

MS ELA 6 Course Outline 2025-2026

Teachers: Ms. Jade Tremblay

Materials:

ELA Program ELA 6 Workbook: Grammar
Wordly Wise 3000: Book 4
Raz-Kids account (Provided)

A binder for classwork and handouts
Lined paper
Journal
Pens and Pencils
Markers and/or coloured pencils
Ruler
Scissors

Big Ideas:

- Language and text can be a source of creativity and joy.
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- We communicate ideas and stories using words, pictures, and other forms of expression.
- Exploring and sharing multiple perspectives extends our thinking.
- Every individual has a unique voice and story worth sharing.
- Listening and speaking help us build relationships and make sense of our experiences.
- Developing our understanding of how language works allows us to use it purposefully.
- Learning about fairness, peace, and justice helps us imagine and create a better world together.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Overview:

MS ELA 6 teaches students English through three primary methods: project-based learning, literature, and grammar.

- **Project-based learning:** Units are organized around themes with smaller projects throughout and one culminating project or performance. Projects often involve group work in English, helping students to learn the language through socialization.
- **Literature:** Students will additionally learn the language through the study of genres of English literature including poetry, short stories, novels, and media texts. Literature includes both digital and paper formats where students can build skills in reading, viewing, writing, and creating.

- **Grammar:** Students will spend focused time increasing their repertoire of the conventions of Canadian spelling, grammar, and punctuation

21st-Century Attributes:

In our classes, students will have regular opportunities to practice and strengthen 21st-century attributes. Through guided experiences, they will not only apply these skills in meaningful ways but also build the confidence and mastery needed to use them beyond the classroom.

- Collaboration
- Effective Communication
- Personal Responsibility
- Social Responsibility
- Technology & Media Literacy
- Creative Thinking
- Critical Thinking
- International-Mindedness & Appreciation of Multiculturalism

Overview:

ELA 6 teaches students English through two primary methods: English Language Acquisition & English in Action.

- **English Language Study:** The English Language Acquisition component of our curriculum focuses on building the core language skills students need to succeed: listening, speaking, reading, and writing. Through targeted instruction and meaningful practice, students expand their vocabulary, strengthen their grammar, and develop confidence in communicating across a variety of academic and real-world contexts. This foundation supports their growth in all subject areas and empowers them to participate fully in our learning community
- **English in Action:** English in Action provides students with opportunities to use English in meaningful, real-world contexts beyond traditional language study. Framed around the United Nations Sustainable Development Goals (SDGs), students engage in interdisciplinary projects that connect language learning with global issues and authentic problem-solving. This approach allows them to apply their English skills creatively and collaboratively while developing a deeper awareness of the world around them

Year Plan:

September–January: SDG 10 Reduced Inequalities	February–June: SDG 16 — Peace, Justice, and Strong Institutions
Unit 1: Identity Students will explore the many things that make each of us unique. We will learn about identity, language, culture, belonging,	Unit 4: Peace and Justice Students will explore rules, responsibilities, fairness, justice, and peaceful problem-solving. They will

and the ways we connect with the people and communities around us. Through stories, discussions, and activities, students will discover how our backgrounds, experiences, abilities, and perspectives can shape the way we see ourselves and understand others. We will encourage students to share their own ideas while also learning to appreciate viewpoints and experiences that may be different from their own. Along the way, students will strengthen their English skills through a review of parts of speech, verb tenses, and active and passive voice. Reading and writing activities will focus on personal responses, description, comparison, and clear communication, helping students build confidence in expressing who they are and understanding the world around them.	consider why communities have rules and how communication, compromise, evidence, and good decision-making can help resolve conflicts. Students will develop more sophisticated English skills through clauses, compound and complex sentences, modifiers, and academic vocabulary. They will also work with roots, prefixes, suffixes, synonyms, and antonyms to strengthen their reading, writing, and communication skills.
Unit 2: Fairness, Inclusion, and Representation students will explore fairness, inclusion, equality, and representation through stories, texts, discussions, and activities. They will examine how people experience different access to resources and opportunities and consider how individuals and groups may be included, excluded, represented, or misunderstood. Students will also develop their English skills by studying verbals, phrases, and adjective and adverb phrases while practicing informational writing, paragraph development, and supporting ideas with details and examples.	Unit 5: Strong Communities In this unit, students will explore what makes a community peaceful, fair, and strong and why accurate, reliable information is important. They will practise evaluating evidence, perspectives, reliability, and text structure while considering how informed people can contribute positively to their communities. Students will bring together their learning from the course by applying grammar, vocabulary, reading, writing, speaking, and presentation skills, with a focus on punctuation, agreement, pronouns, and editing.
Unit 3: Voices That Matter Students will explore whose voices are heard and how people share their experiences, ideas, and perspectives.	Final project: June Students will identify a real or hypothetical community issue related to peace, justice, or strong communities

Through stories, interviews, and discussions, students will consider why it is important to both express ourselves and listen to others. Students will also strengthen their English skills through direct and indirect speech, quotations, dialogue, and reported speech, using these skills to communicate their own ideas and the experiences of others clearly.	and develop a thoughtful solution. They will share their ideas through a written piece, visual component, and oral presentation, bringing together the English and communication skills developed throughout the course.
End of Semester Assignment January: Students will explore the question “How can we make our school or community more inclusive?” They will identify an issue related to fairness or inclusion, research possible solutions, and develop a realistic action plan or awareness campaign. The project gives students an opportunity to use their English skills while applying what they have learned to their own community.	