

# Grade 5: I Can Statements

Treaty Education: Assessing the Journey in Honouring Treaties						
<b>Treaty Relationships 5<sup>1</sup>:</b> I can examine the concepts of colonization and decolonization and analyze their effects.		<b>Spirit and Intent of Treaties 5<sup>2</sup>:</b> I can analyze how the various symbols used by treaty signatories contributed to the treaty making process.		<b>Historical Context 5<sup>3</sup>:</b> I can analyze the concept of self-government as it applies to First Nation and Métis people.		<b>Treaty Promises and Provisions 5<sup>4</sup>:</b> I can analyze the benefits of treaties for all Saskatchewan people from a current perspective.
Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<b>CP5.1</b> – I can create my own dance, inspired by pop culture. <b>CP5.2</b> – I can show my own ideas in pop dance and use dance element such as: actions, body movement, speed, space, direction and alone/partner/group. <b>CP5.3</b> – I can describe and connect how different roles, strategies and elements (tension, contrast, symbols) are used within a drama. <b>CP5.4</b> – I can create a pop culture drama. <b>CP5.5</b> – I can show my improving skills in music (both my voice and at least one instrument). <b>CP5.6</b> – I can create pop culture like music and show some music skills such as pattern, speed, rhythm, harmony, scale, tone, silence. <b>CP5.7</b> – I can create visual art that shows my ideas about pop culture. <b>CP5.8</b> – I can create art using different kinds of art using different strategies, ways, and materials. <b>CR5.1</b> – I can look at how pop culture influences my life and society. I can investigate pop culture artists from past and present. <b>CR5.2</b> – I can think, ask questions, and respond creatively to different kinds of pop culture art. <b>CH5.1</b> – I can look closely and talk about how pop culture artists and media change the way we look at current life. <b>CH5.2</b> – I can compare traditional and current art from First Nations, Metis, and Inuit artist from different areas of Canada. I can look closely and talk about the influence of pop culture on modern art. <b>CH5.3</b> – I can study and describe how art can tell us a lot about the time and place when it was created.	<b>CR5.1</b> – I can look closely, think about and response to different grade-level texts (including visual, oral, written and multimedia). <b>CR5.2</b> – I can watch and think/judge, different visual and multimedia texts. I can discuss persuasive strategies used to influence/persuade the audience. <b>CR5.3</b> – I can listen carefully to a range of texts from different cultural traditions and understand important ideas/instructions, main message and actions. I can then come to a conclusion about the speaker’s verbal and non-verbal message, purpose, point of view and strategies used in their presentation. <b>CR5.4</b> – I can read and comprehend grade-appropriate current and classical/old fiction, script, poetry, and nonfiction from different cultures and countries. <b>CC5.1</b> – I can use my inquiry & research skills to create different visual, oral, written, and multimedia texts that explore and present thoughts on identity, community, and social responsibility. <b>CC5.2</b> – I can communicate and share my understanding through different ways (illustrated reports, dramas, posters, timelines, multimedia presentations, summary charts). <b>CC5.3</b> – I can speak about different ideas and information, in formal and informal speaking situations, for specific people and reasons. <b>CC5.4</b> – I can use the writing process to make a multi paragraph narrative, expository, and persuasive writings that clearly show my topic idea and it makes logical sense. <b>AR5.1</b> – I can talk about my strengths in my viewing, listening, reading, speaking, writing and representing and what strategies I like to use. <b>AR5.2</b> – I can set goals and take action steps to improve my skills and strategies in my viewing, listening, reading, speaking, writing and representing.	<b>USC5.1</b> – I can dig deeper and talk about my personal eating habits. <b>USC5.2</b> – I can describe and explain physical, social, spiritual and emotional changes in puberty and how they will affect me. <b>USC5.3</b> – I can dig deeper and talk about infectious diseases and non-infectious illnesses/ diseases and how it affects a person’s health. <b>USC5.4</b> – I can dig deeper and make connects between my own identity and health. I can create strategies that help me improve/support a positive self-image. <b>USC5.5</b> – I can dig deeper and discuss the impact of violence and cycle of abuse on a person, families and communities. <b>USC5.6</b> – I can think and talk about peer influence and show that I am ready to prevent and/or avoid possible dangerous situations. <b>USC5.7</b> – I can think and talk about the importance of self-regulation and taking responsibility for myself. <b>DM5.1</b> – I can think and talk about possible obstacles and solutions around health challenges relating to: personal eating habits, changes of puberty, impact of illness/disease, identity and health, violence, peer pressure and self-regulation. <b>AP5.1</b> – With my teacher’s help, I can make and use 2 5 day action plans that talk about health related to: to personal eating habits, changes of puberty, impact of illness/disease, identity and health, violence, peer pressure and self-regulation.	