English Language Learners: Visual supports, scientific vocabulary, glossaries, graphic organizers, multimedia, and opportunities for oral and written communication will support students in developing scientific language and understanding.

Environmental Education: Students will examine sustainability, climate change, biodiversity, natural resources, pollution, and the environmental impacts of science and technology.

Equity and Inclusive Education: Learning activities will respect diverse identities, perspectives, cultures, abilities, and lived experiences and will promote a safe, respectful, and inclusive learning environment.

First Nations, Métis, and Inuit Education: Where appropriate, students will explore Indigenous perspectives, knowledge, relationships with the environment, and contributions to science and technology.

Information and Communications Technology (ICT): Digital tools, simulations, online research, spreadsheets, presentations, and other technologies will be used to support investigation, data analysis, collaboration, and communication.

Career Education: Students will explore careers related to science, technology, engineering, health, environmental science, and other STEM fields, including relevant skills and pathways.

Health and Safety: Students will develop safe practices when conducting scientific investigations, using equipment, handling materials, working with electricity, and participating in online learning and research.

Financial Literacy: Where appropriate, students will consider the economic costs, benefits, and impacts of scientific technologies, energy use, environmental decisions, and resource management

Resources required by the student:

- F. Scott Fitzgerald's, *The Great Gatsby*
- Word processing software (e.g. Microsoft *Word*^{TM}, Mac *Pages*^{TM}, or equivalent)
- *Hamlet* by William Shakespeare

Resources provided by ICE:

- Course notes and presentations
- Several links to supporting educational resources, e.g., movie of Hamle t, plot, summaries, sample speeches and plays.
- Supplemental readings
- Novel and other required readings

*Students registered in class will be provided with all the res

Tips for Success – ENG4U

Welcome to ENG4U: Grade 12 English, University Preparation!

Get ready to sharpen your literary analysis, critical thinking, and academic writing skills while engaging with challenging texts from a range of periods, cultures, and perspectives. By the end of this course, you will have strengthened your essay writing, research, and independent study skills — preparation that will carry directly into university-level work.

Here are some reminders to help you succeed in ENG4U:

- **Check Announcements, "What's New," and your mailbox every day** for updates and important information.
- **Check the calendar for due dates!** It is your responsibility to meet deadlines. If you have any difficulty, contact your teacher promptly.
- **Review assignment and evaluation criteria regularly.** Create a checklist to ensure your essays and activities include all required elements — proper MLA formatting, citations, and structure — and are submitted correctly by the due date.

Ask for help when needed! Don't hesitate to reach out for guidance or clarification.
For technical issues, contact the **Help Desk.**
For course-related questions or problems, email your teacher. Expect a response within 24 hours. If urgent, include "URGENT" in the email subject line.

Key Elements to Success in ENG4U:

- **Time Commitment –** Plan for 1–2 hours of focused study each day to complete readings, essays, and assignments.
- **Communication –** Maintain regular contact with your teacher for guidance, feedback, and clarification on tasks — especially during your Independent Study Unit.
- **Engagement –** Stay curious and proactive! Strong writing and analysis develop through practice, feedback, and revision, so approach setbacks as part of the process.

Remember, this course is designed to help you understand scientific concepts and their workplace applications. Approach each activity with curiosity, critical thinking, and a problem-solving mindset!