

# Grade 8: I Can Statements

## Treaty Education: Learning That We Are All Treaty People

**Treaty Relationships 8<sup>1</sup>:** I can analyze the impact of treaty on the Métis people.

**Spirit and Intent of Treaties 8<sup>2</sup>:** I can assess the impact residential schools have on First Nations communities.

**Historical Context 8<sup>3</sup>:** I can examine how Provincial, Territorial, and Aboriginal governments, who have not negotiated treaty, work to respect each other's interests.

**Treaty Promises and Provisions 8<sup>4</sup>:** I can assess whether the terms of treaty have been honoured and to what extent the treaty obligations have been fulfilled.

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>CP8.1 – I can create dance compositions and routines that show ideas and student views around social issues (Poverty, racism, homophobia, sustainability, gangs, etc.)</p> <p>CP8.2 – I can investigate and use choreographic forms.</p> <p>CP8.3 – I can choreograph one section of a group dance.</p> <p>CP8.4 – I can show how a dramatic character in a play is part of relationships in the larger drama creation.</p> <p>CP8.5 – I can investigate how theatre elements (story, character, design, space, etc.) are used and combined to create dramatic purpose.</p> <p>CP8.6 – I can express student views on social issues in drama</p> <p>CP8.7 – I can invent, compose and perform (voice, instruments and technologies) a variety of pieces with different styles.</p> <p>CP8.8 – I can investigate and make choices about musical structures in sound compositions.</p> <p>CP8.9 – I can compose sound compositions around social issues.</p> <p>CP8.10 – I can create visual art that shows student views on social issues.</p> <p>CP8.11 – I can select and use different visual art forms that show student view on social issues.</p> <p>CP8.12 – I can solve visual art problems using different processes and media.</p> <p>CR8.1 – I can respond to a professional art work (dance, drama, music or visual) by creating my own personal art creation.</p> <p>CR8.2 – I can investigate and identify ways today's art expressions often show artist's concern for social issues.</p> <p>CR8.3 – I can investigate and identify how arts expressions can reflect diverse worldviews.</p> <p>CH8.1 – I can research and share understanding about arts expressions that use social interpretation.</p> <p>CH8.2 – I can investigate and share the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists.</p> <p>CH8.3 – I can show my understanding of how contemporary artists use and mix in new technology into their work.</p> <p>CH8.4 – I can examine and respond to the work of artist who use and mix in more than one art form into their work (combining poetry and art).</p>	<p>CR8.1 – I can view, listen to, read, comprehend, and respond to a variety of texts.</p> <p>CR8.2 – I can select and use appropriate strategies to construct meaning before during and after viewing, listening and reading.</p> <p>CR8.3 – I can use language cues and conventions to help me understand when viewing, listening, and reading.</p> <p>CR8.4 – I can understand and interpret information presented when I view a variety of visual and multimedia texts.</p> <p>CR8.5 – I can listen critically to understand and analyze oral information and ideas from a wide range of sources. I can respond thoughtfully and critically to both the content and the author's craft.</p> <p>CR8.6 – I can read and show my comprehension and interpretation of a variety of grade appropriate texts for fiction.</p> <p>CR8.7 – I can read independently and show that I understand a variety of informational texts.</p> <p>CR8.8 – I can read grade 8 appropriate texts to increase fluency, both orally and silently. I can read with expression.</p> <p>CC8.1 – I can create various visual, oral, written, and multimedia (including digital) texts.</p> <p>CC8.2 – I can create and present a group inquiry project related to a topic, theme, or issue studies in English Language Arts.</p> <p>CC8.3 – I can select and use the appropriate strategies to communicate meaning before, during and after speaking, writing and other representing activities.</p> <p>CC8.4 – I can use language cues and conventions to help me communicate.</p> <p>CC8.5 – I can create and present a variety of representations.</p> <p>CC8.6 – I can use oral language appropriately as I work with others in pairs, small groups, and large group situations.</p> <p>CC8.7 – I can use oral language appropriately as I work with others in pairs, small groups, and large group situations.</p> <p>CC8.8 – I can write: to describe a landscape scene; to narrate a personal story or anecdote and an historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review.</p> <p>CC8.9 – I can try using different text forms and techniques.</p> <p>AR8.1 – I can set and achieve short-term and longterm goals to improve viewing, listening, reading, representing, speaking, and writing strategies.</p> <p>AR8.2 – I can appraise own and others' work for clarity and correctness.</p>	<p>USC8.1 – I can help and support others in their positive healthy behaviours.</p> <p>USC8.2 – I can recognize how my personal beliefs create assumptions for me about family identities, structures, roles and responsibilities.</p> <p>USC8.3 – I can show I understand the impact of in/ formal supports for those affected with or affected by non-curable diseases</p> <p>USC8.4 – I can show I know about the impact of violence on individuals and the supports needed to help.