<b>N5.1</b> – I can represent, compare, and describe whole numbers to 1 000 000 using place value. <b>N5.2</b> – I can develop strategies for, and do multiplication of whole numbers. <b>N5.3</b> – I can demonstrate an understanding of division (3D–1D) and interpret remainders to solve problems. <b>N5.4</b> – I can use strategies for estimation: <ul style="list-style-type: none"><li>front-end estimation</li><li>compensation</li><li>compatible numbers</li></ul> <b>N5.5</b> – I can demonstrate an understanding of fractions by using concrete objects and pictures to: create sets of equivalent fractions and compare fractions with like and unlike denominators. <b>N5.6</b> – I can understand decimals to thousandths by: describing, relating to fractions and comparing and ordering. <b>N5.7</b> – I can demonstrate an understanding of addition and subtraction of decimals (to thousandths). <b>P5.1</b> – I can think about, talk about, show, and use mathematical patterns. <b>P5.2</b> – I can think about, talk about, show, and use mathematical patterns. <b>SS5.1</b> – I can think about, talk about, show, and use mathematical patterns. <b>SS5.2</b> – I can understand measurement using mm, cm, m. <b>SS5.3</b> – I can understand volume using cm and m. <b>SS5.4</b> – I can demonstrate an understanding of capacity. <b>SS5.5</b> – I can identify and describe 2-D and 3-D objects that are parallel, intersecting, perpendicular, vertical and horizontal and quadrilaterals such as rectangles, squares, trapezoids, parallelograms and rhombuses. <b>SS5.6</b> – I can identify and describe 2-D and 3-D objects that are parallel, intersecting, perpendicular, vertical and horizontal and quadrilaterals such as rectangles, squares, trapezoids, parallelograms and rhombuses. <b>SS5.7</b> – I can identify, create, and analyze single transformations of 2-D shapes (with or without the use of technology). <b>SP5.1</b> – I can differentiate between first-hand and second-hand data. <b>SP5.2</b> – I can construct and interpret double bar graphs to draw conclusions. <b>SP5.3</b> – I can describe, compare, predict and test the likelihood of outcomes in probability situations.	<b>PE5.1</b> – With my teacher’s help, I can make and do my own fitness plan with goals based on FITT principles. It will focus on doing daily activities to improve the length of time I can do a physical activity that keeps my heart rate up. <b>PE5.2</b> – With my teacher’s help, I can choose safe ways to improve the strength and flexibility of my muscles so I can use them for longer amounts of time. <b>PE5.3</b> – I can show my path of improvement in controlling my body during complicated movements that combine moving skills with non-moving skills during activities and games (dance, gymnastics, track and field, skipping, etc.). <b>PE5.4</b> – With my teacher’s help, I can show and use different ways to control how I move objects when volleying, striking with long-handled objects and punting. <b>PE5.5</b> – I can polish my skills during more difficult movement activities and games when throwing, catching, kicking, hand dribbling, foot dribbling, and striking with hands and short-handled objects. <b>PE5.6</b> – I can polish how I use movement ideas, strategies, and hints during more difficult movement activities to improve my own performance and to help give feedback to my peers. <b>PE5.7</b> – I can polish specific movement skills, tactics and strategies during net/wall games when by myself or with others. I can question and think about specific skills, tactics and strategies used in target games, striking/fielding games, invasion/territorial games and different activities outside of the gym. <b>PE5.8</b> – I can show and accept the rules of teacher-picked games by officiating and participating when my classmates are officiating. <b>PE5.9</b> – I can make decisions about how to prevent and care for common movement discomforts and injuries (stiffness, nose, bleeds, sprains, etc). <b>PE5.10</b> – I can talk about my personal reflection on where I am at on the 5 levels of social skills continuum for participating in physical education. <b>PE5.11</b> – I can ask questions, think, and talk about the influence of Canadians on the development of ways people can be physically active in our country.	<b>HB5.1</b> – I can ask questions and talk about the personal and social requirements and important of keeping a healthy human body. <b>HB5.2</b> – I can investigate the structure, function, and major organs of at least 1 human body system (digestive, excretory, respiratory, circulatory, nervous, muscular, and skeletal). <b>HB5.3</b> – I can ask questions and talk about how multiple human body systems work together to help us move, grow and react to stimuli. <b>MC5.1</b> – I can investigate the characteristics and physical properties of materials in solid, liquid, and gas. <b>MC5.2</b> – I can investigate how reversible and non-reversible changes are for materials. <b>MC5.3</b> – I can assess how the production, use and disposal of raw materials and manufactured products affect myself, society and environment. <b>FM5.1</b> – I can ask questions, think and talk about the effects of gravitational, magnetic and mechanical forces on objects. <b>FM5.2</b> – I can investigate the characteristics of simple machines to help move and lift loads. <b>FM5.3</b> – I can assess how natural and man-made forces and simple machines affect people, society and the environment. <b>WE5.1</b> – I can measure and represent the different parts of local weather. <b>WE5.2</b> – I can investigate local, national and global weather conditions (air & solar). <b>WE5.3</b> – I can dig deeper and talk about the impact of weather on society, development of technology and the environment.	<b>IN5.1</b> – I can show my understanding of Aboriginal heritage in Canada. <b>IN5.2</b> – I can dig deeper and talk about the changes of Canada as a multicultural country. <b>DR5.1</b> – I can dig deeper and talk about the history and current relationship of people to the land in Canada. <b>DR5.2</b> – I can assess the impact of the environment on the lives of people living in Canada. <b>DR5.3</b> – I can talk about the European influence on pre-confederation Canada society. <b>PA5.1</b> – I can describe how Canada was developed through political changes. <b>PA5.2</b> – I can explain the reason and functions of government within Canada (including First Nation systems). <b>PA5.3</b> – I can figure out and explain treaty relationships between First Nations and Canada’s federal government. <b>RW5.1</b> – I can explain the importance of taking care of the environment for Canada’s future. <b>RW5.2</b> – I can learn and make a guess about what Canada’s economy may look like in the future.