WISE OWL PRIVATE SCHOOL

ENL1W Course Outline

English Grade 9 De-streamed

School	Wise Owl Private School	**Department**	English
Course title	English, Grade 9, De-streamed	**Ministry code**	ENL1W
Grade	9	**Course type**	De-streamed
Credit value	1.0	**Planned hours**	110
Prerequisite	None	**Co-requisite**	None
Department head	Ms. Madeline	**Teacher**	Ms. Madeline
Course developer	Ms. Madeline	**School year**	2026–2027
Development date	September 2026	**Revision date**	October 10, 2026
Course reviser	Ms. Madeline	**Delivery**	Classroom instruction

1. Ministry Course Description and Rationale

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

Rationale: ENL1W provides a common, inclusive foundation for success in secondary English and literacy across the curriculum. Students strengthen foundational language skills while reading, interpreting, evaluating, and creating increasingly complex literary, informational, oral, visual, media, and digital texts. Instruction connects literacy learning to students' identities, communities, future pathways, and responsible participation in society.

2. Curriculum Policy Documents

Ontario Ministry of Education. The Ontario Curriculum: English, Grade 9, De-streamed, 2023 (ENL1W).

Ontario Ministry of Education. Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, including the September 2026 mandatory assessment and evaluation update for Grades 9 to 12.

3. Overall Curriculum Expectations

The following overall expectations are drawn from The Ontario Curriculum: English, Grade 9, De-streamed, 2023. Strand A is embedded across the course and assessed in connection with learning in Strands B, C, and D.

A. Literacy Connections and Applications

A1 Transferable Skills: demonstrate an understanding of how transferable skills are used in various language and literacy contexts.

A2 Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media.

A3 Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and make connections to diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations.

B. Foundations of Language

B1 Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences.

B2 Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing.

B3 Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, capitalization, and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts.

C. Comprehension Understanding and Responding to Texts

C1 Knowledge About Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres.

C2 Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts in order to understand and clarify meaning.

C3 Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts.

D. Composition Expressing Ideas and Creating Texts

D1 Developing Ideas and Organizing Content: generate, gather, and organize ideas and information to create texts for an intended purpose and audience.

D2 Creating Texts: draft and revise texts in a variety of forms, genres, and media, using appropriate stylistic elements for the purpose and audience.

D3 Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze the effectiveness of the texts they create.

4. Course Content and Time Allocation

Units are listed in the planned sequence of delivery. Instruction is recursive: foundational language, oral communication, reading, writing, media literacy, and transferable skills are revisited and assessed throughout the course. The allocated time totals 110 instructional hours.

Unit	Hours	Learning Focus	Major Assessment Evi-	Expectations
1. Literacy Foundations and	15	Reading identity; oral com-	Diagnostic reading and	A1–A3, B1–B3, C1–C3,
2. Short Stories and Poetry	25	Literary elements; inference;	Annotations; comparative	A1–A3, B1–B3, C1–C3,
3. Novel or Extended Text	25	Sustained reading; charac-	Reading conference or jour-	A1–A3, B1, C1–C3, D1–D3
4. Information Media and	20	Purpose; audience; bias;	Source evaluation; media	A1–A3, B1–B3, C1–C3,
5. Writing Speaking and	15	Narrative, informational,	Writing portfolio; presenta-	A1–A3, B1–B3, D1–D3
6. Consolidation and Final	10	Synthesis; transfer; inde-	Course consolidation	A1–A3, B1–B3, C1–C3,

Total instructional time: 110 hours

5. Teaching and Learning Strategies

Because ENL1W is a de-streamed course, instruction combines explicit foundational teaching with authentic reading, writing, oral communication, media analysis, inquiry, and independent application. Strategies are selected in response to diagnostic evidence and students' strengths, needs, identities, and interests.