</p> <p>USC8.5 – I can show that appearance can be relied on too much to qualify my life.</p> <p>USC8.6 – I understand the concept of sustainability in relation to the well-being of self, others, and the environment.</p> <p>USC8.7 – I can recognize the influences of my environment in relation to sexual health knowledge, attitudes, behaviours, and decisions.</p> <p>DM8.1 – I know the support available to me in making healthy decisions regarding: family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability and sexual health.</p> <p>DM8.2 – I can use my health related knowledge (family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health) to make personal goals statements.</p> <p>AP8.1 – I can create and follow three 7-day action plans for: family roles and responsibilities, noncurable infections/diseases, violence and abuse, body image, sustainability and sexual health.</p> <p>CG8.1- I can investigate and question my own self-image (including, personal skills, interests, and behaviour) and their influence on my life and work.</p> <p>CG8.2- I can investigate and understand my ability to respond more positively to changes in my life.</p> <p>CC8.1- I can look closely and examine how my outlook for lifelong learning connects to my potential careers.</p> <p>CC8.2- I can determine and connect different types of contributions work and volunteerism make to my community. I can see how they are important overall to our society.</p> <p>LW8.1- I can compare skills groups (such as Essential Skills &amp; Employability Skills). I can look closely and examine how an individual's skills can influence possible future occupational careers.</p> <p>LW8.2- I can create a list of different roles I might have in my lifespan.</p>	<p>N8.1 – I can find the square of a number and the positive square root of a number concretely, or pictorially and symbolically.</p> <p>N8.2 – I understand percent including fractional, decimal and percent greater than or equal to 0%.</p> <p>N8.3 – I can show that I understand rates, ratios and proportional reasoning concretely, pictorially, and symbolically.</p> <p>N8.4 – I can understand how to multiply and divide positive fractions and mixed numbers concretely, pictorially and symbolically.</p> <p>N8.5 – I can multiply and divide integers concretely, pictorially and symbolically.</p> <p>P8.1 – I can show understanding of linear relations concretely, pictorially and symbolically.</p> <p>P8.2 – I can model and solve problems using linear equations of the form: <math>ax = b</math>, <math>x/a = b</math>, <math>a \neq 0</math>, <math>ax + b = c</math> (<math>a, b, c</math> are integers), <math>x/a + b = c</math>, <math>a \neq 0</math> and <math>a(x + b) = c</math> concretely, pictorially and symbolically.</p> <p>SS8.1 – I can show how the Pythagorean Theorem works concretely, pictorially and symbolically and solve problems by using the Pythagorean Theorem.</p> <p>SS8.2 – I can find the surface area of right prisms and cylinders, sketch and construct 3D objects and nets from top, front and side views, explain the effect of orientation of a right prism or cylinder on its surface area and solve problems with right prisms or cylinders.</p> <p>SS8.3 – I can explain how area of the base of a right prism or cylinder is related to volume, use formulas to find volume of right prisms or cylinders, explain how the orientation of a right prism affects its volume and solve problems related to volume of right prisms and cylinders.</p> <p>SS8.4 – I can explain what characteristics of a shape make it possible to tessellate, create tessellations and identify tessellations in the environment.</p> <p>SP8.1 – I can show why and where to use circle, line, bar, double bar, and pictograph graphs.</p> <p>SP8.2 – I can explain, predict, test and relate the probability of 2 separate events both separately and as they relate to each other concretely, pictorially, orally and symbolically.</p>	<p>PE8.1 – I can make, complete and change a fitness plan that is good for my health. I will do activities that will help me to be active for longer, build muscle strength and flexibility. I will set goals to do these activities daily, and eventually be able to do them for longer periods of time at a more intense level.</p> <p>PE8.2 – I can use my understanding and choose activities that are good for my major muscle groups (biceps, triceps, pectorals, abdominals, quadriceps, hamstrings, etc.). I can ask questions to help me understand the effects of exercise and inactivity on my muscular system.</p> <p>PE8.3 – I can use my personal fitness plan to help me improve on my weaker fitness areas (power, agility, speed, reaction time, balance, and coordination). I can use my fitness growth to help me enjoy my personal, social or competitive activities.</p> <p>PE8.4 – I can use complex movement together (travelling skills, non-travelling skills, and moving objects skills) to improve on my personal performance and enjoyment in different activities.</p> <p>PE8.5 – I can find out, use and share about biomechanical concepts/principles (Levers, projectile, Newton's Law of Motion) to help me improve my independence in learning motor skills.</p> <p>PE8.6 – I can work with my peers to design and implement a plan to work on individual or team tactics and strategies for: Target games, Striking/fielding games, Net/wall games, Invasion/territorial games, Low –organizational and inventive games.