

Kindergarten: I Can Statements

Treaty Education: Getting to Know My Community

Treaty Relationships K¹: I can talk about the many different First Nations and Métis peoples living in Saskatchewan looking at my community first.

Spirit and Intent of Treaties K²: I can talk about how I am connected to nature and my family and think about how they're connected to me.

Historical Context K³: I can explore the connection all people have to the land through stories, traditions, and ceremonies.

Treaty Promises and Provisions K⁴: I can talk about different kinds of promises and the importance of keeping them.

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
CPK.1 - I can express my ideas and explore through dance.	CRK.1 - I can look at, understand and respond to many types of information.	USCK.1 - I can be respectful to myself and others.	NK.1 - I can count up to and down from 10 by 1s starting anywhere from 10 to 0.	PEK.1 - I can participate in movement activities.	LTK.1 - I can look at plants, animals and people in my environment.	INK.1 - I can explore and learn who I am and how I am the different or the same as my classmates.
CPK.2 - I can explore through dramatic play.	CRK.2 - I can tell you the basic message from different types of texts.	USCK.2 - I can keep myself and others safe.	NK.2 - I can take a quick look and recognize and name the number for 1 to 5 objects or pictures.	PEK.2 - I can move in different ways.	FEK.1 - I can investigate the effects of force (physical, magnetic) and energy (light, sound, heat).	INK.2 - I can talk about diversity in my classroom.
CPK.3 - I can create different sounds.	CRK.3 - I can listen to, understand and respond to things I hear.	USCK.3 - I can explore and learn who I am and how I am different or the same as my classmates.	NK.3 - I can name a number 0 to 10 that matches that amount of items.	PEK.3 - I can control my body different ways.	MOK.1 - I can look at familiar objects in our environment.	DRK.1 - I can describe where people and places are in the world.
CPK.4 - I can create art pieces that expresses my ideas.	CRK.4 - I can listen to, reflect, understand and respond to things I hear.	DMK.1 - I can learn and demonstrate healthy habits.	NK.4 - I can recognize, show and count numbers to 10 with pictures or objects.	PEK.4 - I can throw, catch or kick.	NSK.1 - I can discover the natural world around me.	DRK.2 - I can make and keep a promise.
CRK.1 - I can respond to the artistic expressions of others.	CCK.1 - I can express my ideas through pictures and writing.	APK.1 - I can learn and demonstrate healthy habits.	NK.5 - I can match objects to compare amounts.	PEK.5 - I can move in different speeds and directions using different body parts.		DRK.3 - I can experience and understand the ways of First Nation and Métis people.
CHK.1 - I can discuss and investigate different artists and art making materials that I have seen in my home, school or community.	CCK.2 - I can express my feelings and ideas through pictures and writing.		PK.1 - I can make a pattern.	PEK.6 - I can move to a beat or rhythm.		PAK.1 - I can follow rules, expectations and self-regulate.
CHK.2 - I can experience and understand art created by the First Nations and Métis people.	CCK.3 - I can express myself through speaking.		SSK.1 - I can compare objects by their height, weight or how much they hold.	PEK.7 - I can respect myself and others.		PAK.2 - I can recognize and solve conflict when it occurs.
	CCK.4 - I can express my ideas through pictures and writing.		SSK.2 - I can sort objects into groups to show how they are alike or different.			RWK.1 - I can share ways that jobs are done.
	ARK.1 - I can reflect and talk about my learning.		SSK.3 - I can build and describe my creations.			RWK.2 - I can help take care of the environment.
	ARK.2 - I can express myself through speaking.					

Kindergarten Outcomes

Treaty Education: Getting to Know My Community

Treaty Relationships K¹: Examine the diversity of First Nations peoples living in Saskatchewan, starting with the classrooms and communities in which they live. Indicators: Share, in a variety of ways, the languages and traditions that exist within their families, classrooms and communities; Recognize that people come from a variety of cultures with commonalities and differences; Describe the diversity of First Nations cultures that exist within communities (e.g. Dakota/Lakota, Nakota, Anishinaabe, Nehiyawak, Dene); Recognize that children born with both First Nation and European ancestry are now called "Métis;" Compare similarities across and among First Nations and other cultures.

Spirit and Intent of Treaties K²: Express personal connectedness to nature and one another (e.g., Circle of Life, seasons, elements, weather, families, and relatives). Indicators: Recognize that all people are connected to each other and to nature; Recognize that according to First Nation traditional beliefs children are sacred gifts to the world; Represent how we are part of an interconnected web (e.g., a family member, a community member, a human interconnected to all life); Share examples of how we experience nature in our lives (e.g., day and night, wood grain, scales on a fish, heartbeats).

Historical Context K³: Explore the connection all people have to the land as expressed through stories, traditions, and ceremonies. Indicators: Discuss stories and traditions that show personal connection to the land; Describe how people use resources from nature, now and in the past; Discuss how First Nations respect and honour living things through stories, traditions and ceremonies.

Treaty Promises and Provisions K⁴: Examine the intent of different kinds of promises. Indicators: Describe own beliefs related to the meaning and importance of keeping promises; Represent understanding of different kinds of promises; Explore the ways and symbols used to express the making and keeping of a promise (e.g., a Handshake, a ceremony, writing it down, or telling someone).

