



## Pattison High School

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### Literary Studies 11: Course Outline Fall 2025

**Teacher:** Ms. Fontaine

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**Office Location/Hours:** Room 110

#### Course Description

Literary Studies 11 focuses on studying a variety of written genres and other media, including novel study, essays, short stories, drama, and media, along with examining First People's literature to better understand First Nations' worldviews. Students in Literary Studies 11 will continue to build on their writing, reading, speaking, and listening skills and creative and critical thinking competencies while developing positive personal identities and cultural awareness.

#### Overview of Unit Plans:

Unit	Big Ideas	Topics & Assignments
<b>Novel Study:</b> <i>Lord of the Flies</i>	<ul style="list-style-type: none"> <li>Survival simulation</li> <li>Evaluate rules</li> <li>Draw a map of the island</li> <li>Use of imagery to portray good and evil</li> <li>Design masks for characters' psychological perspectives</li> <li>Analyze monsters as metaphors for society's fears</li> <li>Analyze conflict using the Canadian Constitution</li> <li>Analyze propaganda techniques and connect to the fear of the beast</li> </ul>	<p>For the novel unit, students will extend their inquiry of the question of role in society as they read <i>Lord of the Flies</i>. They will explore the following question: How does a text's historical context and setting affect our interpretation of it? In unpacking these questions, students will analyze techniques that Golding used to convey meaning and make connections between ideas in the novel and their real-world implications.</p> <ul style="list-style-type: none"> <li>➤ Chapter and vocab quizzes</li> <li>➤ Island Map</li> <li>➤ Character Mask</li> <li>➤ Book Cover</li> </ul>
	<ul style="list-style-type: none"> <li>Introduce essay types and frame them along with</li> </ul>	Students will learn how to craft a thesis statement as well as the writing process

<b>Essay Writing</b>	<p>themes</p> <ul style="list-style-type: none"> <li>• Identifying strong and weak thesis statements</li> <li>• Practice the writing process through structure of outlining</li> <li>• Create writing with detail and imagery to produce a descriptive essay</li> <li>• Self-reflect on their experiences</li> <li>• Comparing different means of storytelling and producing a narrative essay</li> <li>• Use argumentative paragraph structure</li> </ul>	<p>cycle, from outline to drafting, final essay product, and feedback and self-assessment. They will use these skills to produce three types of essays: descriptive, narrative and argumentative.</p> <ul style="list-style-type: none"> <li>➤ Grammar points for writing</li> <li>➤ Descriptive Essay</li> <li>➤ Narrative Essay</li> <li>➤ Argumentative Essay</li> </ul>
<b>Short Stories</b>	<ul style="list-style-type: none"> <li>• Identify plot elements with in-class readings of texts</li> <li>• Explore deeper meanings through literary devices analysis</li> <li>• Watch video and audio versions of the short stories</li> <li>• Write a timed written response to a short story</li> <li>• Compare characters in different short stories</li> <li>• Compile a short stories portfolio</li> </ul>	<p>Students will read many short stories from different cultures, perspectives and points of views to explore the bigger question of identity. They will engage with the texts by responding to questions, identifying plot diagram elements and literary devices, and apply the knowledge to write their own reflective written short story.</p> <ul style="list-style-type: none"> <li>➤ Write an in-class timed written response to a short story</li> <li>➤ Personal short story composition that reflects identity</li> </ul>
<b>Shakespeare's <i>Macbeth</i></b>	<ul style="list-style-type: none"> <li>• Introduction to Shakespearean themes and language</li> <li>• Using scenes and evidence to explore the role of men and history</li> <li>• Matching quotations to predict prophecies of MacBeth &amp; Banquo</li> <li>• Explore character motives</li> <li>• Close reading and analysis of Shakespeare's prose</li> <li>• Shakespeare scene performance</li> </ul>	<p>Activities and ideas will help students develop a close understanding of the text, explore its social, cultural and historical contexts, consider Shakespeare's intentions and staging options, and analyze his use of language and structure. Each act will be explored through a chosen speech that students will engage with as well as interactive activities to explore the characters, symbols, and themes in the play.</p> <ul style="list-style-type: none"> <li>➤ Act quizzes</li> <li>➤ P: Scene Performance</li> </ul>
<b>Media Studies</b>	<ul style="list-style-type: none"> <li>• Listening to, viewing, and responding to different media</li> <li>• Analyzing the different gaps</li> </ul>	<p>Students will read, interpret, listen to, respond to, and create various media forms to determine its intentions,</p>

	in advertising <ul style="list-style-type: none"> <li>• Recognizing Bias</li> <li>• Discussing the connection between hate and crime</li> <li>• Random Acts of Kindness</li> <li>• Examining what makes a Viral Video</li> <li>• The impacts of social media through documentary viewing</li> </ul>	impacts, criticisms, and purpose in society. Current trends and topics will be used to develop students' critical thinking skills to assess their reaction and participation in media today. <ul style="list-style-type: none"> <li>➤ Spoof Ad presentation</li> <li>➤ P: RAK viral video presentation</li> </ul>
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## 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%**
- **Participation** **10%**
- **Assignments/Essays** **20%**
- **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.