ENL1W Course Map

English, Grade 9, De-streamed (ENL1W). Built on The Ontario Curriculum: English, Grade 9 (2023), with its four strands: A. Literacy Connections and Applications; B. Foundations of Language; C. Comprehension; D. Composition.

A full semester plan for a standard Ontario schedule: 110 hours, about 88 classes of 75 minutes. Every unit covers expectations from more than one strand, mixes reading, writing, talk and media, and ends with an assessment of learning. Use it as-is or move units to suit your school.

At a glance

Strand	Where it’s assessed	Strand	Where it’s assessed
A. Literacy Connections and Applications	Within every unit (assessed through B, C and D)	C. Comprehension	Units 3, 4, 5 and the final
B. Foundations of Language	Units 1, 2, 5, 6	D. Composition	Units 1, 2, 4, 6 and the portfolio

Evaluation: 65% classroom work, 20% final exam (written, in the exam period) and 15% attendance and participation, following Ontario's requirements for Grades 9 and 10 from September 2026. Term marks can be reported by strand or by achievement chart category, depending on your board.

Semester at a glance

Unit	Title and focus	Length	Classes	Assessment of learning
1	**Who I Am** — Identity, voice and belonging	3 weeks	14	Identity project: a personal narrative or spoken word piece, presented with a short artist's statement (Composition and Foundations of Language)
2	**Word Lab** — How language works	2 weeks	10	Reader's theatre performance (fluency, B2.3) and an edited, annotated piece of the student's own writing (B3, D2.6)
3	**Storywork** — First Nations, Métis and Inuit voices	3 weeks	14	Comparison of two texts by First Nations, Métis or Inuit creators from different times or contexts (Comprehension), with a reflective response

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Unit	Title and focus	Length	Classes	Assessment of learning
4	**Digital Citizens** — Media, misinformation and online life	3 weeks	14	Fact-check investigation report and a digital guide for younger students on staying safe and informed online (Strand A applied through Composition)
5	**Lit Circles** — Novels in literature circles	3.5 weeks	16	Literary analysis paragraph series or short essay (Comprehension and Composition) and a group book talk (Foundations of Language)
6	**Make It Better** — Research, design and persuasion	2.5 weeks	12	Written proposal and a pitch presentation to a real or simulated audience (Composition and Foundations of Language)
	Culminating task, final exam, review and flex	1.5 weeks	8	Literacy portfolio and conference (classroom work); final exam (20%)

Total: 88 classes, including four review and flex days.

Indigenous texts and perspectives

The 2023 curriculum requires every student to read, listen to and view texts by First Nations, Métis and Inuit creators (A3.3, C1.7, C3.7). Unit 3 is built around them, and Units 1 and 5 include them too. Texts by living creators are chosen by the teacher from board-approved resources, and many free films are available in the NFB's Indigenous Cinema collection. We recommend reviewing Unit 3 with an Indigenous educator or your board's Indigenous education lead before teaching.

Units in detail

Unit 1: Who I Am — Identity, voice and belonging

Big question	*What shapes who we are, and how do we tell our own story?*
Length	3 weeks (about 14 classes)
Texts	Original model texts (included), plus diverse contemporary memoir, poetry and spoken word chosen by the teacher from the school's collection.
Expectations	A1.2, A3.2, B1.1–B1.4, C1.5, C1.6, C2.1, C2.5, D1.2, D2.3, D3.2
Assessment of learning	Identity project: a personal narrative or spoken word piece, presented with a short artist's statement (Composition and Foundations of Language)
What makes it fresh	Identity iceberg, “I am from” remix, voice swap stations, a class story circle

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Unit 2: Word Lab — How language works

Big question	*How do small choices with words and sentences change what readers understand?*
Length	2 weeks (about 10 classes)
Texts	Original passages, sentences and puzzles (included), plus student writing from Unit 1.
Expectations	B2.1–B2.3, B3.1–B3.3, C1.1, D2.5, D2.6
Assessment of learning	Reader's theatre performance (fluency, B2.3) and an edited, annotated piece of the student's own writing (B3, D2.6)
What makes it fresh	Morpheme building blocks, sentence remix challenges, punctuation “crime scenes,” reader's theatre

Unit 3: Storywork — First Nations, Métis and Inuit voices

Big question	*What can stories by First Nations, Métis and Inuit creators teach us about relationships, land, identity and truth?*
Length	3 weeks (about 14 classes)
Texts	Short films from the NFB's free Indigenous Cinema collection, poetry by E. Pauline Johnson (public domain) and contemporary texts by First Nations, Métis and Inuit creators chosen by the teacher from board-approved resources.
Expectations	A3.3, C1.7, C2.2, C3.4, C3.5, C3.7, B1.1, B1.2, D1.2
Assessment of learning	Comparison of two texts by First Nations, Métis or Inuit creators from different times or contexts (Comprehension), with a reflective response
What makes it fresh	Story circles, film viewing with listening guides, land and relationship mapping, a guest storyteller where possible