Arts Ed.	ELA	Health/Career Ed.	Math	Phys Ed.	Science	Social Studies
<p>CPK.1 Express ideas through exploration of the elements of dance including: action, body, dynamics, relationships, and space.</p> <p>CPK.2 Explore a variety of drama strategies including: role, imaging, parallel play, journeys, and meetings.</p> <p>CPK.3 Create sound compositions exploring the elements of music including: repeating patterns, beat (e.g., clapping and stepping, and counting), response to fast/slow paces, high/low sounds, loud/soft sounds, and sounds with distinct tone colours/timores.</p> <p>CPK.4 Create art works that express own observations and ideas about the world.</p> <p>CRK.1 Respond to arts expressions verbally and non-verbally (e.g., through movement or drawing).</p> <p>CHK.1 Investigate arts expressions found in own homes and school community in relation to own lives.</p> <p>CHK.2 Recognize a wide variety of arts expressions as creations of First Nations and Métis peoples.</p>	<p>CRK.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing).</p> <p>CRK.2 View and interpret the basic message of visual and objects in a variety of texts including: movies, photographs, dramas, dance creations, and videos.</p> <p>CRK.3 Listen, comprehend, and respond to gain meaning in oral text.</p> <p>CRK.4 Comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts read to them.</p> <p>CCK.1 Compose and create various visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences.</p> <p>CCK.2 Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways.</p> <p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>CCK.4 Create messages using a combination of pictures, symbols, and letters.</p> <p>ARK.1 Reflect on viewing, listening, emerging "reading", representing, speaking, and emerging "writing" experiences in the context of teacher-student discussions.</p> <p>ARK.2 Reflect and talk about new learning.</p>	<p>USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment.</p> <p>USCK.2 Establish behaviours that support safety of self and others (including safety at school and at home).</p> <p>USCK.3 Explore that who I am includes more than my physical self.</p> <p>DMK.1 Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self".</p> <p>APK.1 Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring "self".</p>	<p>NK.1 Say the whole number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0.</p> <p>NK.2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures.</p> <p>NK.3 Relate a numeral, 0 to 10, to its respective quantity.</p> <p>NK.4 Represent the partitioning of whole numbers (1 to 10) concretely and pictorially.</p> <p>NK.5 Compare quantities, 0 to 10, using one-to-one correspondence.</p> <p>PK.1 Demonstrate an understanding of repeating patterns (two or three elements) by: identifying, reproducing, extending, and creating patterns using manipulatives, sounds, and actions.</p> <p>SSK.1 Use direct comparison to compare two objects based on a single attribute, such as: length including height, mass, volume, and capacity.</p> <p>SSK.2 Sort 3-D objects using a single attribute.</p> <p>SSK.3 Build and describe 3-D objects.</p>	<p>PEK.1 Participate in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility, muscular endurance, and muscular strength.</p> <p>PEK.2 Explore and practice ways to move the body through space, including at: a progressing-towards-control level of skill when: walking, running, jumping forward and sideways, an exploration level when: hopping (body moves on one foot as in right foot to right foot), skipping (combines a step and a hop), leaping (body "takes off" from one foot, propels through air for distance, then lands on the opposite foot), sidling (one footstep and the other moves to meet the first foot, "step-close"), galloping (one footstep, body propels upward, other foot moves to meet the first foot).</p> <p>PEK.3 Explore and practice ways to move the body in personal space at a progressing-towards-control level of skill when: balancing, jumping and landing (on the spot).</p> <p>PEK.4 Explore and practice ways to send and receive objects at an exploration level when: throwing (rolling), catching (trapping, gathering), and kicking.</p> <p>PEK.5 Vary, with guidance, the movement of the body through changes in: space (personal space, general space, directions, and pathways), effort (time and speed), and relationships (body parts and shapes).</p> <p>PEK.6 Explore and perform rhythmical movement to different auditory (e.g., beat of a drum, clapping, music) rhythms (e.g., quick, slow) using a variety of locomotor movements including walking, running, balancing, jumping, galloping, hopping, and skipping skills.</p> <p>PEK.7 Use respectful behaviours and safe practices while participating in cooperative games and physical movement activities.</p>	<p>LTK.1 Examine observable characteristics of plants, animals, and people in their local environment.</p> <p>FEK.1 Examine the effects of physical forces, magnetic forces, light energy, sound energy, and heat energy, on objects in their environment.</p> <p>MOK.1 Investigate observable characteristics of familiar objects and materials in their environment.</p> <p>NSK.1 Explore features of their natural surroundings (e.g., soil, water, airform, and weather conditions), including changes to those surroundings over time.</p>	<p>INK.1 Demonstrate an understanding of similarities and differences among individuals in the classroom.</p> <p>INK.2 Describe the diversity of groups represented in the classroom.</p> <p>DRK.1 Describe the spatial relationships among people, places, and environments.</p> <p>DRK.2 Explore examples of promises made through actions and words, and why it is important to keep promises.</p> <p>DRK.3 Analyze ways in which peace and physical systems influence daily life, including the influence of peace on the daily life of First Nations and Métis people.</p> <p>PAK.1 Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony.</p> <p>PAK.2 Recognize situations in which disagreement may be part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony.</p> <p>RWK.1 Examine ways of managing tasks and resources in families and schools.</p> <p>RWK.2 Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.</p>

Grade 1: I Can Statements

Treaty Education: Learning That We Are All Treaty People

Treaty Relationships 1st: I can share and know why it's important to treaty relationships

Spirit and Intent of Treaties 1st: I can put my good ideas and feelings into action

Historical Context 1st: I can explore the many ways people get food, shelter, and clothing from the land

Treaty Promises and Provisions 1st: I can think about what's meant by 'We Are All Treaty People'

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>CP1.1 – I can move my body in different ways and patterns during stories, poems, music or using objects</p> <p>CP1.2 – I can create my own dance</p> <p>CP1.3 – I can use my imagination during a play</p> <p>CP1.4 – I can use my words, body, sound or pictures to show my ideas in a play</p> <p>CP1.5 – I can make music I can talk about the music I hear</p> <p>CP1.6 – I can find patterns in music. I can pick out different parts in music</p> <p>CP1.7 – I can see different patterns in art and the environment</p> <p>CP1.8 – I can make art that shows my ideas I can use different things to make my art.</p> <p>CR1.1 – I can talk about how people's ideas help them make their art</p> <p>CR1.2 – I can ask questions and find out why people make different art</p> <p>CH1.1 – I can talk about the art and traditions in my family and school</p> <p>CH1.2 – I can pick out First Nations and Métis art.</p>	<p>CR1.1 – I can understand and share about different kinds of writing.</p> <p>CR1.2 – I can see and understand different pictures, graphs and videos</p> <p>CR1.3 – I can listen and understand my teacher when giving instructions I can share about the book I listened to</p> <p>CR1.4 – I can read and understand different kinds of writing</p> <p>CC1.1 – I can write about an idea I can tell about an idea I can make a too you can see about an idea</p> <p>CC1.2 – I can show my ideas in order.</p> <p>CC1.3 – I can talk loud and clear to other(s)</p> <p>CC1.4 – I can write and share in 5 sentences</p> <p>AR1.1 – With my teacher, I can share what a good student does</p> <ul style="list-style-type: none"> • Good Listener • Good Watcher • Good Reader • Good Maker/Creator • Good Talker/Speaker • Good Writer <p>AR1.2 – With my teacher, I can make and track a goal for a good student</p> <ul style="list-style-type: none"> • Good Listener • Good Watcher • Good Reader • Good Maker/Creator • Good Talker/Speaker • Good Writer 	<p>USC1.1 – I can talk about healthy and unhealthy choices and why healthy choices are important.</p> <p>USC1.2 – With my teacher's help, I can talk about the brain, heart and lungs. I can talk about healthy choices that are good for my brain, heart and lungs</p> <p>USC1.3 – With my teacher's help, I can think about and share about feelings and behaviors that are important to use with my classmates and teachers at school.</p> <p>USC1.4 – I know and use safe bike and street safety I can think about times we maybe are unsafe in our community</p> <p>USC1.5 – I can think and talk about all the things that make me who I am and why we are all special. I can talk about how I feel inside and how I may talk and play with others.</p> <p>DM1.1 – I can think and talk about the steps I need to do to make healthy choices, a healthy body/self, being a good friend and my safety.</p> <p>AP1.1 – I can follow my steps to make healthy choices, have a healthy body/self, and be a good friend and to be safe</p>	<p>N1.1 – I can count to 100 forwards and backwards by 1's I can count forward by 2's to 20 I can count forward to a 100 by 5's and 10's</p> <p>N1.2 – I can look at and tell numbers from 1 to 10 in different ways</p> <p>N1.3 – I can count objects in different ways and see that it is the same amount</p> <p>N1.4 – I can show numbers to 20 with objects, pictures and numbers</p> <p>N1.5 – I can look at and tell if there's more, less or the same objects (up to 20)</p> <p>N1.6 – I can estimate the number of objects up to 20</p> <p>N1.7 – I can show numbers as a variety of groupings with objects and pictures</p> <p>N1.8 – I can name the numbers up to 20 I can tell if it's 1 or 2 more/ less than a number</p> <p>N1.9 – I can write a number sentence to go with a story problem up to 20 using objects, pictures and numbers</p> <p>N1.10 – I can use and tell about mental math strategies to add and subtract to 18 (counting on, making 10, doubles, and related facts)</p> <p>P1.1 – I can make, find and tell about a repeating pattern (2-4 differences of objects, pictures, sounds or actions) I can build onto the repeating pattern</p> <p>P1.2 – I can show the same pattern different ways (objects, pictures, sounds or actions)</p> <p>P1.3 – I can tell if 2 things are equal or unequal using objects or pictures</p> <p>P1.4 – I can use the equal sign properly</p> <p>SS1.1 – I can use length, height, mass, volume, capacity, and area for measuring objects</p> <p>SS1.2 – I can sort 3-D objects and 2-D shapes and explain the rule that I used</p> <p>SS1.3 – I can build a copy of a 2-D shape and a 3-D object</p> <p>SS1.4 – I can find 2-D shapes in parts of 3-D objects in my environment.</p>	<p>PE1.1 – With my teacher's help, I can learn different ways to move, stretch and strengthen my body.</p> <p>PE1.2 – I can think about and share different ways to move our bodies (be active) each day and why that's important</p> <p>PE1.3 – I can control my body when walking, running, jumping forward and sideways. I am improving my jumping backward, hopping and landing, skipping, leaping, swinging, galloping, and rolling sideways</p> <p>PE1.4 – I can show different ways to control my body when balancing, and jumping on the spot. I am improving landing on my hands from kneeling and different ways to turn on the spot.</p> <p>PE1.5 – I can show different ways that I am improving my rolling, collecting, gathering and kicking objects.</p> <p>PE1.6 – I can change and use my body when moving, standing, throwing or catching in different ways</p> <p>PE1.7 – I can use rhythm and dance patterns when moving and standing</p> <p>PE1.8 – With my teacher's help, I can learn different games with running, throwing, and outside activities and games</p> <p>PE1.9 – I can show and make good, safe, fair choices during gym class</p> <p>PE1.10 – I can talk about and show self-control, and how to think about and respect my classmates in gym</p>	<p>LT1.1 – I can see and understand living things I can tell the difference between living things and how they look I can tell the difference between living things and how they behave</p> <p>LT1.2 – I can look and understand how plants, animals and humans behave together in their natural environment I can look and understand how plants, animals and humans behave together in a man-made environment</p> <p>OM1.1 – I can find out about natural objects and their job(s) in their environments. I can find out about man-made objects and their job in their environments</p> <p>OM1.2 – I can look closely and build a tool for a certain job using different objects</p> <p>SE1.1 – I can find out about human and animal senses</p> <p>SE1.2 – I can search and find out how humans and animals use their 5 senses</p> <p>DS1.1 – I can look, measure, order and write down the changes in our days and seasons</p> <p>DS1.2 – I can find out how plants, animals and humans, change with the day and seasons</p>	<p>IN1.1 – I can list and talk about people's different traditions, celebrations and stories from their life</p> <p>IN1.2 – I can find out about different families in our classroom and talk about their differences and similarities</p> <p>IN1.3 – I can think and talk about human needs I can think and talk about how friends, family, school relationships are important</p> <p>DR1.1 – I can connect family events and stories to when it happened in my life</p> <p>DR1.2 – I can talk about family relationships from long ago and how they are now. I can talk about family relationships in indigenous people teachings (Medicine Wheel)</p> <p>DR1.3 – I can show how humans need the natural environment I can talk about how where families live, meeting their needs and wants looks different</p> <p>DR1.4 – I can look at maps and globes to show the Earth I can tell the difference between water and land on globes and maps.</p> <p>DR1.5 – I can understand and show location of important places in my life (Saskatchewan, Canada, my town, school, etc.) I can understand and talk about events from different types of time (yesterday, night, last month, etc.)</p> <p>PA1.1 – I can think about and share things we do in my family, classroom and playground that help us to get along (rules, decisions or making & problem-solving)</p> <p>PA1.2 – I can think about and share things that cause conflict and different solutions.</p> <p>RW1.1 – I can think about and share the importance of physical, spiritual, emotional and intellectual (brain/learning) for our needs and wants.</p> <p>RW1.2 – I can talk about different types of work people do in my family, classroom, school and group.</p>

Grade 1 Outcomes

Treaty Education: Learning That We Are All Treaty People

Treaty Relationships 1st: Examine how sharing contributes to treaty relationships. Indicators: Describe how sharing occurs in families, classrooms and communities; Explore, using family and community members as a resource, the diverse views on what it means to share (e.g. the land and resources from the land on which we live); Represent how sharing was of benefit in early contact between First Nations peoples and explorers

Spirit and Intent of Treaties 1st: Examine the connections between intentions and actions. Indicators: Represent how thoughts influence actions through personal examples (e.g., if I intend to be nice, act in a particular way; or if I intend to help my mother or father, this just remains a nice idea, unless I take action and do something to help them); Describe how some thoughts influence actions (e.g., being thankful and expressing gratitude by saying thank you establishes a pattern)

Historical Context 1st: Explore the many ways people meet their needs from nature and the land on which they live. Indicators: Describe various uses (e.g., food, clothing, shelter) of bison, elk, moose, and caribou, now and in the past; Compare how people, past and present, live on the land (e.g., agriculture, ranching, trapping, fishing, dwellings, and modes of transportation); Explain how people helped and continue to help each other live on this land

Treaty Promises and Provisions 1st: Explore what is meant by We are All Treaty People. Indicators: Recognize that treaties contain promises for all people; Represent that all Saskatchewan people are treaty people from the time the treaties were signed, through to today, and into the future; Describe what a promise is using student's personal experiences

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>CP1.1 Create movements and movement patterns in response to stimuli such as stories, poems, music, or objects as starting points</p> <p>CP1.2 Create short dance phrases using the elements of dance including: actions (locomotor and non-locomotor), body (whole and parts), dynamics (different ways of moving), relationships (explore variety), and space (awareness of pathways, levels, sizes, shapes)</p> <p>CP1.3 Enter into the fiction provided by the drama.</p> <p>CP1.4 Use language, visual images, and other ways (e.g., movement, sound effects) to represent ideas both in and out of role</p> <p>CP1.5 Create music expressions and contribute to decisions about ideas, sounds, instruments, and order (e.g., loud/soft, fast/slow, high/low)</p> <p>CP1.6 Demonstrate understanding of patterns and the elements of music including: same and different patterns, rhythm (e.g., difference between beat and rhythm, sounds and silence, long and short sounds), dynamics (loud and soft), pitch (high and low sounds), texture (sounds heard alone or together), and tone, colours (distinguish between).</p> <p>CP1.7 Investigate a variety of formal and informal patterns in art works and the environment and apply observations to own work.</p> <p>CP1.8 Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects)</p> <p>CR1.1 Demonstrate understanding that the arts are a way of expressing ideas</p> <p>CR1.2 Investigate and describe various reasons for creating arts expressions.</p> <p>CH1.1 Describe the arts and cultural traditions found in own home and school community</p> <p>CH1.2 Identify traditional arts expressions of First Nations and Métis artists</p>	<p>CR1.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., An About Me) community (e.g., Friends and Family) social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences.</p> <p>CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations)</p> <p>CR1.3 Listen to and comprehend a variety of texts (including book read-aloud, a person speaking, and directions) to retell the sequence of (who, what, when, where, why, how)</p> <p>CR1.4 Read and comprehend grade-appropriate texts by relating the sequence, the key points, and the problems and solutions</p> <p>CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on: identity, community, social responsibility.</p> <p>CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways</p> <p>CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate</p> <p>CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.</p> <p>AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, presenters, speakers, and writers do</p> <p>AR1.2 Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences</p>	<p>USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being</p> <p>USC1.2 Determine, with support, the importance of the brain, heart, and lungs and examine behaviours that keep these organs healthy</p> <p>USC1.3 Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school</p> <p>USC1.4 Determine and practice safe pedestrian/street behaviours and examine related safety challenges in the community</p> <p>USC1.5 Explore the association between a healthy sense of self and one's positive connection with others and the environment.</p> <p>DM1.1 Examine initial steps (i.e., Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self</p> <p>AP1.1 Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self</p>	<p>N1.1 Say the number sequence, 0 to 100, by: 1s forward and backward between any two given numbers, 2s to 20, forward starting at 0, and 5s and 10s to 100, forward starting at 0</p> <p>N1.2 Recognize, at a glance, and name familiar arrangements of 2 to 10 objects, dots, and pictures</p> <p>N1.3 Demonstrate an understanding of counting by: indicating that the last number said identifies "how many", showing that any set has or y one count using the counting strategy, and using parts or equal groups to count sets</p> <p>N1.4 Represent and describe whole numbers to 20 concretely, pictorially, and symbolically</p> <p>N1.5 Compare sets containing up to 20 elements to solve problems using: referents (known quantity) & one-to-one correspondence</p> <p>N1.6 Estimate quantities to 20 by using referents</p> <p>N1.7 Demonstrate, concretely, physically, and pictorially, how whole numbers can be represented by a variety of equal groupings with and without singes</p> <p>N1.8 Identify the number, up to 20, that is one more, two more, one less, and two less than a given number</p> <p>N1.9 Demonstrate an understanding of addition of numbers with answers to 20 and the corresponding subtraction facts, concretely, pictorially, physically, and symbolically by: using familiar and mathematical language to describe additive and subtractive actions from their experience, creating and solving problems in context that involve addition and subtraction, and modelling addition and subtraction using a variety of concrete and visual representations and recording the process symbolically</p> <p>N1.10 Describe and use mental mathematics strategies (memorization or not intended), such as: counting on and counting back, making 10, doubles using addition to subtract, and to determine basic addition facts to 18 and related subtraction facts</p> <p>P1.1 Demonstrate an understanding of repeating patterns (two to four elements) by: describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds, and actions</p> <p>P1.2 Translate repeating patterns from one form of representation to another</p> <p>P1.3 Describe equality as a balance and reciprocity as an imbalance, concretely, physically, and pictorially (0 to 20)</p> <p>P1.4 Record equalities using the equal symbol</p> <p>SS1.1 Demonstrate an understanding of measurement as a process of comparing by: identifying attributes that can be compared, ordering objects, making statements of comparison, and filling, covering, or matching.</p> <p>SS1.2 Sort 3-D objects and 2-D shapes using one attribute and explain the sorting rule.</p> <p>SS1.3 Replicate composite 2-D shapes and 3-D objects</p> <p>SS1.4 Compare 2-D shapes to parts of 3-D objects in the environment</p>	<p>PE1.1 Health-related Fitness Build a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength</p> <p>PE1.2 Examine and express what it means to live actively each day and the personal benefits of being active.</p> <p>PE1.3 Explore, express, and apply, with guidance, a variety of ways to skillfully move the body through space, including at a control level of skill when: walking/running, jumping forward and landing, jumping sideways and landing progressing towards-control level of skill when: jumping backward and hopping (body moves on one foot as in right foot to right foot) skipping (combines a step and a hop) leaping (body takes off from one foot, propels through air for distance, then lands on the opposite foot) sliding (one foot steps and the other moves to meet the first foot), step-close" galloping (one foot steps, body propels upward, other foot moves to meet the first foot) rolling forward (see note) rolling sideways</p> <p>PE1.4 Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot, including a control level of skill when: balancing/jumping on the spot, and progressing-towards-control level of skill when: landing on the spot</p> <p>PE1.5 Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing-towards-control level when: throwing (rolling), and catching (collecting, gathering); kicking</p> <p>PE1.6 Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in space (personal space, general space, level, directions, pathways), effort (force, time/speed), and relationships (individual and with objects)</p> <p>PE1.7 Explore and demonstrate rhythmic movement in response to different rhythms (e.g., quick, slow, sharp, soft) and dance patterns, using locomotor skills and non-locomotor skills</p> <p>PE1.8 Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: low-organizational games involving traveling (e.g., tag games, follow-the-leader, hopscotch, long-rope skipping), target games (e.g., ring or hoop toss, bowling, bocce ball), and a terrain environment activities and games (e.g., snowshoes, hiking, skating, snowshoeing, acrobatics, cycling, tobogganing, cross-country skiing)</p> <p>PE1.9 Demonstrate, with little or no support, safe and cooperative behaviours while participating in physical education activities</p> <p>PE1.10 Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings</p>	<p>LT1.1 Differentiate between living things according to observable characteristics, including appearance and behaviour</p> <p>LT1.2 Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs</p> <p>OM1.1 Investigate observable characteristics and uses of natural and constructed objects and materials in their environment</p> <p>OM1.2 Examine methods of altering and combining materials to create objects that meet student- and/or teacher-specified criteria.</p> <p>SE1.1 Investigate characteristics of the five traditional external senses (i.e., sight, sound, smell, touch, and taste) in humans and animals</p> <p>SE1.2 Explore how humans and animals use their senses to interact with their environment</p> <p>DS1.1 Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording</p> <p>DS1.2 Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location</p>	<p>IN1.1 Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school</p> <p>IN1.2 Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.</p> <p>IN1.3 Assess ways in which relationships help to meet human needs</p> <p>DR1.1 Relate family events and stories of the recent or distant past to the student's place in present-day family life</p> <p>DR1.2 Describe kinship patterns of the past and present and describe according to traditional teachings (e.g., Medicine Wheel teachings)</p> <p>DR1.3 Demonstrate awareness of humans' reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants</p> <p>DR1.4 Recognize globes and maps as representations of the surface of the Earth, and distinguish and name water masses on globes and maps</p> <p>DR1.5 Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students</p> <p>PA1.1 Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes</p> <p>PA1.2 Analyze the causes of disharmony and ways of returning to harmony</p> <p>RW1.1 Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being</p> <p>RW1.2 Discuss ways in which work may be managed and distributed in families, schools, and groups</p>

Grade 2: I Can Statements

Treaty Education: Creating a Strong Foundation through Treaties

Treaty Relationships 1^a: I can look at how the Treaties create good relationships for people to share land and resources

Spirit and Intent of Treaties 1^a: I can see that it is important to be honest in my thoughts and my actions

Historical Context 1^a: I can look at the traditional ways First Nations' practiced leadership in their communities before European contact.

Treaty Promises and Provisions 1^a: I can understand that Treaties are sacred promises between the Queen and First Nations

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
CP2.1 – I can create dances using ideas about our community	CR2.1 – I can understand, make comparisons and talk about different kinds of texts (including pictures, listening, written and video)	USC2.1 – I can tell what I am thinking and feeling in positive ways to help make me feel good about myself. I can show that positive and negative choices change me in different ways	N2.1 – I can show that I understand numbers to 100	PE2.1 – With my teacher's help, I can use different ways to move, stretch and strengthen my body	AN2.1 – I can think about the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles.	IN2.1 – I can recognize the characteristics of a community.
CP2.2 – I can create and connect dance phrases using actions, spacing, my body, working with others	CR2.2 – I can look at/watch and then talk about the big ideas and important details from a story. I can talk about the special details of the story that helped me to understand what the creator/author wanted	USC2.2 – I can show that the snacks I choose are healthy or unhealthy. I can explain the reasons why my snack is healthy or unhealthy for me.	N2.2 – I can show that I understand how to add 1 and 2 digit numbers with totals up to 100 and that I understand how to subtract 1 and 2 digit numbers with differences up to 100	PE2.2 – I can think about daily habits and actions that show me being responsible for my health and being physically active.	AN2.2 – I can compare the growth and development of humans with animals I know	IN2.2 – I can create a representation of the different cultural groups in our community
CP2.3 – I can take on a role in drama and work with others in role.	CR2.3 – I can listen and retell the main ideas and important details I heard during group activities. I can follow directions and demonstrations	USC2.3 – I can compare and talk about illnesses and diseases	P2.1 – I can show that I understand repeating patterns	PE2.3 – I can try a different way and control my body when walking, running, jumping forward and landing, jumping sideways and landing, jumping backward and landing, hopping, skipping, leaping, sliding, galloping, and rolling forward. I am improving my roll sideways and backward	AN2.3 – I can think about how humans and animals rely on each other in natural and man-made environments	DR2.1 – I can look into stories of important events and persons in our community's history to describe the contribution of those who lived in the community in earlier times
CP2.4 – I can share different ideas during drama activities and during discussions.	CR2.4 – I can read and understand good-fit books when I read silently by linking and retelling important events and ideas in order with details and can talk about how, why, and what if questions.	USC2.4 – I can show what respect looks and sounds like. I can explain how to show respect to myself, my possessions, others and their possessions, the environment, and to all living things	P2.2 – I can show that I understand increasing patterns	PE2.4 – I can try different ways and control my body when balancing, jumping and landing on the spot, landing on my hands from kneeling, and turning on the spot. I am learning to land on hands from a bent knee standing position	LS2.1 – I can examine colour, taste, smell, shape, and texture of familiar foods and solids	DR2.2 – I can consider how the natural environment has an effect on our community
CP2.5 – I can create sound compositions using communities as inspiration	CC2.1 – I can write or make different visual, multi-media, oral, and written texts that explore identity, community, social responsibility and make connections to my own life	USC2.5 – I can identify risky places to play and what might happen if I play there. I can explain where and how to play safely	P2.3 – I can show that I understand equal and not equal	PE2.5 – I can show different ways to control objects when throwing, catching, and kicking. I am improving my hand dribbling, foot dribbling, hitting objects with my hands, and with short-handled tools	LS2.2 – I can look at how liquids and solids affect each other, and how we use them	DR2.3 – I can identify images, maps, and structures that represent real things.
CP2.6 – I can create and perform music that demonstrates understanding of form, beat and meter, rhythm, tempo, dynamics, pitch, texture, and tone colour	CC2.2 – I can use different ways to show my understanding. I can share and show my ideas, feelings and work clearly.	USC2.6 – I can explain how my community is diverse and how my community benefits from the diverse individuals living here	SS2.1 – I can show that I understand length	PE2.6 – I can change and use my body when moving or not moving using hand/foot skills. I can show my effort and work together in gym class	MP2.1 – I can talk about and use different ways to locate the position of objects in relation to other objects	DR2.4 – I can describe the influence of Treaty and First Nations people on our community
CP2.7 – I can create visual art that shows my observations and my ideas about my community.	CC2.3 – I can speak clearly and loudly in a way that makes sense to people I know. I can share stories and experiences, give directions, offer an opinion and providing reasons, and explaining information and directions	DM2.1 – I can show how to ask for help about different topics and explain when and why to ask for help when I do not understand something	SS2.2 – I can show that I understand mass	PE2.7 – I can try and show moving to a rhythm with smoothness between movements in dances. I can learn dance rhythm, make myself, and with others	MP2.2 – I can look at things like friction, which can change the motion of natural and man-made objects, including myself	PA2.1 – I can think about how decisions are made within our community.
CP2.8 – I can create visual art using different types of materials	CC2.4 – I can write in different ways that is clear and in 6 full sentences	AP2.1 – I can apply what I have learned to make healthy and good choices	SS2.3 – I can show that I understand 3-D objects	PE2.8 – I can use many different ideas and skills, when playing different games that have running, throwing, partner/group, standing or are outside	AW2.1 – I can investigate parts of air and water (in a three states of matter) within their environment	PA2.2 – I can think about and use different ways to resolve disagreements within the community
CR2.1 – I can look at art to find out how people's communities help them make their art	AR2.1 – I can think and talk about my own work and how I could "bump it up" in my: • Watching • Listening • Reading • Writing • Making/Creating • Talking/Speaking		SS2.4 – I can show that I understand 2-D shapes	PE2.9 – I can talk about the importance of rules, directions, sportsmanship, and safe behaviour. I can use them during gym class	AW2.2 – I can judge the importance of air and water for the health and survival of living things, including myself, and the environment	PA2.3 – I can look at the rights and responsibilities of citizens in our school and our community
CR2.2 – I can ask questions and use technology to help me investigate kinds of art.	AR2.2 – I can set personal goals after group discussions		SS2.5 – I can show that I understand the relationship between 2-D shapes and 3-D objects	PE2.10 – I can show self-control, work and pay well with all others during gym class		RW2.1 – I can describe ways in which the local community meets needs and wants of people of who live here.
CH2.1 – I can talk about the key parts of the arts and cultural traditions in my community.			SP2.1 – I can show that I understand graphs			RW2.2 – I can take part in creating change in our community when it comes to the environment, people, and our businesses
CH2.2 – I can describe Saskatchewan First Nations and Métis art						RW2.3 – I can help think of ideas and be part of doing something good for our community and the world

Grade 2 Outcomes

Treaty Education: Creating a Strong Foundation through Treaties

Treaty Relationships 2¹: Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared. Indicators: Examine the concepts of peace and harmony and provide examples of how these concepts are expressed in people's lives and discuss why these concepts are important; Discuss First Nations concepts of sharing (e.g., traditional community ownership, individual ownership) and consider what sharing the land and its resources might mean; Represent examples of peaceful and harmonious relationships between First Nations and others

Spirit and Intent of Treaties 2²: Recognize the importance of honesty when examining one's intentions. Indicators: Share examples of honesty; Discuss the role of honesty in written or verbal expressions of intention; Explore and express what may happen if honesty is separated from one's actions (e.g., promising to do something and not doing it)

Historical Context 2³: Analyze the traditional forms of leadership that were in practice prior to European contact and in First Nations communities. Indicators: Explore the traditional leadership practices of First Nations (e.g., matriarchy, consensus approach, spiritual); Describe the concept of consensus from student's own experience (e.g., deciding what restaurant to go to, what game to play at recess); Research how decisions were made by First Nations; Compare past and present ways of selecting First Nations leaders

