

# **Mayerthorpe Junior Senior High School**

## **ELA 10-1 Course Outline 2025-2026 Mrs. Katherine Lewis katherine.lewis@ngps.ca**

### **Overview:**

The aim for English Language Arts is to have students experience, create, appreciate, and analyze a variety of texts. Students will enhance their reading, writing, viewing, representing, speaking, and listening skills. The ELA 10-1 Program of Studies aligns with these skills. My course will introduce students to a variety of texts, writing styles, and experiences to enhance their comprehension, writing, and creation skills.

Students will:

- 1) Explore thoughts, ideas, feelings and experiences
- 2) Comprehend and respond personally and critically to oral, print, and other media texts.
- 3) Manage ideas and information
- 4) Enhance clarity and artistry of communication
- 5) Respect, support and collaborate with others

### **Materials Required:**

3 ring binder, loose leaf paper, pencils, pens, erasers, and highlighters.

### **Resources:**

- *To Kill a Mockingbird* - novel
- *Romeo and Juliet* - play
- "Dead Poets Society" - feature film

### **Classroom Expectations:**

In order for our classroom to be a positive learning community, we all need to respect each other's right to learn and teach. All students in our class are capable of success in ELA if we all follow these basic expectations:

1. ARRIVE ON TIME AND PREPARED, EVERYDAY. There is no excuse for leaving these items at home because you know you have ELA class every day. Any student who misses 25% of the class will be marked absent (20 minutes for an 80 minute class).
2. RESPECT is an essential part of working in a learning community:

- a. All students are expected to respect themselves, each other, the teacher, as well as all property and equipment. Name-calling, teasing, inappropriate language, and/or damage to property will not be tolerated.
  - b. Use class time effectively and complete your work on time.
  - c. Do not talk when someone else is talking, whether it is the teacher or a classmate. You want to be heard when you are speaking and it is expected you would demonstrate the same respect.
3. This is YOUR learning environment! You are responsible for maintaining your personal space and the classroom in general. Please clean up after yourself.
4. Inform the teacher if you know you are going to be absent so you can complete missed work on your own time. If you are absent unexpectedly, it is your responsibility to find out what you missed from the teacher or a classmate and get caught up.
5. Cell Phone Policy: if the teacher sees a cellphone in class, whether in use or not, it will be taken to the office. If this is the students' first offense, they can retrieve their phone from the office at the end of the day. If it is their second offense, a parent or guardian must come and pick it up from the office. If it is the third offense, the phone is kept in the office safe for one month.

### **Assessment for Learning Policy:**

Many in class assignments will be used to assess student progress in class. These are low stakes and intended to provide constructive feedback. Many of these assessments will include written constructive comments for improvement from the teacher. It is expected that students complete all of these assignments.

### **Late Policy:**

All assessments will be given a due date. This will be the date that an assessment must be handed in either on google classroom or in person.

- Late assessments will receive a grade of zero in PowerSchool.
- If a late assessment is handed in BEFORE it has been graded and returned to the rest of the class, I will mark it like normal and it will be returned with feedback as normal.
- If an assessment is completed and handed in AFTER it has been graded and returned to the rest of the class, a mark will be entered **if** a student has spoken to the teacher in person or via email prior to the deadline, was absent on the due date of the assignment, or was approved by the teacher to be handed in late.
- If the assignment is not handed in, and there is no excusable reason for the absence, the zero will remain on the assignment.

**Cheating:**

If a student is suspected of cheating/plagiarism, the assignment/assessment will be confiscated immediately. The assignment/assessment, along with any evidence seized by the teacher/supervisor, will be presented to the Principal with a report of the circumstances. The student will be given an opportunity to explain the circumstances relating to the incident in a meeting with the Principal.

If upon investigation, the student is found to be innocent, opportunity will be provided to write an equivalent assignment/assessment without penalty.

In cases where the Principal, after consultation with the student and the teacher/supervisor, feels that the evidence indicates guilt, or where there is an admission of guilt, parents/guardians will be notified of the incident and the consequences being applied.

Possible consequences that may be applied at the discretion of the Principal in whole or in part.

- A zero on the assignment/assessment
- Detention
- Completion of an additional assignment/assessment under supervision
- In-School Suspension
- Out-of-School Suspension
- Removal from extracurricular eligibility and/or participation

**Reassessment Policy:****Reassessment Policy:**

The purpose of reassessment is to allow a student to remove an uncharacteristic grade. Individual reassessments will only be granted in extenuating circumstances. To qualify for a reassessment the following requirements must be met:

1. You must show evidence of preparing for the original assessment  
For example:
  - a. Completion of all formative and summative assessments (assignments/quizzes/projects).
  - b. Completion of practice questions/formative assessments
  - c. Actively engaged in lessons/class/learning activities and effective use of class time.
2. You must review the assessment and receive feedback in order to establish an understanding of your grade.

For example:

- a. A student/teacher conference
- b. Post assessment self-reflection
3. You must provide evidence of enhanced learning of the outcomes. For Example:
  - a. Completion of teacher tutorial sessions
  - b. Completion of additional practice materials
  - c. Exam Analysis – identifying errors/common mistakes/distractors
4. You must arrange to meet for reassessment in a timely manner.
5. The reassessment may be in an alternative form than the original assessment, but will assess the same outcome(s) from the programs of study.

### **Appeals Process:**

Should a situation arise where a student is not satisfied with an assessment outcome, first discuss the matter with the teacher outside of class time. If the teacher and the student are unable to resolve the issue, then the teacher will approach another teacher to assess the assignment. (The teacher will not have prior knowledge of the student's name or the previous grade for the given assignment). If there is still an issue, a meeting will be set up between the student, teacher, parents, and administration to resolve the matter. The commencement of an appeal must occur in a timely manner; within 48 hours of receiving the marked assignment. In return, the appeal process will be completed as soon as possible.

Please see the student agenda for more detailed appeals information.

### **Statement Regarding Bus Days:**

In the event of buses not running; I will run a google meet via google classroom at our regular class time. This will be time to ask questions, clarify concepts, work on assignments, have group discussions, etc. No new material covered but dependent on the frequency of this situation this could change.

### **Exam Exemption Policy**

The purpose of this policy is to acknowledge students who demonstrate strong academic achievement **or** consistent attendance with the opportunity to exempt one final exam per academic year(Junior) or Semester (Senior). This policy outlines the criteria, limitations, and procedures for exam exemption eligibility.

## **Eligibility Criteria**

A student may be eligible to exempt **one final exam per year (Junior)** or **one final exam per semester (Senior)** if they meet **either** of the following conditions:

1. **Academic Standing:** The student has achieved a final grade of **80% or above** in the classroom portion of the course.

**OR**

2. **Attendance:**

- In a **semester course**, the student has been **absent 5 days or fewer**.
- In a **year-long course**, the student has been **absent 10 days or fewer**.

**Note:** An absence is defined as missing more than 20 minutes of a class in senior high or more than 10 minutes in junior high, regardless of whether the absence is excused or unexcused. School sanctioned absences (such as field trips or school athletics) do not count toward absences.

*The academic mark and attendance record used to determine eligibility will be based on the data as of the day exemption forms are due (3 days prior to the start of exam week). Any changes after that date will not be considered.*

## **Additional Eligibility Requirements**

- All outstanding school and extracurricular (e.g., sports) fees must be paid **in full** by the exemption form due date. This also includes the payment or return of previous semester or year books.

*Students with unpaid fees will not qualify for an exam exemption, regardless of academic or attendance standing.*

## **Limitations and Conditions**

- Students may only exempt one final exam per academic year (Junior High) or Semester (Senior High).
- Students may choose to write an exempted exam as a **“no-fault” final**:
  - The exam result will only be counted if it improves the student’s grade.
  - This attempt still counts as an exemption under the two-year rule.
- A student may not exempt the same subject’s final exam more than once within a two-year period.

*Example: If a student exempts their math final in Grade 10, they cannot exempt their math final in Grade 11.*

### **Disciplinary Requirements**

Students are **not eligible** for an exemption if they have received:

- One or more out-of-school suspensions,
- or**
- More than one in-school suspension during the course.

### **Application Process**

- Exemption forms will be made available **7 days before the start of exam week**.
- Completed forms must be **submitted no later than 3 school days before exams begin**.
- Students will be notified of approval or denial 2 days before exams start.

*Eligibility will be determined based on the student's grades, attendance, behavior, and payment status as of the exemption form due date.*

### **In-Class Final Exams**

- All **in-class final exams must be written**, even if a student has qualified for exemption.
- If an exemption is granted:
  - The in-class final will be treated as a **“no-fault”** exam.
  - The student will **not be required to write the Part B** portion of the final.
  - The in-class final may raise the final grade but cannot lower it.

### **Exceptions to Absence Policy**

Absences due to bereavement or extreme illness may be excused at the discretion of the principal. These cases must be discussed with administration within one week of the absence.

**Reminder:** Students are responsible for tracking their own eligibility, meeting all deadlines, and ensuring all school-related obligations (including fees) are fulfilled. Incomplete, late, or ineligible submissions will result in a requirement to write the full final exam.

## **Units of Study (these are subject to change):**

### **September:**

- **Conventions:** The first week will involve notes, assignments, and a test on the convention terms and rules required for ELA 10-1. These rules will be practices and used throughout their writing assignments the rest of the school year
- **Short Stories:** The students will study a variety of Canadian and international short stories, analyze the content, create their own pieces of writing, and learn a variety of literary devices.

### **October:**

- **Poetry:** Students will complete a short unit on poetry, reviewing literary devices from their short story unit, and practice their poetry analysis and writing skills.

### **October-November:**

- **Shakespearean Play: *Romeo and Juliet*:** Through the examination of the play, students will continue their exploration of Shakespearean techniques and language. Discussions and assignments will focus on characterization and conflict.

### **November-December:**

- **Novel Study: *To Kill a Mockingbird*:** Through the examination of a novel, students will demonstrate an understanding and appreciation of the complex and detailed writing of a novel. They will apply their knowledge of the book and writing elements towards projects and assignments. There will be complex discussions around the topics of racism, family dynamics, and the theme of justice.

### **December-January:**

- **Multimedia:** Throughout this unit students will explore a variety of multimedia texts such as short films, photographs, audio recordings, articles, memoirs, and the feature film “Dead Poets Society”.

### **Continuous:**

- Reading comprehension tests will also be given once per month if time allows

## **Large Writing Assignments:**

Students will complete multiple large writing assignments throughout the course.

These include literary analysis essays, personal responses, creative writing, etc. These writing assignments are required as part of the ELA 10-1 Program of Studies which is available for perusal on the Alberta Education website.

**Homework:**

Efforts will always be made to provide ample time to complete course work, but sometimes more time is required and homework is a necessity. Any parent wishing to meet with me to discuss a problem or concern may arrange a meeting by calling the school or emailing at [katherine.lewis@ngps.ca](mailto:katherine.lewis@ngps.ca). Any student wishing to request extra help or wishing to discuss a problem or concern can speak with me at school. I will do my best to make myself available for extra help.

**Course Evaluation:**

Assignments.....	20%
Large Writing Assessments.....	35%
Exams and Quizzes.....	25%
Final Exams.....	20% (10% each)