

Grade 5: I Can Statements

Treaty Education: Learning That We Are All Treaty People

Treaty Relationships 5¹: I can analyze how relationships are affected when treaty promises are kept or broken.

Spirit and Intent of Treaties 5²: I can examine the meaning of treaty when it talks about education.

Historical Context 5³: I can explore the historical reasons why people entered into treaty

Treaty Promises and Provisions 5⁴: 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	Social Studies
<p>CP5.1 – I can create my own dance, inspired by pop culture.</p> <p>CP5.2 – 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.</p> <p>CP5.3 – I can describe and connect how different roles, strategies and elements (tension, contrast, symbols) are used within a drama.</p> <p>CP5.4 – I can create a pop culture drama.</p> <p>CP5.5 – I can show my improving skills in music (both my voice and at least one instrument).</p> <p>CP5.6 – I can create pop culture like music and show some music skills such as pattern, speed, rhythm, harmony, scale, tone, silence.</p> <p>CP5.7 – I can create visual art that shows my ideas about pop culture.</p> <p>CP5.8 – I can create art using different kinds of art using different strategies, ways, and materials.</p> <p>CR5.1 – I can look at how pop culture influences my life and society. I can investigate pop culture artists from past and present.</p> <p>CR5.2 – I can think, ask questions, and respond creatively to different kinds of pop culture art.</p> <p>CH5.1 – I can look closely and talk about how pop culture artists and media change the way we look at current life.</p> <p>CH5.2 – 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.</p> <p>CH5.3 – I can study and describe how art can tell us a lot about the time and place when it was created.</p>	<p>CR5.1 – I can look closely, think about and response to different grade-level texts (including visual, oral, written and multimedia).</p> <p>CR5.2 – I can watch and think/judge, different visual and multimedia texts. I can discuss persuasive strategies used to influence/persuade the audience.</p> <p>CR5.3 – 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.</p> <p>CR5.4 – I can read and comprehend grade-appropriate current and classical/old fiction, script, poetry, and nonfiction from different cultures and countries.</p> <p>CC5.1 – 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.</p> <p>CC5.2 – I can communicate and share my understanding through different ways (illustrated reports, dramas, posters, timelines, multimedia presentations, summary charts).</p> <p>CC5.3 – I can speak about different ideas and information, in formal and informal speaking situations, for specific people and reasons.</p> <p>CC5.4 – 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.</p> <p>AR5.1 – I can talk about my strengths in my viewing, listening, reading, speaking, writing and representing and what strategies I like to use.</p> <p>AR5.2 – I can set goals and take action steps to improve my skills and strategies in my viewing, listening, reading, speaking, writing and representing.</p>	<p>USC5.1 – I can dig deeper and talk about my personal eating habits.</p> <p>USC5.2 – I can describe and explain physical, social, spiritual and emotional changes in puberty and how they will affect me.</p> <p>USC5.3 – I can dig deeper and talk about infectious diseases and non-infectious illnesses/diseases and how it affects a person's health.</p> <p>USC5.4 – 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.</p> <p>USC5.5 – I can dig deeper and discuss the impact of violence and cycle of abuse on a person, families and communities.</p> <p>USC5.6 – I can think and talk about peer influence and show that I am ready to prevent and/or avoid possible dangerous situations.</p> <p>USC5.7 – I can think and talk about the importance of self-regulation and taking responsibility for myself.</p> <p>DM5.1 – 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.</p> <p>AP5.1 – With my teacher's help, I can make and use 25 day action plans that talk about health related to personal eating habits, changes of puberty, impact of illness/disease, identity and health, violence, peer pressure and self-regulation.</p>	<p>N5.1 – I can represent, compare, and describe whole numbers to 1 000 000 using place value.</p> <p>N5.2 – I can develop strategies for, and do multiplication of whole numbers.</p> <p>N5.3 – I can demonstrate an understanding of division (3D–1D) and interpret remainders to solve problems.</p> <p>N5.4 – I can use strategies for estimation: • front-end estimation • compensation • compatible numbers</p> <p>N5.5 – 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.