- Explicit instruction, think-alouds, modelling, worked examples, guided practice, and gradual release of responsibility.
- Systematic instruction in vocabulary, morphology, syntax, grammar, spelling, sentence fluency, and conventions.
- Independent, shared, and guided reading; teacher read-alouds; close reading; annotation; rereading; and comprehension conferences.
- Writing workshop processes: idea generation, planning, drafting, conferencing, revising, editing, proofreading, publishing, and reflection.
- Structured oral communication through accountable talk, teacher-student conferences, oral readings, presentations, and seminars.
- Critical literacy and media literacy tasks that examine purpose, audience, perspective, representation, bias, credibility, and misinformation.
- Culturally responsive and relevant texts that provide mirrors, windows, and opportunities to engage with diverse voices and perspectives.
- Purposeful use of digital tools for research, composition, communication, accessibility, collaboration when appropriate, and publication.
- Choice of topic, text, process, or product when appropriate, while maintaining common curriculum expectations and success criteria.
- Independent tasks and individual conferencing are provided when they best support the learner or when identified in an IEP.

6. Assessment and Evaluation of Student Performance

Assessment, evaluation, and reporting will follow Growing Success and the September 2026 mandatory assessment and evaluation requirements. Evidence of curriculum learning will be collected over time from observations, conversations, and student products. Assessment for learning and assessment as learning will identify starting points, provide descriptive feedback, support self-assessment, and guide next steps. The final mark consists of 65% classroom work, 20% written final examination, and 15% attendance and participation. Coursework evaluation is based on demonstrated achievement of the overall curriculum expectations, with consideration given to the student's most consistent level of achievement and particular attention to more recent evidence.

Final Grade Component	Weight	How the Mark Is Determined
Classroom work	65%	Evaluation evidence gathered throughout the course from observations, conversations, and products. Evidence addresses the overall expectations and the four achievement-chart categories: Knowledge and Understanding, Thinking, Communication, and Application.
Written final examination	20%	A mandatory supervised written examination administered during the designated examination period. For Grade 9 English, the full final-evaluation component is a written exam.

Final Grade Component	Weight	How the Mark Is Determined
Attendance and participation	15%	Assessed using the Ministry's attendance and participation criteria. Excused absences do not negatively affect the mark. Evidence includes attendance and active, respectful participation in course learning.
Total	**100%**	**Final course mark.**

Achievement Chart Categories

Category	Focus
Knowledge and Understanding	Knowledge of content and understanding of ideas, forms, conven-
Thinking	Planning, processing, critical thinking, creative thinking, inquiry,
Communication	Expression and organization of ideas; communication for audiences
Application	Application and transfer of knowledge and skills; making connec-

The four categories are used as an integrated framework for assessing curriculum expectations. The Ministry does not prescribe a separate fixed percentage for each category; professional judgement is used to ensure balanced and sufficient evidence across the course.

Assessment Strategies

Diagnostic reading, writing, vocabulary, oral communication, and sentence-level tasks at the beginning of the course and as needed.

Teacher observation, questioning, conferencing, oral explanation, anecdotal notes, reading records, and learning conversations.

Annotated texts, response journals, organizers, research notes, drafts, process portfolios, checklists, and metacognitive reflections.

Analytical paragraphs and essays, narrative and informational writing, media products, presentations, tests, and performance tasks.

Clear learning goals and success criteria; descriptive feedback; exemplars; rubrics; self-assessment; revision; and opportunities to act on feedback.

Differentiated ways to access instructions and demonstrate learning, consistent with curriculum expectations and documented accommodations.

7. Learning Skills and Work Habits

Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation will be explicitly taught, observed, and reported as learning skills and work habits. Beginning in 2026–2027, attendance and participation also form a distinct 15% component of the final Grade 9 mark under Ministry policy. The 15% component is assessed using the Ministry's attendance and participation criteria; excused absences do not lower the mark.

8. Considerations for Program Planning

Planning and instruction reflect Ministry and school policies and are adjusted to the strengths, needs, identities, interests, and lived experiences of students. The following considerations are incorporated when appropriate to the course content and learning context.

Students with Special Education Needs

Accommodations and modifications identified in a student's Individual Education Plan will be implemented. Supports may include chunked and literal instructions, models and exemplars, graphic organizers, reduced-distraction settings, assistive technology, additional processing time, alternative response formats, frequent feedback, and teacher conferencing. Expectations are modified only when specified in the IEP.

English Language Learners

Students developing proficiency in English receive vocabulary and morphology instruction, visual supports, sentence frames, adapted texts, opportunities for oral rehearsal, bilingual resources when appropriate, conferencing, and varied ways to demonstrate learning while working toward course expectations.

