



### Pattison High School

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## Literary Studies 10: Course Outline Winter Term 2026

### Course Description

Literary Studies 10 invites students to explore literature as both a cultural artifact and a tool for critical inquiry. Through mythology studies, drama studies, poetry, drama, novel study and controversial topics, students will examine how writers across time and culture explore identity, society, and uncertainty. The course emphasizes critical thinking: students will learn to ask deeper questions, trace themes across texts, and engage with differing perspectives through discussion, written responses and analysis. Rather than focusing solely on what texts say, students will consider why they matter and how they relate to their own experiences. The course reflects the First Peoples Principles of Learning by valuing story, reflection, and personal growth. Students will study origin myths, modern literature, as well as poetic and dramatic forms to understand how people make meaning from uncertainty. Literary Studies 10 ultimately prepares students to read with insight, think with clarity, and communicate with purpose—skills that matter not just in school, but in life.

### Overview of Unit Plans:

| Unit                             | Big Ideas   | Unit Description<br>Topics & Assignments  |
|----------------------------------|---|---|
| <b>Introductions</b><br>(1 week) | <ul style="list-style-type: none"><li>• Discussion and identification on types and ways to plagiarize</li><li>• Reading and listening practice</li><li>• Writing for expression</li></ul> | <p>Introduction to teacher, course and each other through ice breakers. Review different skills. Practice group discussion skills and explore leadership through the marshmallow challenge.</p> <ul style="list-style-type: none"><li>➤ Identify plagiarism cases</li><li>➤ Review and practice listening, reading and writing skills</li><li>➤ Engage in the marshmallow challenge</li></ul> |

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| <b>Myths &amp; Legends: The Hero's Journey</b><br>(3 weeks) | <ul style="list-style-type: none"> <li>• Reading about myths and legends</li> <li>• The characteristics of creation myths to determine its authenticity</li> <li>• Assessing myth criteria</li> <li>• Documentary viewing</li> <li>• Applying Hero's Journey steps to text and film analysis (<i>The Matrix</i>)</li> <li>• Examining different Canadian legends</li> <li>• Identifying hero's journey elements in classic literature</li> </ul> | <p>Students will read an example creation story and search for their own to share and present. They will watch an interview with Joseph Campbell and learn about the steps for the hero's journey, and identify these steps in other myths and film.</p> <ul style="list-style-type: none"> <li>➤ Cultural creation myth assignment</li> <li>➤ Canadian folklore/legend presentation</li> </ul> |
| <b>Shakespeare's Romeo &amp; Juliet</b><br>(3 weeks)        | <ul style="list-style-type: none"> <li>• Introduce Elizabethan world &amp; Shakespeare</li> <li>• Analyze the structure of the play</li> <li>• Compare the text and the film</li> <li>• Use soliloquy to create sight poems</li> <li>• Paraphrase a scene</li> <li>• Use scene creation for understanding textual meaning</li> <li>• Reading scenes aloud</li> </ul>   | <p>Students will explore the themes in the play through readings, film comparisons, class discussions and worksheets. They will apply their skills and knowledge to write, collect, and reflect on their own poetry.</p> <ul style="list-style-type: none"> <li>➤ Act quizzes</li> <li>➤ Sight/Found Poem</li> <li>➤ Create a 3-dimensional timeline</li> </ul>                                 |
| <b>Poetry &amp; Personal Voice</b><br>(2 weeks)             | <ul style="list-style-type: none"> <li>• Exposure to a variety of different poetic forms</li> <li>• Analysis of selected poems and lyrics</li> <li>• Identification of literary devices in selected poems</li> <li>• Comparative discussions of tone and voice across mediums</li> <li>• Poetry reading and presentation on chosen personal selections</li> <li>• Participate in public gallery walk of final poetry pieces</li> </ul>           | <p>Students will have an opportunity to read a variety of different types of poetry to identify, interpret and analyze voice. They will engage in a poetry gallery walk while developing skills in reading the language of poetry.</p> <ul style="list-style-type: none"> <li>➤ Poetry collection assignment</li> <li>➤ Poetry reading presentation</li> <li>➤ Poetry Test</li> </ul>           |

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| <b>Dystopian Novel Study:</b><br><i>The Giver</i><br>(4 weeks) | <ul style="list-style-type: none"> <li>• Creating individuality maps</li> <li>• Discussion of differences between utopias and dystopias</li> <li>• Memory debate</li> <li>• Color gallery walk</li> <li>• Using music to explore emotions</li> <li>• Performing scenes</li> </ul>   | <p>Students will explore the realities of utopia and dystopian worlds through reading analysis, using music to connect with emotions, writing a love poem as well as a final chapter script.</p> <ul style="list-style-type: none"> <li>➤ Chapter quizzes</li> <li>➤ Psychiatrist Report</li> <li>➤ Job Assignment</li> <li>➤ Dreams Booklet</li> <li>➤ Free Verse poem</li> <li>➤ Tableaux</li> <li>➤ Final chapter script</li> </ul> |
| <b>Controversial Topics Defense</b><br>(1 week)                | <ul style="list-style-type: none"> <li>• Practice writing process from brainstorming, researching, outlining, draft writing, and final essay product</li> <li>• Research methods</li> <li>• MLA workshop</li> <li>• Modeling opinion essay writing</li> <li>• Writing, revising, and editing</li> <li>• Using different sentence types</li> </ul> | <p>Students will review opinion essay structure and participate in research and MLA style workshops. They will choose a controversial topic to craft an opinion essay which they will then defend in a presentation.</p> <ul style="list-style-type: none"> <li>➤ Controversial topic presentation</li> </ul>  |

### 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.