

## ONTARIO JUNIOR CURRICULUM EXPECTATIONS

<b>Ontario Curriculum Links</b>			
<b>Subject/strand</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>Language: Oral Communication</b>	1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups	1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups	1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
<b>Language: Reading</b>	1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups	1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups	1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
	1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts	1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts	1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts
	1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing a variety of supporting details	1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details	1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways
	1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them	1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them	1.6 extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
	2.1 identify a variety of purposes for speaking		
	2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions	2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions	2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions
	2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form	2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form	2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and

<b>Language: Reading</b>	2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience	2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience	sequence ideas and information 2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience
		3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose	3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose
<b>Language: Writing</b>	1.4 sort and classify ideas and information for their writing in a variety of ways	1.4 sort and classify ideas and information for their writing in a variety of ways	
<b>Health and Physical Education: Active Participation</b>	A1.1- Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part [PS, IS]	A1.1- Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part [PS, IS]	A1.1- Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part [PS, IS]
<b>Health and Physical Education: Movement Skills and Concepts</b>	B1.3 -perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways and going in different directions [PS, IS]	B1.3 – explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways [PS, IS]	B1.2 – perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment [PS, IS]
<b>Health and Physical Education: Healthy Living</b>	Healthy Eating C2.1 – analyze personal food selections through self-monitoring over time, using the criteria in Canada’s Food Guide C3.1 – identify ways of promoting healthier food choices in a variety of settings and situations	Healthy Eating C2.1 – explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices [CT]	Healthy Eating C2.1-apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink