

## SASKATCHEWAN JUNIOR CURRICULUM EXPECTATIONS

Subject/Strand	Grade 4	Grade 5	Grade 6
<b>English Language Arts: Comprehend &amp; Respond</b>	<p>CR4.1b- View, listen to, and read a variety of texts related to theme or topic of study and show comprehension by:</p> <ul style="list-style-type: none"> <li>• retelling and explaining the ideas and information presented in texts</li> </ul> <p>CR4.3f- Summarize and paraphrase major ideas and supporting evidence presented in spoken messages and formal presentations.</p> <p>CR4.3g- Follow multi-step directions and instructions independently.</p>	<p>CR5.1b- View, listen to, and read a variety of texts related to the theme or topic of study and show comprehension by: understanding, retelling, and explaining the ideas and information presented in the texts</p> <p>CR5.3d- Evaluate the content of a variety of oral communications and ask questions to seek information not already discussed.</p> <p>CR5.3- Listen purposefully to instructions and procedures and decide the best way to carry them out.</p>	<p>CR6.1b- Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts by: understanding the ideas and responding to and interpreting texts</p> <p>CR6.5a- Display active listening behaviours including preparing to listen; making notes to assist recall of ideas presented; identifying important details; noting techniques employed; seeking additional information from other sources as needed.</p> <p>CR6.5b- Restate and follow multi-step instructions and show that they have been understood by completing a task.</p> <p>CR6.6a- Display active reading behaviours including preparing to read; considering appropriate rate (e.g., skim, scan, or read carefully) according to purpose; asking questions; rereading to clarify understanding when necessary.</p> <p>CR6.6i- Draw conclusions about author's message, values, and craft.</p>
<b>English Language Arts: Compose &amp; Create</b>	<p><b>Grade 4</b></p>	<p><b>Grade 5</b></p>	<p><b>Grade 6</b></p>
	<p>CC4.1a- Create spoken, written, and other representations that include:</p> <ul style="list-style-type: none"> <li>• a specific message</li> <li>• a coherent organization of ideas</li> <li>• ideas and information which are clear and complete</li> <li>• appropriate use of language and conventions.</li> </ul> <p>CC4.2d- Organize information and ideas in visual and multimedia texts that are clear, meaningful, logical, and illustrative of the topic and are properly labelled and captioned.</p> <p>CC4.2f- Use visual aids (e.g., pictograms, graphs, charts, tables, diagrams, maps, illustrations, movement) to enhance spoken or written products.</p> <p>CC4.3j- Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with others to share ideas and opinions, ask for support, complete tasks, and explain concerns or problems.</p> <p>CC4.4d- Write clear, coherent sentences and paragraphs that develop a central idea.</p>	<p>CC5.1a- Create spoken, written, and other representations that include:</p> <ul style="list-style-type: none"> <li>• a clear and specific message</li> <li>• a logical and coherent organization of ideas</li> <li>• a competent use of language and conventions.</li> </ul> <p>CC5.2f- Integrate a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.</p> <p>CC5.2g- Present information clearly and appropriately for each medium and recognize that the conventions of language and the medium are designed to help the audience understand what is said or presented.</p> <p>CC5.4g- Use various note-making strategies to glean information and ideas for expository or informational writing.</p>	<p>CC6.2a- Progress through stages/phases of the creating process (i.e., before [pre-], during [drafting], and after [revising]) as needed using several strategies including: consider purpose and audience; consider and generate specific ideas and information that might be included; collect and focus ideas and information; plan and organize ideas for drafting; consider qualities of effective communication and the language to use</p> <p>CC6.2b- During-create draft(s) and experiment with possible product(s) use language and its conventions to construct message; experiment with communication features and techniques</p> <p>CC6.2c- After- revise for content and meaning (adding, deleting, substituting, and rethinking), organization, sentence structure and flow, word choice, spelling and usage; polish, practise, and decide how work will be shared and published</p> <p>CC6.4c- Convey understanding of topics using mime, graphics, physical movement, and pictures or photographs.</p>

			<p>CC6.4g- Present ideas clearly and at a rate that enables others to follow.</p> <p>CC6.4e- Incorporate aids (e.g., photographs, illustrations, models, artifacts, diagrams, sound) in presentations.</p> <p>CC6.5a- Engage in partner, small-group, and whole-class discussion to accomplish a task (e.g., develop a class plan of action)</p> <p>CC6.5b- Show an understanding of when to speak and when to listen when participating in conversations and in small and whole group discussions</p> <p>CC6.5e- Exchange ideas and concepts with teacher, peers, and adults</p>
	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>English Language Arts: Speaking</b>	<ul style="list-style-type: none"> <li>- Participate in a variety of shared language experiences</li> <li>- Share ideas, observations, and experiences in structured small and large group talk</li> <li>- Prepare and present information on a specific topic using print and non-print aids to engage and inform a familiar audience</li> <li>- Explain personal opinion and support it with reasons</li> <li>- Identify strengths and areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in a variety of shared language experiences</li> <li>- Share ideas, observations, and experiences courteously during structured small and large group talk, and fulfill own role as a group member</li> <li>- Prepare and present talks and oral reports to engage and inform an audience</li> <li>- Use language appropriate to audience, purpose, and situation</li> </ul>	<ul style="list-style-type: none"> <li>- Use talk to express and to share feelings, ideas, and opinions in one-to-one, small group, and large group discussions</li> <li>- Speak to explain, report, inquire, and inform</li> <li>- Read aloud a short poem or prose passage with enthusiasm, expression, and fluency and speak to share and to entertain</li> </ul>
	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>English Language Arts: Assess and Reflect</b>			<p>AR6.2a- Reflect on speaking, writing, and other representing strategies used including relating work to criteria (e.g., a rubric), identifying what worked during the process, responding to feedback, setting realistic goals, and taking steps toward achieving goal</p>
	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>Fine Arts: Dance</b>	<p>CP4.1c - Use research, including guided Internet searches, as part of the dance-making process (e.g., access Statistics Canada information about historic migration patterns in Saskatchewan, analyze dances of cultural groups).</p> <p>CP4.2k - Use a wide range of movements considering personal expression, strength, and balance.</p>	<p>CP5.1c - Collaborate with peers to select a common starting point, and generate further ideas for dance compositions.</p> <p>CP5.2k - Organize movement sequences in meaningful ways.</p>	<p>CP6.1a - Use inquiry in dance to extend understanding of identity (e.g., examine how pop culture trends influence youth identities); Summarize and focus knowledge of topic to determine information needs.</p> <p>CP6.2a- Investigate and demonstrate choreographic principles using the elements of actions, body, relationships, dynamics, and space</p> <p>CP6.2b- Analyze, discuss, and explore through movement, the principles of repetition and contrast in dance.</p> <p>CP6.3a- Investigate and demonstrate different ways of sequencing and developing movements and phrases</p> <p>CP6.3f- Determine effectiveness of transitions and form in own dance compositions</p>

