

Grade 4: I Can Statements

Treaty Education: Understanding How Treaty Promises Have Not Been Kept						
Treaty Relationships 4 ¹ : I can analyze how relationships are affected when treaty promises are kept or broken.		Spirit and Intent of Treaties 4 ² : I can examine the meaning of treaty when it talks about education.		Historical Context 4 ³ : I can explore the historical reasons why people entered into treaty.		
Treaty Promises and Provisions 4 ⁴ : I can examine the goals of the First Nations' Chiefs and Queen's Officer in negotiating treaty.						
Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	
<p>CP4.1 - I can make my own dance piece with the theme around Saskatchewan through problem solving with my group. (Saskatchewan Theme: people, culture and symbols, landscape, weather, etc.)</p> <p>CP4.2 - I can express my ideas through dance using: dance steps, body parts, types of movement and different shapes and spaces. I can do this alone, with a partner, and in a small group.</p> <p>CP4.3 - I can act in different roles using Saskatchewan as my inspiration.</p> <p>CP4.4 - I can give my ideas to help make our drama better by listening to others and giving suggestions.</p> <p>CP4.5 - I can show that I have improved my voice & instrument skills while creating my own musical piece using Saskatchewan as my inspiration.</p> <p>CP4.6 - I can make and perform music using my voice & instrument.</p> <p>CP4.7 - I can make visual arts work that shows my own ideas about Saskatchewan.</p> <p>CP4.8 - I can create art using different kinds of art using different strategies, ways, and materials.</p> <p>CR4.1 - I can study how dance, drama, music, and visual art works represent different ideas of the artist.</p> <p>CR4.2 - I can share my opinions about different Saskatchewan arts.</p> <p>CH4.1 - I can study and share discoveries about the arts in Saskatchewan on my own or with my peers.</p> <p>CH4.2 - I can study, think and respond to different Saskatchewan First Nations & Métis artists work.</p>	<p>CR4.1 - I can comprehend and respond to different grade-level texts (including visual, oral, written and multimedia)</p> <p>CR4.2 - I can view and respond to visual and multimedia texts, and talk about the author's strategies and impact on myself and others.</p> <p>CR4.3 - I can summarize and reword what I listen to so I can make my own conclusions.</p> <p>CR4.4 - I can read and comprehend grade-appropriate fiction and non-fiction from different cultures and countries.</p> <p>CC4.1 - I can compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility.</p> <p>CC4.2 - I can create different representations that shows ideas and information about a specific topic and purpose.</p> <p>CC4.3 - I can speak about different topics to present information, in formal and informal speaking situations, for different people and reasons.</p> <p>CC4.4 - I can write to make a: descriptive, narrative, and expository pieces as I use the writing process.</p> <p>AR4.1 - I can use a rubric to reflect and improve my viewing, listening, reading, speaking, writing and representing. I can start thinking about ways I can improve.</p> <p>AR4.2 - I can set and work on my goals to improve my viewing, listening, reading, speaking, writing and representing.</p>	<p>USC4.1 - I can understand what healthy eating and physical activity mean for pre/adolescence.</p> <p>USC4.2 - I can show how traditional healing and current medicines have prevented and managed illness.</p> <p>USC4.3 - I can take a closer look at ways to make new healthy relationships, and solve disagreements.</p> <p>USC4.4 - I can decide to keep myself safe and protected in different places and situations.</p> <p>USC4.5 - I can take a closer look at Who I Am and how I am influenced by my relationship with others.</p> <p>USC4.6 - I can look at strategies to help manage my stress.</p> <p>DM4.1 - I can dig deeper to find the importance of making good decisions about healthy eating, physical activity, health choices and relationships, stress, personal identity, safety and protection.</p> <p>AP4.1 - I can make and use 2 4-day action plans about healthy eating, physical activity, health choices and relationships, stress, personal identity, safety and protection.</p>	<p>N4.1 - I understand the numbers up to 10,000 and can show in different ways.</p> <p>N4.2 - I can estimate, add and subtract to 10,000.</p> <p>N4.3 - I can multiply up to 10 by 10</p> <p>N4.4 - I can multiply 2 and 3 digit numbers by a 1 digit numbers.</p> <p>N4.5 - I can divide 2 digit numbers by a 1 digit number.</p> <p>N4.6 - I can show fractions that are less than or equal to one.</p> <p>N4.7 - I can relate fractions to decimals in tenths and hundredths.</p> <p>N4.8 - I can add and subtract decimals to the tenths and hundredths.</p> <p>P4.1 - I understand patterns and relations (identifying, reproducing, creating and solving in chart, table or diagram).</p> <p>P4.2 - I can use symbols to write an equation to represent a problem and use symbols to solve one-step equations.</p> <p>SS4.1 - I understand the difference between AM and PM and can read analog and digital clocks.</p> <p>SS4.2 - I can show and understand the area of regular and irregular 2D shapes including using estimation as a strategy.</p> <p>SS4.3 - I understand 3D shapes (Rectangular and triangular prisms).</p> <p>SS4.4 - I can show that I understand symmetry by identifying and creating symmetrical 2 - D shapes and draw lines of symmetry in 2 - D shapes.</p> <p>SP4.1 - I show and read many to one correspondence graphs.</p>	<p>PE4.1 - With my teacher's help, I can make and use decisions, strategies and ideas to help improve my own health and fitness (move, stretch and strengthen my body).</p> <p>PE4.2 - I can show and talk about how body systems (circulatory, respiratory, and muscular) are connected to a person's health and fitness.</p> <p>PE4.3 - I can pick and use hints to help combine and make my more difficult movement skills during other games and activities (dance, gymnastic, yoga, etc.).</p> <p>PE4.4 - With my teacher's help, I can use roll backwards.</p> <p>PE4.5 - I can show and use more difficult skills during body activities (dance, gymnastics, and yoga).</p> <p>PE4.6 - With my teacher's support, I can show and use different ways I can control my body on the spot when hand dribbling, foot dribbling, striking objects with hands and/or short- handled objects, volleying, and striking objects with long handled implements. I am improving my skill when punting.</p> <p>PE4.7 - I can pick and use skills that combine and improve the way I control objects during more difficult movements (throwing, catching, and kicking).</p> <p>PE4.8 - I can polish how I use movement ideas, strategies, and hints to improve my own performance and to help give feedback to my peers.</p> <p>PE4.9 - I can polish certain skills, tactics and strategies when playing different games that have running/standing, throwing/kicking/hitting, are inside and outside and with a partner/group.</p> <p>PE4.10 - I can use tactics, strategies, and rules that are required for a safe and inclusive activity during physical education. I can do this when by myself, and with others.</p> <p>PE4.11 - I can include safe skills to prevent injury (stretching, warming up, etc). I can investigate basic first aid for illness or injury both in and out of physical education.</p> <p>PE4.12 - I can think and use what I think a positive, inclusive team member looks like to show team spirit and fair play.</p> <p>PE4.13 - I can dig deeper and talk about how other cultures, including First Nations and Métis, have been part of different games, sports and physical activities.</p>	<p>HC4.1 - I can explore how plants, animals, and humans rely on one another (interdependence) and explain the difference between a habitat and a community.</p> <p>HC4.2 - I can describe how: the structure of different plants and animals allows them to live in different habitats. I can describe how: the different plant behaviours allows them to live in different habitats and different animal behaviours allows them to live in different habitats.</p> <p>HC4.3 - I can describe the pros and cons of natural and human activities on habitats and communities. I can talk about ways to keep these habitats the way they are now and how we could return these habitats to their natural state.</p> <p>LI4.1 - I can tell the difference between natural and artificial light sources, identify the characteristics of natural light, identify the characteristics of artificial light and identify the properties (of light.</p> <p>LI4.2 - I can describe different ways that light affects objects and materials (what the object is made of).</p> <p>LI4.3 - I can describe the advantages and disadvantages of different light-related technological innovations (including optical devices) on the environment, society and myself.</p> <p>SO4.1 - I can explore natural sources of sound in the environment, explore artificial sounds in the environment, and describe how these sounds are detected by humans and animals.</p> <p>SO4.2 - I can use my own experiences to make statements about the characteristics of sound, my own experiences to make statements about the physical properties of sound and describe the difference between pitch and loudness.</p> <p>SO4.3 - I can examine how sound-related technologies affect me and society and evaluate the impact of sound-related technologies on the environment.</p> <p>RM4.1 - I can describe the physical properties (e.g. colour, texture, luster, hardness, cleavage, transparency, crystal structure) of rocks, including local samples and the physical properties of minerals, including local samples.</p> <p>RM4.2 - I can assess the possible benefits and/or damage of rock and mineral use on me, all people and the environment.</p> <p>RM4.3 - I can describe how weathering, erosion and fossils provide evidence (information) of how landforms were created.</p>	<p>IN4.1 - I can describe the important contributions of First Nations and Metis people in Saskatchewan in the past and present</p> <p>IN4.2 - I can describe why Saskatchewan communities are so culturally diverse</p> <p>IN4.3 - I can show how people, and tell how programs, from Saskatchewan have helped Canada.</p> <p>DR4.1 - I can make connections between Saskatchewan lands and how people lived in the past and today and make connections between the land of Saskatchewan and where people choose to live.</p> <p>DR4.2 - I can explain the relationship that Métis and first Nations people have with the land.</p> <p>DR4.3 - I can explain how treaties affect the people of Saskatchewan.</p> <p>PA4.1 - I can explain how the lives of people in Saskatchewan are affected by different levels of government.</p> <p>PA4.2 - I can explain how the provincial government of Saskatchewan works.</p> <p>PA4.3 - I can prove that I understand how First Nations government works.</p> <p>PA4.4 - I can prove that I understand how Métis governance system works.</p> <p>RW4.1 - I can describe different ways that the people of Saskatchewan meet the challenges of the climate</p> <p>RW4.2 - I can explain why agriculture is important to Saskatchewan.</p> <p>RW4.3 - I can explain how Saskatchewan's resources and inventions affect other parts of the world.</p>