Outline of Course of Study

Name of School: Ottawa Islamic School

Department: Department of English

Program Developer or Teacher: Safaa El Dahabi

Course Development Date: August 2023

Course Reviser / Revision Date: Safaa El Dahabi / Oct 2023

Course Title / Grade / Type: English

Course Level: Grade 6

Curriculum Policy Document: The Ontario Curriculum, 2006

Course Description/ Rationale:
reading and Writing comprehension will always be an important aspect of child's education. This year, Grade 6 students will read more complex texts in a number of different genres, and also do a lot of non-fiction reading. This will help them further develop their reading and writing skills. As far as writing is concerned, sixth-grade language arts focuses on getting students to become more independent writers as they begin to work on formal essays and more detailed writing assignments.

Overall Expectations:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Support their answers by using details and facts from a text
3. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
4. Understand grammar rules, punctuation, capitalization
5. Write a complete paragraph with topic sentence and supporting details
6. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
7. Use different sources (books, websites, articles) to do research

Specific Expectations:

Strands

Strand 1: Oral Communication

Overall Expectations

By the end of this strand, students will:

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Strand 2: Reading

Overall Expectations

By the end of this strand, students will:

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Use knowledge of words and cueing systems to read fluently;
4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Strand 3: Writing

Overall Expectations

By the end of this strand, students will:

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Strand 4: Media Literacy

Overall Expectations

By the end of this strand, students will:

1. Demonstrate an understanding of a variety of media texts;
2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Outline of Course Content:

Unit	Title	Time
1	Suspense	10h
2	Biodiversity	10h
3	First Nations and Early Explorers	9h
4	Your Choices	9h
5	Biography	9h
6	Electricity	9h
7	Canada's Link to the World	9h
8	Flight	9h
9	Science Fiction	9h
10	Space Technology	9h
11	You in the World	9h

12	Exploring Space Technology	9h
Total		**Total: 110 hours**

Teaching/Learning Strategies:

- Lectures/handouts/note taking
- Case Studies
- Brainstorming
- Worksheets
- Writing (research, essays, poems)
- Homework, class work, assignments
- Small/large group discussions
- Multimedia presentations
- Role playing/skits

Teaching/Learning Tools:

- Textbook
- Overhead projector, screen, and transparencies
- Online software, CDs, DVDs, videos/films
- Chart paper
- Posters
- Relevant magazines & articles

Assessment Methods: The means through which student learning may be assessed (i.e., written, spoken, or done). In this course, students will use all three methods to demonstrate their learning: oral work (debates, discussions, presentations, skits) and written work (tests, quizzes, reports, essays, etc.).

Assessment Strategies: The actual assessment instruments used as the process used for assessing student learning and the level of their achievement of meeting curricular expectations (e.g. journal). Below is a list of the most commonly used assessment strategies for this course:

- Tests**/**Quizzes
- Assignments
- Research Projects/Reports
- Case Studies/Scenarios
- Graphic Organizers
- Multimedia Presentations
- Journals
- Skits/Role Playing
- Interviews/Conferences
- Examinations

Assessment Tools: An instrument that is used to initiate or guide the assessment strategy or to track, monitor or record the assessment data (e.g. rubric). Below is a list of the most commonly used assessment tools for this course:

- Check lists (learning skills, homework check, completion of a task, basically to check absence or presence of a concept, process, skill, or attitude)
- Marking Scheme (tests/quizzes, assignments, worksheets)
- Rating Scales (to assess frequency of achieving a task or quality of task)
- Rubrics (performances, written reports, presentations, complex projects/tasks)
- Anecdotal Comments (learning skills, group work, independent work, presentations, etc.)

Considerations for Program Planning

1. Student Well-Being and Mental Health
2. Instructional Approaches
3. Planning for Students with Special Education Needs
4. Healthy Relationships
5. Human Rights, Equity, and Inclusive Education
6. The Role of the School Library
7. The Role of Information and Communications Technology
8. Education and Career/Life Planning
9. Experiential Learning
10. Pathways to a Specialist High Skills Major (SHSM)
11. Health and Safety
12. Ethics

Resources:

Nelson Literacy a, b c three books, worksheet, notebook, journals