Physical Education: Active Living,	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
	<p>4.1a-Engage, on a consistent basis, in a variety of individual and group activities that support health-related fitness and that support perceptions of physical activity as being fun</p> <p>4.1e-Sustain participation in moderate to vigorous movement that increase heart rate and respiration rate, for eight consecutive minutes on a consistent basis.</p> <p>4.1i-Engage in fitness sequences, such as circuits, that include cardiovascular endurance, muscular endurance, and flexibility exercises.</p>	<p>5.1b-Sustain participation in moderate to vigorous movement activities (e.g., walking, snowshoeing, running, skipping, hiking, cycling, swimming, dancing, paddling) that increase heart rate and respiration rate, towards nine consecutive minutes on a consistent basis.</p> <p>5.1d-Engage willingly in a variety of movement activities at a moderate to vigorous level of effort.</p>	<p>6.1c-Sustain participation in moderate to vigorous movement activities that increase heart rate and respiration rates in a progression towards ten consecutive minutes on a consistent basis.</p> <p>6.1e-Willingly engage in a variety of movement activities at a moderate to vigorous level of effort in a progression towards ten consecutive minutes.</p> <p>6.3b-Willingly engage in a variety of movement activities at a moderate to vigorous level of effort in a progression towards ten consecutive minutes.</p>
Physical Education: Skillful Movement	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
	<p>4.3b-Avoid stationary objects and dodge moving classmates, while moving through general space</p> <p>4.3j-Combine and perform a variety of sequences including five to six locomotor skills</p> <p>4.3l-Perform memorized dance steps, such as promenade, skip, swing, and do-si-do.</p> <p>4.3n-Perform a series of aerobic (cardiovascular) movements in time to music, maintaining a rhythm, for a sustained period of time.</p> <p>4.3o-Perform group dance sequences that involve rhythmical movement and combine locomotor skills as well as jumping and landing skills in repeated patterns</p> <p>4.8b-Demonstrate an understanding of “athletic position” and apply this understanding to the preparation stage for a variety of movements</p>	<p>5.3b-Demonstrate basic rhythmic steps, positions, and patterns in repeatable sequences (e.g., aerobics, skipping, creative dance, folk dance) showing two or more different styles/traditions.</p> <p>5.3c-Demonstrate functional use of combinations of two or more selected movement skills while applying movement variables</p> <p>5.3j-Create, symbolically represent, and perform, in groups of three or more, a rhythmical movement sequence in time to a given beat which meets given criteria related to the performance of complex movement skills</p> <p>5.3k-Create, symbolically represent, and perform, in groups of three or more, a dance sequence which meets given criteria related to the performance of combining movement skills</p>	<p>6.10h-Create and perform, in small groups, cooperative group rhythmical sequences and dances that incorporate objects such as basketballs, hoops, and skipping ropes, and is accompanied by an auditory rhythm such as music or a drum beat.</p> <p>6.10j-Demonstrate progression in skills development of self-selected and teacher-selected skills required for participation in body management activities</p>
Physical Education: Relationships	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
	<p>4.10b-Work productively and respectfully with others in achieving a common group goal while participating in movement activities.</p> <p>4.10g-Demonstrate inclusiveness while participating in movement activities by ensuring that all classmates have the opportunity to use equipment and to take leadership roles.</p> <p>4.11g-Identify potential hazards in a variety of movement activity environments, including in the gymnasium and on the playground, and make recommendations for improvements related to safety.</p> <p>4.12b-Identify and demonstrate the skills needed for effective teamwork</p> <p>4.12g-Demonstrate an appreciation for diversity and a personal responsibility for demonstrating acceptance of everyone while participating in both cooperative and competitive movement activities</p>	<p>5.10b-Self-assess level of social skills on a regular basis through methods such as responding to prompts</p> <p>5.10c-Acknowledge when own behaviour is irresponsible and/or lacking in self-control.</p>	<p>6.14a-Self-assess level of social skills exhibited on a regular basis</p>

	Grade 4	Grade 5	Grade 6
<b>Health</b>	<p>USC4.1a- Examine personal, past, and present knowledge about healthy eating and physical activity</p> <p>USC4.1e-Demonstrate an understanding of healthy food choices and serving sizes that support good health (see Canada’s Food Guide).</p> <p>USC4.1g- Review the health benefits of regular physical activity and the health risks of inactivity for pre/adolescence.</p> <p>USC4.1k- Investigate personal changes that need to be made for better nutrition and appropriate amounts of physical activity (see Canada’s Guide to Physical Activity).</p>	<p>USC5.1a-Investigate a variety of information about foods and beverages</p> <p>USC5.1c-Explain the importance of reading and understanding food labels including serving size, calories, and nutritional values (e.g. , fat, sodium, and sugars) for making healthy food choices.</p> <p>USC5.1d-Investigate a variety of information about healthy eating practices</p>	<p>USC6.1h- Describe healthy attitudes and behaviours that affirm personal standards.</p>
	<p>DM4.1e- Link personal health behaviours to potential health outcomes (e.g. , inactivity and diabetes).</p>	<p>DM5.1g-Formulate healthy strategies for addressing possible health challenges and/or embracing possible health opportunities.</p> <p>DM5.1h-Create a class goal statement to address identified health challenges and/or embrace particular health opportunities.</p>	<p>DM6.9-b Evaluate, based on specific criteria, strategies for embracing the health opportunities and/or addressing the health challenges related to each unit of study.</p>