

Grade 6 English Language Arts

Course Code: 0001

Credit Value: N/A

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2023/2024

Teacher: Mme Thompson

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Prerequisites: None

Course Overview:

The purpose of 6 English Language Arts is to have students use the four ELA practices as they speak, listen, read, write, view, and represent for meaningful purposes to:

- make sense of themselves, others, and the world (Language as Sense Making)
- explore the purpose of texts and discover new ways of thinking (Language as Exploration and Design)
- investigate important issues and advocate for themselves, their communities, and the environment (Language as Power and Agency)
- use what they know about how language works in meaningful ways for different purposes (Language as System)

Supply List

- Binder & looseleaf paper
- Pencils
- Pens
- Duotang for spelling (provided)

Resources needed

- Computer with Microsoft word
- Library
- Notebook
- Novels
- Language Power Now book

Classroom tools and procedures:

1. Students need to organize their ELA binder into different subcategories: Lessons/notes, classwork, journals, novel studies, assignments/tests/quizzes. Students will keep their notes organized in chronological order.
2. Students will be assigned their own desk. Students will keep their binder in their desk whenever not in ELA class.
3. Students will have a personal box on a cart that moves with the teacher. In this box, they will keep their spelling duo tang as well as their Language Power Now book. Language Power should only remain with the student if they have homework to complete. Students may keep binders or work in progress in this box as well.

Classroom Rules and Expectations

All members of the classroom will....

1. **Make the classroom a safe place to learn**
 - a. All members will be respectful of the opinions, ideas, culture, and overall person of other members in the class.
2. **Respect their classmates**
 - a. The members of the class must respect the others right to learn and work in the school environment.
3. **Use of technology**
 - a. Technology and the use of music will be used at the teacher's discretion
4. **Prepared**
 - a. Come prepared to class ready to learn with materials necessary to complete coursework. It is the student's responsibility to keep their binder organized, all necessary papers inside and to save work frequently while doing computer tasks.
5. **Homework**
 - a. If a student has homework, it is their responsibility to complete it the day it is given. If they fail to complete assigned homework they will have to spend their spare time finishing it at the school.

Assessment Guidelines

- **Assessments/work** are due at the beginning of the class on the due date. If an extension is needed, the student must discuss this with the teacher ahead of the due date.
- **Late assignments** will receive a **zero** until the assignment is handed in.
- **Tests:** students will have the chance to re-write up one test of their choice.
- **Plagiarized assignments** will be given a **zero** until the student has redone the assignment.
- If a student **misses a class**, it is the student's responsibility to find out what they have missed and to complete any assigned work on their own time.
- **Extra assistance:** student must arrange a time with teacher to receive extra assistance.

Methods of evaluation: rubrics, quizzes, comprehension questions, projects, review questions, journals, writing pieces, checklists, self-evaluations, teacher anecdotal notes, etc.

Method of assessment: Each mark will be assessed with a percentage.

Course Learning Outcomes

1. Enhance reading and writing skills
2. Solidify criteria for different writing pieces
3. Increase critical thinking techniques
4. Learning important communication skills with peers
5. Understand the importance of literature
6. Enhance grammar and spelling

Course Marking Overview – 100%

1. Reading Comprehension (reading, listening, & viewing) – 40% of course grade

- a. Reading for enjoyment and personal growth
- b. Novel study and literature analysis activities
- c. Magazine, newspaper, and online text analysis
- d. Story analysis, genre studies, and writing analysis
- e. Active listening of other students
- f. Research and information source evaluation 2.

2. Writing Communication – 40% of course grade

- a. The Writing Process
- b. Writing purpose, genre, and communication
- c. Descriptive, Informational, Narrative, Persuasive, and Expository Writing
- d. Spelling, grammar and conventions
- e. Various forms of writing – poetry, short story, fiction/non-fiction, essay, creative writing, class newsletter, book creation, journals, speeches, and various writings for specific purposes (instructions, letter, biography, etc....).
- f. Webpage, blogs, and social media – writing in the 21st century

3. Communication & Critical Thinking (speaking, representing, presenting, & critical thinking)– 20% of grade

- a. Students will be participating in discussions and debates with other students. They will present their thesis. They will voice their opinions and explain their thinking.
- b. Students will participate in discussions on books and novels they study in small groups and as a class.
- c. Students will present their writing to their class and possibly other students in the school.
- d. PowerPoint and Publisher presentation formats
- e. Social Media – webpage design and communication
 - i. Responsible social media engagement

Course Assessment Specific Weightings Breakdown – Final ELA Mark Calculations

***A 1-4 ordinal scale is used to report on achievement in each subject category. There are no overall subject grades.

6-8 English Language Arts - 2023-2024 year plan

September – opening activities, group novel study: “Posted”

Assessment: art project, spelling evaluation, comprehension questions, discussion, projects

October – Digital Citizenship, How to Write a Paragraph, “Mysteries” stories, poetry, framework, etc.

Assessment: paragraphs on various topics, responses and comprehension questions for various articles, stories, poems.

November – Digital Citizenship, Individual Novel Study (late November)

Assessment: reading responses and assignments related to individual novel

December – Individual Novel Study – students will complete various assignments based on a novel of their choice.

Assessment: reading responses and choice assignments related to novel.

January – The Writing Process – students will create their own pieces of writing following the steps of the writing process. Focus will be on narrative writing.

Assessment: submissions from various stages of the writing process including final draft.

February – Group Novel Study: “The Diary of Anne Frank”

Assessment: comprehension questions, articles, etc.

March – Biography/expository writing – students will research and write about a figure related to “The Diary of Anne Frank”.

Assessment: research skills, framework for biography and written biography

April – Figurative Language Study, Media Analysis

Assessment: evaluation of media and creation of ads and articles with a digital focus. Focus will be on persuasive and informational writing using figurative language.

May – Individual Novel Study – students will complete various assignments based on a novel of their choice.

Assessment: reader responses and choice assignments.

June – Oral presentations – students will work on a variety of oral presentations (reader’s theatre ,drama, etc) and finish with an original oral presentation.

Assessment: planning and execution of oral presentation

*Individualized Spelling Program will be Thursdays. If Day 5 falls on a Thursday, spelling will be the following day.

**Grammar and English language instruction will be Wednesdays using the program Language Power Now. If Day 5 falls on a Wednesday, Language Power will shift to Tuesday.

***Mindfulness instruction will happen on day 5.

*Assignment outlines, timeframes and deadlines will come home for larger projects.

Note for parents: I look forward to working with you and your child to expand their knowledge of the English Language. Please do not hesitate to contact me if you or your child have any questions or concerns.

I have read the English Language Arts course outline and I am familiar with its content. I have read the classroom rules and expectations and I am willing to participate in the classroom discussions and activities in a positive and respectful way. I understand that this is a classroom contract that I will try my best to uphold.

Date read: _____

Student's name: _____

Student's signature: _____

Parent/guardian's name(s): _____

Parent/guardian's signature(s): _____

Any additional comments or concerns: _____