Equity and Inclusive Education

Texts, examples, and tasks represent diverse identities, cultures, family structures, abilities, perspectives, and lived experiences. Students examine voice, power, bias, representation, and stereotypes in respectful learning environments. Barriers to participation and achievement are identified and addressed.

First Nations Métis and Inuit Education

The course includes authentic texts and perspectives from First Nations, Métis, and Inuit creators and communities. Instruction avoids tokenism, distinguishes among diverse nations and communities, respects cultural protocols and intellectual property, and supports learning connected to truth, reconciliation, identity, land, language, and contemporary realities.

Environmental Education

Students may read, evaluate, discuss, and create literary, informational, and media texts about environmental issues, sustainability, climate responsibility, and relationships to land. They evaluate sources and communicate evidence-based positions for real audiences.

Financial Literacy

Students apply literacy skills to practical texts such as advertisements, contracts, subscriptions, consumer information, budgets, and financial media. They examine persuasive techniques, hidden assumptions, credibility, risk, and the effects of language and design on financial decisions.

Information and Communications Technology

Digital tools support research, drafting, revision, accessibility, presentation, and publication. Students learn digital citizenship, privacy, security, copyright, citation, online source evaluation, media production, and responsible use of generative artificial intelligence when explicitly permitted.

Career Education and Pathways

Students connect literacy and transferable skills to secondary courses, postsecondary pathways, workplaces, community participation, and careers. Tasks include professional communication, collaboration when appropriate, research, presentation, reflection, and goal setting.

Cooperative Education and Experiential Learning

Although cooperative education is not a required component of ENL1W, course learning may connect to experiential opportunities through workplace and community texts, guest speakers, authentic audiences, job-related communication, and reflection on transferable skills.

Health and Safety

Students learn safe and respectful practices for classroom discussion, technology use, online communication, privacy, media creation, and presentation. Sensitive topics are introduced with care, and students are taught how to access support and report unsafe or harmful content. Ergonomic and hearing-safety practices are reinforced when devices and headphones are used.

9. Essential Texts and Learning Resources

No single commercial textbook is required. The teacher selects resources according to curriculum expectations, student readiness, accessibility, cultural relevance, copyright requirements, availability, and instructional goals. Essential resources for the delivery of the course include:

- The Ontario Curriculum: English, Grade 9, De-streamed, 2023 and its language-foundations and conventions continuums.
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010.
- Wise Owl Private School ENL1W unit plans, lessons, readings, assessment tasks, rubrics, and course policies.
- A teacher-selected class novel or extended text and a range of short stories, poems, articles, essays, speeches, graphic texts, videos, podcasts, and media texts.
- Authentic texts by diverse Canadian and global creators, including appropriate First Nations, Métis, and Inuit voices and perspectives.
- School library resources, approved research databases and websites, dictionaries, thesauruses, style and citation guides, and accessibility tools.
- School-approved digital devices, presentation tools, and learning platforms when required.

10. Academic Integrity and Responsible Use of Technology

Students must submit original work, acknowledge all sources, and retain process evidence such as notes, annotations, research records, planning, and drafts. Generative artificial intelligence, translation tools, and other digital supports may be used only when the teacher explicitly permits them and explains the conditions of use. Students may be asked to explain or reproduce their thinking in a conference or supervised setting. Plagiarism, fabricated sources, unauthorized assistance, and misrepresentation of authorship will be addressed according to school policy.

11. Attendance Late and Missed Work and Communication

Regular attendance and active participation are essential because much of the evidence of learning is gathered during instruction, conferencing, reading, writing, discussion, and supervised assessment. Attendance and participation account for 15% of the final mark. This component considers unexcused absences together with participation in learning, including contributing ideas, asking relevant questions, respecting others' contributions, and supporting a positive classroom culture. Excused absences do not negatively affect the mark. Late or missed work and missed evaluations will be addressed according to school policy and Ministry requirements. Course announcements, resources, and due dates will be posted through the school's designated platform.

12. Required Student Materials

- Binder or notebook and lined paper.
- Pens, pencils, highlighters, and sticky notes.
- Assigned or independently selected reading text.
- School-approved digital device and headphones when requested.

13. Ministry References

Ontario Ministry of Education. The Ontario Curriculum: English, Grade 9, De-streamed, 2023 (ENL1W).

Ontario Ministry of Education. Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, including the September 2026 mandatory assessment and evaluation update for Grades 9 to 12.