</p> <p>PE8.7 – I can investigate and question game decisions, of myself and others, when intensely playing different games to see if the decisions were effective and give suggestions for improvement.</p> <p>PE8.8 – I can pick, change and use different activity related skills (carrying, paddling, hanging, wheeling, compass reading, etc.) and strategies required for outside of the school setting activities (backpacking, hiking, cycling, skate boarding, roping, etc.).</p> <p>PE8.9 – As both a leader and a follower, I can create sequences of movement, skills and body management into a combination routine. (Ex: Combining target game skills, invasion game, dance, aquatics, gymnastics, etc.). I can do this independently or with my peers.</p> <p>PE8.10 – I can come up with a plan to help someone (or a small group) in our school, home or community to become more active in movement.</p> <p>PE8.11 – I can show my understanding of how current and future technology has its pros and cons on fitness, fitness-related career options and well-being (computer/video games, iPhone/iPad, improved fitness equipment, watches, sports shoes, improved sports equipment, etc.).</p> <p>PE8.12 – I can show and use my basic first aid skills on an injury that could happen during physical activity.</p> <p>PE8.13 – I can investigate and question environmental influences (family beliefs/values, culture, gender, role models, workplace, peers, advertising, and television) to talk about their role on people's behaviour in different physical activity settings.</p> <p>PE8.14 – I can investigate and question the influences of past and present social, cultural, and environmental perspectives on the need for physical movement initiatives (Ex: in motion, Participation, Indigenous Games, walking paths, etc.) to help active living and well-being.</p>	<p>CS8.1 – I can investigate and explain the characteristics of cells. I can compare the structure and function of plants versus animal cells.</p> <p>CS8.2 – I can use a compound light microscope to observe plant and animal cells.</p> <p>CS8.3 – I can tell the difference and make connections between the structural and functional relationships between cells, tissues, organs, and organ systems in humans. I can understand how these relationships are important to different careers.</p> <p>CS8.4 – I can investigate and explain how all the organ systems work together to keep healthy functioning of our human body.</p> <p>OP8.1 – Through experimentation, I can identify and describe the sources and properties of visible light (including rectilinear propagations, reflection and refraction).</p> <p>OP8.2 – I can explore the properties and applications of optics-related technologies (including concave and convex mirrors and lenses).</p> <p>OP8.3 – I can compare the nature and properties of human vision with optical devices and vision in other living organisms.</p> <p>OP8.4 – I can describe and give examples of electromagnetic radiation-based technologies and their impact on myself and my community.</p> <p>FD8.1 – I can investigate and represent the density of solids, liquids, and gases based on the particle theory of matter.</p> <p>FD8.2 – I can examine the effects of forces in and on objects in fluids (including buoyant force).</p> <p>FD8.3 – I can investigate and describe physical properties of fluids (liquids and gases) including viscosity and compressibility.</p> <p>FD8.4 – I can identify and interpret the scientific principles in how natural and constructed fluid systems work.</p> <p>WS8.1 – I can investigate and explain the impact of natural and human-induced changes to the characteristics and distribution of water (local, regional and national ecosystems).</p> <p>WS8.2 – I can look closely and examine how wind, water, and ice have shaped and continue to shape the Canadian landscape.</p> <p>WS8.3 – I can investigate and explain natural and human reasons that change productivity and the species population and location in both marine and fresh water environments.</p>	<p>IN8.1 – I can discover the meaning of culture and see how Canada developed a variety of cultures.</p> <p>IN8.2 – I can find the importance of immigration as a factor influencing Canadian cultural differences (diversity).</p> <p>DR8.1 – I can understand the importance of land on the changes in Canadian identity.</p> <p>DR8.2 – I can describe the effect of treaties on Canadian identity.</p> <p>DR8.3 – I can assess how historic events have affected modern Canadian identity.</p> <p>PA8.1 – I can think about the meaning of citizenship on life of Canadians.</p> <p>PA8.2 – I can look at how power and authority influence decision-making in a variety of situations.</p> <p>PA8.3 – I can track the changes in a piece of government legislation (law) from its beginning to when passed.</p> <p>PA8.4 – I can judge the impact of a citizen's willingness and ability to take part in the political process.</p> <p>RW8.1 – I can examine the social and environmental impact of Canada's market economy that is based on consumerism (use of goods).</p> <p>RW8.2 – I can judge the effects of your own consumer choices.</p> <p>RW8.3 – I can criticize Canadian approaches to environmental stewardship &amp; sustainability (support &amp; protection of the environment to keep it going).</p>