Treaty Promises and Provisions 2⁴: Develop an understanding of Treaties as sacred promises that exist between the British Crown (i.e., government) and First Nations. Indicators: Explore First Nations beliefs that treaties are special promises sealed by sacred ceremonies (e.g., pipe ceremony); Recognize that the treaty suits, medals, and flags are symbols used by the British Crown to signify its commitment to uphold the promises made in the treaties; Represent understanding of the concept that treaties will last for as long as the sun shines, grasses grow, and rivers flow; Identify the Saskatchewan Numbered Treaty Territory in which they live (e.g., Treaties 2, 4, 5, 6, 8, 10)

Arts Ed	ELA	Health/Career Ed	Math	Physical Education	Science	Social Studies
<p>CP2.1 Create and connect dance phrases using ideas about community as stimuli (e.g., our school, community events, farm life, city life, cultural heritage)</p> <p>CP2.2 Create and connect dance phrases using the elements of dance including actions (identify variety), body (bases), dynamics (move with varying speeds, duration, forces), relationships (using own words, classify variety of relationships with partner or object such as above, below, beside), and space (straight or curved pathways or combinations)</p> <p>CP2.3 Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration (e.g., contexts inspired by local stories and songs, photographs of local people and places, or events from real or fictional communities)</p> <p>CP2.4 Contribute ideas when engaged in a variety of drama strategies (e.g., role play, journey, meetings) and during periods of reflection.</p> <p>CP2.5 Create sound compositions using communities as inspiration.</p> <p>CP2.6 Create and perform music that demonstrates understanding of form (repetition and contrast), beat (strong and weak beats/accents) and meter (2/4 and 4/4), rhythm (create ostinati), tempo (fast/slow paces), dynamics (loud/soft), pitch (high/low sounds) and pitch direction (moving up/down/staying the same), texture (layers of sounds), and tone colour (variety)</p> <p>CP2.7 Create visual art works that draw on observations and express ideas about own communities.</p> <p>CP2.8 Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mosaic, traditional art), and media (e.g., paper, found objects, paint, crayons)</p> <p>CR2.1 Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities</p> <p>CR2.2 Use inquiry and technology to investigate a variety of arts expressions</p> <p>CH2.1 Identify key features of arts and cultural traditions in own community</p> <p>CH2.2 Describe key features of traditional arts expressions of Saskatchewan First Nations and Metis Artists</p>	<p>CR2.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Just Watch Me) community (e.g., People and Places) social responsibility (e.g., Friendship) and make connections to prior learning and experiences</p> <p>CR2.2 View and explain (with support from the text) the key literary and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts</p> <p>CR2.3 Listen and retell (with support from the text) the key literary and inferential ideas (messages) and important details and focus on small- and large-group activities and follow oral directions and demonstrations</p> <p>CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions</p> <p>CC2.1 Compose and create a range of visual, multimedia, oral and written texts that explore: identity (e.g., My Family and Friends) community (e.g., Our Community) social responsibility (e.g., TV Ads for Children) and make connections to own life</p> <p>CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details</p> <p>CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion, and providing reasons, and explaining information and directions</p> <p>CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences</p> <p>AR2.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., "What did I learn?")</p> <p>AR2.2 Set personal goals as a result of group discussions (e.g., "What did I love?", "I now could be a better viewer, listener, reader, presenter, speaker, and writer?")</p>	<p>USC2.1 Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.</p> <p>USC2.2 Determine how healthy snacking practices influence personal health.</p> <p>USC2.3 Develop an understanding of how health may be affected by illness and disease</p> <p>USC2.4 Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment</p> <p>USC2.5 Recognize potential safety risks in community play areas and determine safe practices/behaviours to identify, assess, and reduce the risks</p> <p>USC2.6 Examine how communities benefit from the diversity of their individual community members</p> <p>DM2.1 Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts, feelings, actions, healthy snacking, effects of illness/disease, respect, safety, and diversity</p> <p>AP2.1 Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts, feelings, actions, healthy snacking, effects of illness/disease, respect, safety, and diversity</p>	<p>N2.1 Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by: representing (including place value), describing, skip counting, differentiating between odd and even numbers, estimating with referents, comparing two numbers, and ordering three or more numbers</p> <p>N2.2 Demonstrate understanding of addition (limited to 1- and 2-digit numbers) with answers to 100 and the corresponding subtraction by: representing strategies for adding and subtracting concretely, pictorially, and symbolically, creating and solving problems involving addition and subtraction, estimating, using personal strategies for adding and subtracting with and without the support of manipulatives, analyzing the effect of adding or subtracting zero, and analyzing the effect of the ordering of the quantities (addends, minuends, and subtrahends) in addition and subtraction statements</p> <p>P2.1 Demonstrate understanding of repeating patterns (three to five elements) by: describing, representing patterns in a terrate, moose, extending, comparing, and creating patterns using manipulatives, pictures, sounds, and actions</p> <p>P2.2 Demonstrate understanding of increasing patterns by: describing, reproducing, extending, creating patterns using manipulatives, pictures, sounds, and actions (numbers to 100)</p> <p>P2.3 Demonstrate understanding of equality and inequality concretely and pictorially (0 to 100) by: relating equality and inequality to balance, comparing sets, recording equalities with an equals sign, recording inequalities with a not equals sign, and solving problems involving equality and inequality</p> <p>SS2.1 Demonstrate understanding of non-standard units for linear measurement by: describing the choice and appropriate use of non-standard units, and estimating, measuring, comparing and analyzing measurements</p> <p>SS2.2 Demonstrate understanding of non-standard units for measurement of mass by: describing the choice and appropriate use of non-standard units, and estimating, measuring, comparing and analyzing measurements</p> <p>SS2.3 Describe, compare, and construct 3-D objects, including: cubes, spheres, cones, cylinders, pyramids</p> <p>SS2.4 Describe, compare, and construct 2-D shapes, including: triangles, squares, rectangles, circles</p> <p>SS2.5 Demonstrate understanding of the relationship between 2-D shapes and 3-D objects</p> <p>SP2.1 Demonstrate understanding of concrete graphs and pictographs</p>	<p>PE2.1 Apply a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities.</p> <p>PE2.2 Analyze daily habits and actions that demonstrate personal engagement in, and taking personal responsibility for, leading a physically active life</p> <p>PE2.3 Explore, express, and apply a variety of ways to skillfully move the body through space while participating in movement activities, including at a utilization level of skill when: walking, running, jumping forward and landing, jumping sideways and landing, control level of skill when: jumping backward and landing, hopping (body moves on one foot as in right foot to right foot), skipping (combines a step and a hop), leaping (body "takes off" from one foot, propels through air for distance, then lands on the opposite foot), sliding (one foot steps and the other moves to meet the first foot, "step-close"), galloping (one foot steps, body propels upward, other foot moves to meet the first foot), rolling forward (see note), rolling sideways, and progressing-towards-control level of skill when: rolling backward</p> <p>PE2.4 Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot while participating in movement activities, including at a utilization level of skill when: balancing, jumping and landing on, the spot, control level of skill when: landing or hands from kneeling position, rotating on the spot, control level of skill when: landing or hands from a bent knee standing position, and non-locomotor skills</p> <p>PE2.5 Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a control level of skill when: throwing, catching (collecting, gathering), kicking, progressing-towards-control level of skill when: hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements (e.g., short-handled racquets, paces)</p> <p>PE2.6 Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of: space (general space, level, directions, pathways, and extensions), effort (time/speed, force, and flow), and relationships (with objects and with others)</p> <p>PE2.7 Explore and demonstrate rhythmic movement with smooth transitions between movements in self-created patterns, and responsive patterns, involving relationships with objects and others established carceres</p> <p>PE2.8 Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: own-organizational, cooperative, and inventive games involving locomotor and non-locomotor skills (e.g., tag games, follow-the-leader, fox and geese, parachute play, hopscotch), target games (e.g., ring or hoop toss, bowling, bocce ball, curling), and a terrate environment activities and games (e.g., hiking, skating, acrobatics, orienteering, cross-country, skiing, cycling, dogsledding, tobogganing)</p> <p>PE2.9 Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities</p> <p>PE2.10 Demonstrate self-control and a willingness to work and play cooperatively with others (regardless of abilities, interests, and background experiences) while participating in movement activities</p>	<p>AN2.1 Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during the life cycles</p> <p>AN2.2 Compare the growth and development of humans with that of familiar animals</p> <p>AN2.3 Assess the interdependence of humans and animals in natural and constructed environments</p> <p>LS2.1 Investigate properties (e.g., colour, taste, smell, shape, and texture) of familiar liquids and solids</p> <p>LS2.2 Investigate interactions between liquids and solids, and technologies based on those interactions</p> <p>MP2.1 Analyze methods of determining the position of objects relative to other objects</p> <p>MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self</p> <p>AW2.1 Investigate properties of air and water (in a "three states of matter") within their environment</p> <p>AW2.2 Assess the importance of air and water for the health and survival of living things, including self, and the environment</p> <p>PE2.5 Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a control level of skill when: throwing, catching (collecting, gathering), kicking, progressing-towards-control level of skill when: hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements (e.g., short-handled racquets, paces)</p>	<p>IN2.1 Determine characteristics of a community</p> <p>IN2.2 Create a representation of the diversity of cultural groups in the local community</p> <p>DR2.1 Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times</p> <p>DR2.2 Analyze the influence of the natural environment on the local community.</p> <p>DR2.3 Identify physical representations as constructed models of real things</p> <p>DR2.4 Describe the influence of Treaty and First Nations people on the local community.</p> <p>PA2.1 Analyze how decisions are made within the local community</p> <p>PA2.2 Assess and practice various approaches to resolving conflicting interests within the community.</p> <p>PA2.3 Analyze rights and responsibilities of citizens in the school and local community.</p> <p>RW2.1 Describe ways in which the local community meets needs and wants of its members</p> <p>RW2.2 Analyze various worldviews regarding the natural environment</p> <p>RW2.3 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability</p>

Grade 3: I Can Statements

Treaty Education: Exploring Challenges and Opportunities in Treaty Making

Treaty Relationships 3¹: I can look at the relationship between First Nations peoples with the land before and after the signing of the treaties

Spirit and Intent of Treaties 3²: I can look at how different beliefs about the land guide behaviours and actions

Historical Context 3³: I can look at the ways treaties have been good for all Saskatchewan people

Treaty Promises and Provisions 3⁴: I can think about the difficulties of using many languages while making the treaties; I understand this continues to impact all people.

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>CP3.1 - I make different dance problems and solutions when moving my body in the environment.</p> <p>CP3.2 - I can create dance where I can show different actions, body movements, speed, time, range, and space.</p> <p>CP3.3 - I can take on a role in drama and work with others in role.</p> <p>CP3.4 - I can use my imagination, and different skills during drama. I can think about how these things help change my drama all together.</p> <p>CP3.5 - I can create sound compositions using environment as inspiration.</p> <p>CP3.6 - I can create and perform music that shows I know how to use form, rhythm, pitch, dynamics, texture, and tone colour.</p> <p>CP3.7 - I can create visual art that shows ideas about the natural, man-made, and imaginary environments</p> <p>CP3.8 - I can create visual art using different types of materials.</p> <p>CR3.1 - I can talk about and describe my ideas and problem-solving during art class.</p> <p>CR3.2 - I can talk about different kinds of art that use the environment (natural, man-made, imagined) as inspiration.</p> <p>CH3.1 - I can compare how art is from different groups and communities and may be a reflection of their unique environment.</p> <p>CH3.2 - I know that there are different kinds of traditional and current art from Saskatchewan First Nations and Métis artists in Saskatchewan</p>	<p>CR3.1 - I can understand, make comparisons and talk about different kinds texts (including pictures, listening, written and video).</p> <p>CR3.2 - I can look at/watch and talk about the reactions and connections from a story. I can also talk about the humour, emotion, and mood.</p> <p>CR3.3 - I can listen and pick out main ideas and supporting details between texts I have heard. I can compare different ideas and points of view and make connections between texts.</p> <p>CR3.4 - I can read and understand good fiction, plays, poetry, and non-fiction from different cultures and countries. I can explain reactions and connections to the texts I read.</p> <p>CC3.1 - I can write and make different visual, multimedia, oral, and written texts that explore: identity, community, social responsibility and make connections to different subjects we are learning about.</p> <p>CC3.2 - I can show and share my ideas and information about something I have learned by creating easy-to-follow representations with a clear reason</p> <p>CC3.3 - I can speak clearly to share my ideas and information in an informal and formal setting with different audiences and reasons</p> <p>CC3.4 - I can write to show my ideas, information, and experiences about something I have learned. I can write in an interesting way that is easy-to-follow with a clear purpose and correct paragraph structure</p> <p>AR3.1 - I can think and talk about my own work and the strategies I have used and what I need to do to bump it up" in my: <ul style="list-style-type: none"> • Watching • Listening • Reading • Writing • Making/Creating • Talking/Speaking </p> <p>AR3.2 - I can set my own goals to help improve my watching, listening, reading, speaking, writing, and making/creating and start talking about a plan for achieving them.</p>	<p>USC3.1 - I can talk about the role of different healthy foods and physical activity on the health and development of the mind, body, and immune system.</p> <p>USC3.2 - I can look closely and talk about the spiritual dimension of the "inner self" and the importance of nurturing it.</p> <p>USC3.3 - I can talk about the misuse of helpful and the use of harmful substances (including tobacco) and how it can affect the health of myself and others.</p> <p>USC3.4 - I can talk about what it means to contribute to the health of self, family and home.</p> <p>USC3.5 - I can tell you about safe behaviours/practices and how to increase the safety of self and others while at home.</p> <p>USC3.6 - I can tell the difference between examples of real violence and fictional violence. I can talk about the influence of both on a person's health and well-being.</p> <p>DM3.1 - I can show the importance of making good choices around: healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.</p> <p>AP3.1 - I can start taking action related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.</p>	<p>N3.1 - I understand the numbers up to 1000 and can show in different ways</p> <p>N3.2 - I can add and subtract to 1000 in different ways</p> <p>N3.3 - I can multiply and divide numbers up to 5 by 5.</p> <p>N3.4 - I can show equal parts of a whole.</p> <p>P3.1 - I can demonstrate understanding of increasing and decreasing patterns (observing and describing, extending, comparing, creating patterns using manipulatives, pictures, sounds, and actions).</p> <p>P3.2 - I can solve and balance one step addition and subtraction problems.</p> <p>SS3.1 - I understand the basic units of time (hours and minutes).</p> <p>SS3.2 - I understand the relationship between grams and kilograms.</p> <p>SS3.3 - I understand measurement in centimeters and meters.</p> <p>SS3.4 - I can show understanding of 3D objects using edges, faces and vertices</p> <p>SS3.5 - I understand 2D shapes both regular and irregular (triangles, quadrilaterals, pentagons, hexagons and octagons).</p> <p>SP3.1 - I can collect and understand data from first hand tools.</p>	<p>PE3.1 - I can use many different ways to move, stretch and strengthen my body in school, at home, and in the community.</p> <p>PE3.2 - I can think and talk about the importance in being physically active for many different reasons and areas in my life.</p> <p>PE3.3 - With my teacher's support, I can show and use different ways I can control my body during jumping backward and landing, hopping, skipping, leaping, sliding, galloping, rolling forward, and rolling sideways. I am improving towards control of my body when rolling backward.</p> <p>PE3.4 - With my teacher's support, I can show and use different ways I can control my body on the spot when landing on my hands from kneeling position, rotating on the spot and landing on my hands from a bent knee standing position.</p> <p>PE3.5 - With my teacher's support, I can show and use different ways I can control objects when throwing, catching, kicking, hand crubbing, foot crubbing, striking objects with hands, and striking objects with short-handled implements. I am improving my skill when volleying and striking objects with long-handled implements.</p> <p>PE3.6 - I can use more difficult skills and sequences when doing body activities (skipping, dance, gymnastics, yoga, etc.).</p> <p>PE3.7 - I can use many different ideas, 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>PE3.8 - I can show positive connections with my peers in cooperative and competitive games and activities.</p> <p>PE3.9 - I can think and talk about risks for different activities I can use appropriate safety during different activities</p> <p>PE3.10 - I can show through my words and actions, that I am considerate and respectful of a people during physical activities</p>	<p>PL3.1 - I can investigate the growth and development of plants, including the conditions necessary for germination.</p> <p>PL3.2 - I can ask questions and talk about how plants, rocks, water, society, and the environment are all connected</p> <p>SM3.1 - I can investigate properties of materials and different ways to join materials together.</p> <p>SM3.2 - I can think and talk about the function and parts of strong, stable, and balanced natural and human-built structures.</p> <p>ME3.1 - I can investigate the different parts of contact (e.g., push, pull, and friction) and non-contact (e.g., magnetic and static electric) forces.</p> <p>ME3.2 - I can think and talk about the effects and ways we use magnetic and static electric forces.</p> <p>ES3.1 - I can investigate the about different parts and types of soil</p> <p>ES3.2 - I can ask questions and talk about soil and living things and how they are connected I can talk about the importance of a healthy soil for everyone.</p>	<p>IN3.1 - I can analyze daily life in a diversity of communities.</p> <p>IN3.2 - I can analyze the cultures and traditions in communities studied.</p> <p>IN3.3 - I can illustrate examples of interdependence of communities.</p> <p>DR3.1 - I can use various model representations of the Earth.</p> <p>DR3.2 - I can assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.</p> <p>DR3.3 - I can compare the beliefs of various communities around the world regarding living on and with the land</p> <p>PA3.1 - I can compare how decisions are made in the local community and communities studied.</p> <p>PA3.2 - I can demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions, and assess various means of conflict resolution.</p> <p>PA3.3 - I can make generalizations about the purpose and intent of documents that define the rights of children.</p> <p>RW3.1 - I can appraise the ways communities meet their members' needs and wants.</p> <p>RW3.2 - I can analyze the creation and distribution of wealth in communities studied.</p> <p>RW3.3 - I can evaluate the ways in which technologies have impacted daily life.</p>

