

**Course:** Literary Studies 11

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**Course Description:**

Literary Studies 11 allows students to make connections between literature and the surrounding world. Students will explore specific themes through literary works (fiction and non-fiction) in a variety of media in order to produce a final product that analyzes these themes from different perspectives. Giving students the choice of a range of literary topics allows them to follow their passion. Students will increase their literacy skills through the close readings of appropriately challenging texts. They will also enhance their development of the English Language Arts curricular competencies, both expressive and receptive, expand their development as educated global citizens, develop balance and broaden their understanding of themselves and the world while further developing higher-level thinking and learning skills.

**Summer Learning Beliefs:**

Summer Learning provides an engaging learning environment where all students can challenge themselves academically and fulfill their learning goals. To ensure this, students will:

- abide by the student Code of Conduct
- adhere to the Academic Honesty Policy
- adhere to the Summer Learning Student Engagement policy
- respect themselves and others
- attend every class and be punctual
- inquire, think, and engage to the best of their ability
- access technology in class when instructed to do so and for learning purposes only
- challenge themselves and have fun learning

All Summer Learning policies can be accessed at:  
<https://www.sd44.ca/school/summer/policies/Pages/default>.

**Course Syllabus:**

Unit	Essential Questions	Content	Curricular Competencies
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<b>Short Fiction</b>	<ul style="list-style-type: none"> <li>• How can language persuade?</li> <li>• How can we understand the relationship between humans and nature?</li> <li>• How can critical lenses illuminate different meanings?</li> </ul>	<ul style="list-style-type: none"> <li>• Text forms and genres</li> <li>• Text features and structures</li> <li>• Form, function, and genre of texts</li> <li>• Literary Elements and Devices</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact</li> <li>• Understand the influence of land/place in First Peoples and other Canadian texts</li> </ul>
<b>Assessment Task(s)</b> <ul style="list-style-type: none"> <li>• Debate</li> <li>• Podcast</li> <li>• Critical/literary analysis in a paragraph response form</li> </ul>	<ul style="list-style-type: none"> <li>• How do we form and shape our identities?</li> <li>• What is the individual's responsibility to the community as well as the community's responsibility to the individual?</li> <li>• How does making connections between text and self, deepen my understanding of my own identity?</li> </ul>		
<b>Interdependence and Independence:</b> <ul style="list-style-type: none"> <li>• Lit Circles; Novel Study</li> </ul> <b>Assessment Tasks</b> <ul style="list-style-type: none"> <li>• Small Group Presentations</li> <li>• Guided small group class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• What is the relationship between one's worldview and their understanding of text?</li> <li>• To what extent do societal circumstances determine individual behaviour?</li> <li>• How do the decisions and actions of characters reveal their personalities?</li> </ul>	<ul style="list-style-type: none"> <li>• Literal meaning and inferential meaning</li> <li>• Reading Strategies</li> <li>• Metacognitive strategies</li> <li>• MORE</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences</li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Express and support an opinion with evidence</li> </ul>

<ul style="list-style-type: none"> <li>• Critical Analysis Essay</li> </ul>			
<b>Love and Loss and Laughter</b> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Podcast</li> <li>• Dramatic Monologue</li> </ul>	<ul style="list-style-type: none"> <li>• How can creative texts help people to express and understand intense emotions?</li> <li>• How does one's use of language shape ideas and influence others?</li> <li>• How does the exploration of text and story allow us to deepen our understanding of diverse and complex ideas about identity, others, and the world?</li> <li>• How are people transformed through their relationships with others?</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Style</li> <li>• Literary Elements and devices</li> <li>• Literal meaning and inferential meaning</li> <li>• Oral Language Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact</li> <li>• Express and support an opinion with evidence</li> <li>• Use writing and design processes to plan, develop, and create engaging meaningful texts for a variety of purposes and audiences</li> </ul>
<ul style="list-style-type: none"> <li>• Poetry Analysis presentation</li> <li>• Creative text</li> </ul>			
<b>Ambition and Corruption</b>  Macbeth play and various adaptations	<ul style="list-style-type: none"> <li>• To what extent do power and authority alter (even corrupt) a person's original nature?</li> <li>• How might ambition, or the absence of it, impact individual development?</li> <li>• What role does trust play in human relationships?</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Style</li> <li>• Literary Elements and devices</li> <li>• Literal meaning and inferential meaning</li> <li>• Oral Language Strategies</li> <li>• Adaptation and Intertextuality</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</li> <li>• Discern nuances in the meanings of words, considering social, political, historical, and literary contexts</li> </ul>
<b>Assessment Tasks</b> <ul style="list-style-type: none"> <li>• Critical Analysis and Comprehension</li> </ul>			

<ul style="list-style-type: none"> <li>• Thematic Analysis</li> <li>• Unit Project adaptation proposal</li> </ul>	<ul style="list-style-type: none"> <li>• How is Shakespeare still relevant?</li> <li>• How can texts converse with each other?</li> <li>• Is there any one true version of a story?</li> <li>• How do create new meaning by referring to other texts?</li> <li>• Are some stories timeless?</li> </ul>		
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#### Grade Descriptors:

##### **An “A” student will/can....**

Provide perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts. Perceptively analyze effects of the author’s choices. Give detailed justification of opinions and ideas. Perceptively compare and contrast by making extensive connections. Make sophisticated use of organizational structures. Effectively organizes opinions and ideas in a sophisticated way. Produces texts that demonstrate a high degree of personal engagement. Make perceptive stylistic choices to demonstrate good awareness of impact on an audience. Effectively use a range of appropriate vocabulary, sentence structures and forms of expression. Write and speak in a consistently appropriate register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with a high degree of accuracy.

##### **A “B” student will /can ...**

Competently analyze the content, context, language, structure, technique, style of text(s) and the relationship among texts. Competently analyze the effects of the author’s choices. Give sufficient justification of opinions and ideas. Evaluate similarities and differences by making substantial connections. Make competent use of organizational structures. Organize opinions and ideas in a coherent and logical manner. Produce texts that demonstrate considerable personal engagement. Make thoughtful stylistic choices to demonstrate good awareness of impact on an audience. Use varied range of appropriate vocabulary, sentence structures and forms of expression. Write and speak competently in a register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with a considerable degree of accuracy.

##### **A “C” student will /can ...**

Provide adequate analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts. Adequately analyze the effects of the author’s choices. Give justification of opinions and ideas. Evaluate some similarities and differences by making adequate connections. Make adequate use of organizational structures. Organize opinions and ideas with some degree of coherence and logic. Produce

texts that demonstrate adequate personal engagement. Make some stylistic choices to demonstrate adequate awareness of impact on an audience. Use an adequate range of appropriate vocabulary, sentence structures and forms of expression. Sometimes write and speak in a register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with some degree of accuracy.

Resources:

Resources
A variety of texts including, but not limited to:
A class or small group novel, depending on teacher choice and novel availability
William Shakespeare’s “Macbeth”
A range of short fiction, poetry, non-fiction

We would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Tsleil-Waututh Nation, on whose unceded traditional territory the North Vancouver School District resides. We value the opportunity to learn, share and grow on this traditional territory.