Unit 4: Digital Citizens — Media, misinformation and online life

Big question	*How do we stay safe, smart and kind online, and how do we tell what's true?*
Length	3 weeks (about 14 classes)
Texts	Original example posts, ads, privacy policies and news items (included), plus current media chosen by students.
Expectations	A2.1–A2.7, C1.4, C3.3, C3.5, D1.3, D3.1
Assessment of learning	Fact-check investigation report and a digital guide for younger students on staying safe and informed online (Strand A applied through Composition)
What makes it fresh	Digital footprint audit, privacy policy decoder, misinformation escape room, design sprint

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Unit 5: Lit Circles — Novels in literature circles

Big question	*How do authors use point of view and literary devices to make us see the world differently?*
Length	3.5 weeks (about 16 classes)
Texts	A choice of four to six novels by diverse authors, including at least one by a First Nations, Métis or Inuit author, chosen by the teacher from the school's collection.
Expectations	C1.2, C1.6, C2.3, C2.4, C2.6, C3.1, C3.2, C3.5, C3.6, B1.1, D2.1
Assessment of learning	Literary analysis paragraph series or short essay (Comprehension and Composition) and a group book talk (Foundations of Language)
What makes it fresh	Rotating circle roles, point-of-view rewrites, flashback timelines, a book tasting

Unit 6: Make It Better — Research, design and persuasion

Big question	*How can we use language to solve a real problem in our school or community?*
Length	2.5 weeks (about 12 classes)
Texts	Original model proposals and pitches (included), plus research sources students find and evaluate.
Expectations	A1.1, A2.6, A3.1, B1.3, B1.5, D1.1–D1.5, D2.1–D2.5, D3.1–D3.3
Assessment of learning	Written proposal and a pitch presentation to a real or simulated audience (Composition and Foundations of Language)
What makes it fresh	Problem-finding walk, design thinking sprints, expert interviews, a “Dragons' Den” style showcase

Culminating task and final exam

Part	What students do	Expectations	Timing
Culminating task (classroom work)	Literacy portfolio and conference: students select and reflect on their best work from every strand, set goals and talk through their growth with the teacher	A1.2, C2.7, C3.8, D1.5, D3.3	4 classes
Final exam (20%)	Two-hour written exam in the exam period: an original sight story with comprehension and critical thinking questions, a short written response, and Part C (editing a paragraph and reading a sight poem)	B2, B3, C1.1, C1.5, C2.6, C3.1, C3.2, D2.1, D2.6	Exam period

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Part	What students do	Expectations	Timing
Review and flex	Catch-up, conferences and buffer lessons		4 classes

Evaluation plan (Ontario, 2026)

Component	What it includes	Weight
Classroom work: unit summatives	The assessment of learning at the end of each unit (see Units in detail)	55% (suggested)
Classroom work: culminating task	Literacy portfolio and conference	10% (suggested)
Classroom work total	Most consistent, more recent evidence; split by strand or category as your board requires	**65%**
Final exam	Written exam in the exam period	**20%**
Attendance and participation	Whole course, on the Ministry's scale below	**15%**

This plan follows Ontario's mandatory assessment and evaluation requirements for Grades 9 and 10, in effect from September 2026: 65% classroom work, 20% final evaluation and 15% attendance and participation. In English, the 20% final evaluation is a written exam held in the school's designated exam period. Classroom work is based on the most consistent, more recent evidence of achievement; assessment for and as learning (exit tickets, quick checks, conferences and self-checks) gives feedback but is not counted in the grade.

Attendance and participation (15%)

Level	Unexcused absences	About (per semester)	Participation
Level 4 (80–100%)	0 to 2.5% of classes	2 or fewer	Consistently participates: comes prepared, asks relevant questions, respects others and contributes to a positive classroom
Level 3 (70–79%)	2.5 to 5%	2.5 to 4.5	Generally meets these criteria
Level 2 (60–69%)	5 to 7.5%	5 to 7	Occasionally meets these criteria
Level 1 (50–59%)	7.5 to 10%	7.5 to 9	Infrequently meets these criteria
Below Level 1 (under 50%)	More than 10%	More than 9	Does not meet these criteria

A summary of the Ministry's scale. Excused absences (illness, unavoidable circumstances such as bad weather, and approved absences such as cultural and holy days) do not lower the mark. Record attendance and participation the way your board requires.

Source: Ontario Ministry of Education, Growing Success, mandatory assessment and evaluation requirements for Grades 9 to 12 (September 2026). Check ontario.ca and your board's procedures before the semester starts.

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Strand codes used in this map

A = Literacy Connections and Applications, B = Foundations of Language, C = Comprehension: Understanding and Responding to Texts, D = Composition: Expressing Ideas and Creating Texts. Codes refer to specific expectations; for example, C3.2 is Comprehension, expectation C3.2 (making inferences). Strand A is taught and assessed within strands B to D, as the curriculum requires.

Assessment for and as learning (exit tickets, conferences, self-checks) happens in every lesson and is built into each lesson plan.

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