



Pattison High School

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Composition 10: Course Outline Fall 2025

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Office Location/Hours: Room 110

Course Description

Composition 10 invites students into a focused, skill-building exploration of how writing can be used to express ideas, explore identity, and make sense of the world. This course emphasizes clarity, structure, and voice, helping students develop confidence as thinkers, writers, and communicators.

Students will engage with a range of nonfiction forms—including personal narrative, argument, informational writing, and opinion pieces—to build a strong foundation in academic and real-world communication. Along the way, they will analyze model texts, engage in collaborative discussions, and practice peer feedback as a tool for revision and growth. From writing a reflective memoir to drafting persuasive op-eds, students will learn to match form to purpose and audience.

This is not just a course in grammar or format; it is a course in fluency. Students will be encouraged to think critically about how language influences others and to take creative risks in how they shape their ideas. AI tools may be used responsibly for brainstorming or structure-checking, but all major writing will be completed in class to ensure authentic voice development and skill transfer.

Grounded in the First Peoples Principles of Learning, Composition 10 emphasizes growth through reflection, storytelling, and meaningful connection. The course provides a supportive environment for students to develop the literacy skills they need—not just for school, but for life in a rapidly changing world.

Ultimately, Composition 10 is about learning to communicate with purpose, confidence, and clarity—skills that will empower students far beyond the classroom.

Overview of Unit Plans:

Unit	Big Ideas	Unit Description Topics & Assignments
Personal & Reflective Writing	<ul style="list-style-type: none"> • Self-reflect about themselves • Using different media forms to provide structure and context • Structuring clear and coherent paragraphs • Exploring tone, detail, and purpose with video models • Produce three different memoir pieces 	<p>Students will first self-reflect about their personality, learning styles and goals followed by watching and listening to different media forms that provide structure and context for them to write autobiography and memoir pieces.</p> <ul style="list-style-type: none"> ➤ Self-Defining Memory Composition ➤ Photo Memory Composition ➤ Micro Memory Plot Chart
Literary Response to <i>The Marrow Thieves</i>	<ul style="list-style-type: none"> • Respond to plot point questions with clarity and accuracy • Introduction to literary paragraph structure • Whole-class modeling of responses to fiction • Close reading passages for author intent, theme, and literary devices • Timed in-class paragraph writing with scaffolding • Peer discussion on interpretations and textual support 	<p>Students will explore First Nations' identity and culture through a novel study of <i>The Marrow Thieves</i>. They will answer questions regarding plot and character development, use small group discussions to explore themes and symbols, and directly respond to elements of the novel through three analytical compositions.</p> <ul style="list-style-type: none"> ➤ Grammar points for writing ➤ Novel chapter quizzes ➤ Descriptive Essay ➤ Narrative Essay ➤ Argumentative Essay
Informational Writing: Research Essay	<ul style="list-style-type: none"> • Introduction to research process and information literacy • Evaluating source credibility and bias • Identifying the difference between fact and opinion • Summarizing vs. plagiarizing (mini-lessons) • Introduction to MLA formatting and citation basics • Organizational patterns in informational writing 	<p>Students will be able to compose a strong thesis statement, develop research skills and apply their knowledge of essay structure, citations and the writing process to write a correctly MLA formatted essay on a Canadian historical topic.</p> <ul style="list-style-type: none"> ➤ MLA citation quiz ➤ Canadian historical topic research essay

	<ul style="list-style-type: none"> • Building research confidence • Creating clarity in nonfiction • Finding research to use as support 	
Opinion & Op-Ed Writing	<ul style="list-style-type: none"> • Deconstructing sample op-eds • Mini-lessons on structure, tone, and audience • Class discussions on current issues and persuasive strategy • Modeling how to write a strong call to action (petition) • Peer workshop with "Two Stars and a Wish" • Teacher conferencing and revision pathways 	<p>After practicing deconstructing sample op-eds, students will discuss, analyze and choose a current issue with which to base and write their own petition.</p> <ul style="list-style-type: none"> ➤ Final op-ed ➤ Participation rubric for peer review
Descriptive Writing	<ul style="list-style-type: none"> • Examining the language and diction needed for description • Using multiple adjective order for imagery • Describing a photo • Rewriting texts for “showing, not telling” 	<p>Students will practice, develop, and expand on their diction, syntax, and language choices to elevate their descriptive writing for a chosen picture.</p> <ul style="list-style-type: none"> ➤ Description of Photo Writing
Narrative Writing Through Storytelling	<ul style="list-style-type: none"> • Introduction to reflective narrative as a genre • Reading and analyzing model personal narratives • Podcast listening sessions • Guided brainstorming and storyboarding workshops • Writing, drafting, and peer feedback cycles • Recording, editing, and polishing podcasts using Audacity 	<p>Students will listen to sample personal narratives and stories through a variety of different sources including podcasts. They will storyboard their own narrative and use technology to create their own podcast narrative that they will share and reflect on.</p> <ul style="list-style-type: none"> ➤ Final 3–5 minute podcast (evaluated for content, clarity, emotion, and audio quality) ➤ End-of-course reflection: “What did you learn about yourself as a storyteller?” ➤ Participation rubric for storytelling workshops

Course Assessment

The purpose of evaluation is to both assess and improve student learning. Students will be completing a number of different forms of assessment. This is broken down as follows:

- **Quizzes** **10%**
- **Assignments/Essays** **30%**
- **Projects** **20%**
- **Midterm** **20%**
- **Final** **20%**

Class Expectations

Classroom Behaviour

- **Be respectful** - Respect yourself and all others. This includes property, ideas, space, etc.
- **Be on time** - Come to class on time.
- **Be prepared** - Bring all your material with you, prepared to work for the entire class period.
- **Be mindful** - Please handle food, drinks, and electronics appropriately. Listen carefully to directions the first time they are given. If you don't understand any instructions, please ask for clarification. In the event that you finish work early, pull out your independent reading, or any other homework you may need to complete.

Absences

If you are absent from class, you are still responsible for any missing assignments. Please check Teams for any notes or handouts you missed. If you have an excused absence, you will be able to make up in-class assignments, quizzes, and/or tests, provided that you complete them **within a reasonable time frame**. Otherwise, no marks will be granted.