



Pattison High School

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English Studies 12: Course Outline Winter Term 2026

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Office Location/Hours: Room 110

Course Description

English Studies 12 is designed to enhance students' critical thinking, communication (both written and spoken), and literary analysis skills. It aims to foster a deep appreciation for various forms of literature while honing language proficiency. When examining any text, students will engage in the exploration of its literary themes, historical context, and cultural perspectives, particularly of the knowledge and perspectives of First Peoples. The curriculum often includes the study of classic and contemporary works, encouraging students to analyze and interpret texts with a critical lens. Writing skills are a key focus, with students working on developing their ability to construct well-organized and coherent responses to texts.

Overview of Unit Plans:

Unit	Big Ideas	Unit Description Topics & Assignments
Short Stories (3 weeks)	<ul style="list-style-type: none">Introduction to unit's essential question: What is one's role in a community/society?Students read a series of short stories and discuss the connection of each one to the essential question as well as different definitions of irony.After reading each story, students will write a short-form response to the story to test for their understanding and to address how the author	<p>For the short story unit, students will read and react to a variety of short prose texts that explore the following course question: What is our place in a community or society? In unpacking this question, students will review literary devices, with a focus on irony, and develop critical reading skills. They will also practice writing synthesis paragraphs and essays that analyze the role of literary elements in developing themes.</p> <ul style="list-style-type: none">➤ Collection of written responses to stories➤ Presentation on indigenous author and a major work➤ Short Stories Lit Devices Test

	<p>creates and develops meaning in the text</p> <ul style="list-style-type: none"> Students will research a First Nations author and present them and one of their major works to the class. Students will write an in-class essay in response to a question about one of the stories covered in class. Students work in pairs to read each other's responses and give each other feedback. 	
<p>Novel Study: <i>Life of Pi</i> (4 weeks)</p>	<ul style="list-style-type: none"> Analyzing character traits and motivation with evidence to write a character profile Using a Venn diagram to compare and contrast characters Identifying literary devices and rationales in context to write a literary analysis essay response Identifying and matching themes to evidence to respond in an essay Interpret allegory and hidden messages within texts and a movie (<i>Pleasantville</i>). 	<p>Students will explore literary elements in the novel study through vocabulary, discussions, and in-class activities. Students will practice identifying, finding and using evidence from the novel to answer questions, provide support and respond to different questions to produce different literary analysis essays.</p> <ul style="list-style-type: none"> Part 1 and 2 quizzes Character Analysis Essay Literary Analysis Essay Thematic Response to Quote Essay
<p>Poetry through Time (3 weeks)</p>	<ul style="list-style-type: none"> Analyzing how structure and form impact the language and meaning Writing reflective responses and personal poetry Interpret themes from different perspectives and time periods Explore the events, 	<p>For the poetry unit, students will be reading a selection of classical poetry and analyzing techniques that poets use to convey meaning. There will be a focus on writing paragraphs that analyze the role of poetic devices in conveying the poem's meaning/theme. While there will be some opportunities for students to write creative pieces, the main</p>

	emotions, and seasons of life in different ways	assessment will be a unit test, where students will show their understanding in how to thoroughly analyze a poem.
		<ul style="list-style-type: none"> ➤ Poetry Reading Presentation ➤ Poetry Test of literary devices
Shakespeare's <i>Hamlet</i> (3 weeks)	<ul style="list-style-type: none"> • Introducing themes and KWL about Hamlet and its history • Viewing of the Shakespeare Experiment • Viewing, listening and reading of the play's acts • Rewriting scenes using modern language • Ranking values and creating comparisons • Research cases of revenge • Drama day acting out scenes • Cocktail party of characters 	For the Shakespeare unit, students will engage with the play in several ways including reading to self, acting, listening to audio-recordings, watching films, and other forms. Students will be formatively assessed in their comprehension of both plot and language, and they will be assessed in their ability to assess their understanding of the play on a personal level through art and writing. <ul style="list-style-type: none"> ➤ Act Quizzes ➤ Mini Project ➤ In-class essay response ➤ Artistic response ➤ Journal writing
Visual Media Studies (1 week)	<ul style="list-style-type: none"> • Introduce the unit by explaining how a film is also considered a text. • Hand out a list of film techniques and read through the list with them • Show some examples of film techniques used and why they were used. • Watch the short film <i>The Neighbor's Window</i> and take note of the characters. • Watch scenes from a full-length film, <i>Road to Perdition</i>, and fill out the accompanying film analysis handout. 	For the visual media unit, students will be watching a short film, as well as a feature film, and will analyze them based on both the film techniques used, and on the more conventional literary devices found in the stories. This unit is designed to give students a more modern take on storytelling because, with the evolution of media in the digital age, it's crucial for students to develop and understand media literacy. <ul style="list-style-type: none"> ➤ Film Review

	<ul style="list-style-type: none"> • Use elements of example film review to write own 	
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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:

- **Participation** 5%
- **Quizzes/Tests** 15%
- **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.