</p> <p>N5.6 – I can understand decimals to thousandths by: describing, relating to fractions and comparing and ordering.</p> <p>N5.7 – I can demonstrate an understanding of addition and subtraction of decimals (to thousandths).</p> <p>P5.1 – I can think about, talk about, show, and use mathematical patterns.</p> <p>P5.2 – I can think about, talk about, show, and use mathematical patterns.</p> <p>SS5.1 – I can think about, talk about, show, and use mathematical patterns.</p> <p>SS5.2 – I can understand measurement using mm, cm, m.</p> <p>SS5.3 – I can understand volume using cm and m.</p> <p>SS5.4 – I can demonstrate an understanding of capacity.</p> <p>SS5.5 – 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.</p> <p>SS5.6 – 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.</p> <p>SS5.7 – I can identify, create, and analyze single transformations of 2-D shapes (with or without the use of technology).</p> <p>SP5.1 – I can differentiate between first-hand and second-hand data.</p> <p>SP5.2 – I can construct and interpret double bar graphs to draw conclusions.</p> <p>SP5.3 – I can describe, compare, predict and test the likelihood of outcomes in probability situations.</p>	<p>PE5.1 – 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.</p> <p>PE5.2 – 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.</p> <p>PE5.3 – I can show my path of improvement in controlling my body during complicated movements that combine moving skills with nonmoving skills during activities and games (dance, gymnastics, track and field, skipping, etc.).</p> <p>PE5.4 – 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.</p> <p>PE5.5 – 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.</p> <p>PE5.6 – 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.</p> <p>PE5.7 – 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.</p> <p>PE5.8 – I can show and accept the rules of teacher-picked games by officiating and participating when my classmates are officiating.</p> <p>PE5.9 – I can make decisions about how to prevent and care for common movement discomforts and injuries (stiffness, nose, bleeds, sprains, etc.).</p> <p>PE5.10 – 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.</p> <p>PE5.11 – 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.</p>	<p>HB5.1 – I can ask questions and talk about the personal and social requirements and important of keeping a healthy human body.</p> <p>HB5.2 – I can investigate the structure, function, and major organs of at least 1 human body system (digestive, excretory, respiratory, circulatory, nervous, muscular, and skeletal).</p> <p>HB5.3 – I can ask questions and talk about how multiple human body systems work together to help us move, grow and react to stimuli.</p> <p>MC5.1 – I can investigate the characteristics and physical properties of materials in solid, liquid, and gas.</p> <p>MC5.2 – I can investigate how reversible and non-reversible changes are for materials.</p> <p>MC5.3 – I can assess how the production, use and disposal of raw materials and manufactured products affect myself, society and environment.</p> <p>FM5.1 – I can ask questions, think and talk about the effects of gravitational, magnetic and mechanical forces on objects.</p> <p>FM5.2 – I can investigate the characteristics of simple machines to help move and lift loads.</p> <p>FM5.3 – I can assess how natural and man-made forces and simple machines affect people, society and the environment.</p> <p>WE5.1 – I can measure and represent the different parts of local weather.</p> <p>WE5.2 – I can investigate local, national and global weather conditions (air & solar).</p> <p>WE5.3 – I can dig deeper and talk about the impact of weather on society, development of technology and the environment.</p>	<p>IN5.1 – I can show my understanding of Aboriginal heritage in Canada.</p> <p>IN5.2 – I can dig deeper and talk about the changes of Canada as a multicultural country.</p> <p>DR5.1 – I can dig deeper and talk about the history and current relationship of people to the land in Canada.</p> <p>DR5.2 – I can assess the impact of the environment on the lives of people living in Canada.</p> <p>DR5.3 – I can talk about the European influence on pre-confederation Canada society.</p> <p>PA5.1 – I can describe how Canada was developed through political changes.</p> <p>PA5.2 – I can explain the reason and functions of government within Canada (including First Nation systems).</p> <p>PA5.3 – I can figure out and explain treaty relationships between First Nations and Canada's federal government.</p> <p>RW5.1 – I can explain the importance of taking care of the environment for Canada's future.</p> <p>RW5.2 – I can learn and make a guess about what Canada's economy may look like in the future.</p>