Grade 3 Outcomes

Treaty Education: Exploring Challenges and Opportunities in Treaty Making

Treaty Relationships 3¹: Examine the relationships between First Nation peoples and the land, before and after the signing of treaties. Indicators: Examine the impact of geography (e.g., grasslands, boreal forest or woodlands, grain belt, lake and regions) on the relationship between First Nations people and the land. Describe the lifestyle changes of First Nations, prior to and after placement on reserves. Discuss the world views associated with ownership of the land and consider the impact those views have on a person's relationship to the land.

Spirit and Intent of Treaties 3²: Examine how various teachings people have about the natural world guide behaviour and actions. Indicators: Interview family members to learn the stories and teachings they hold related to nature and Mother Earth, and explore the intended meaning found in those stories and teachings. Analyze how First Nation peoples' beliefs guide relationships with the land and natural world. Compare the First Nations and British Crown view of the treaties with respect to land and ownership.

Historical Context 3³: Explore the benefits that each of the parties to treaty enjoy. Indicators: Recognize how all Saskatchewan people are beneficiaries of treaty (e.g., sharing of natural resources, access to vast tracts of land, peaceful means of living with one another). Recognize that treaty benefits flow equally to all peoples in Saskatchewan living in Treaty 4, 5, 6, 8, and 10 areas. Discuss what the benefits of treaties are for First Nations (e.g., education, health). Discuss what the benefits of treaties are for non-First Nations (e.g., access to land for farming).

Treaty Promises and Provisions 3⁴: Explore how the use of different languages in treaty making presented challenges and how those challenges impact people today. Indicators: Research various languages spoken during treaty making in the treaty territory in which students live. Express challenges faced by all people when their first language is not spoken in the communities where they live. Investigate how language used in the treaty making process impacted mutual understandings of differing world views.

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>CP3.1 Generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment (e.g., natural, constructed, imagined) as stimuli.</p> <p>CP3.2 Create dance phrases and sequences that demonstrate understanding of the elements of dance including:</p> <ul style="list-style-type: none"> actions body dynamics relationships space <p>CP3.3 Sustain roles in dramatic situations and accept/respond to others' role, using the environment (e.g., natural, constructed, imagined) as inspiration.</p> <p>CP3.4 Use imagination, a variety of drama strategies, and reflection to further the drama's development.</p> <p>CP3.5 Demonstrate basic skills in use of voice and a variety of sound objects and instruments (traditional and/or homemade) using the environment (e.g., natural, constructed, imagined) as inspiration.</p> <p>CP3.6 Create and perform music (vocal and instrumental) that demonstrates knowledge of:</p> <ul style="list-style-type: none"> form (repeated or contrasting phrases; call/response, question/answer, rounds) rhythm (interplay of beat, tempo, and patterns of duration) pitch (combining pitch and rhythm to form melody) dynamics (levels of loud/soft) texture (combining and layering sounds) tone colour (differentiate) <p>CP3.7 Create visual art works that express ideas about the natural, constructed, and imagined environments.</p> <p>CP3.8 Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects).</p> <p>CR3.1 Describe ideas and problem-solving processes using their own arts expressions.</p> <p>CR3.2 Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration.</p> <p>CH3.1 Compare how arts expressions from various groups and communities may be a reflection of their unique environment (e.g., North and South Saskatchewan, urban and rural).</p> <p>CH3.2 Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in their own communities or regions.</p>	<p>CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Spreading My Wings) community (e.g., Hand in Hand) social responsibility (e.g., All Together) and make comparison with personal experiences.</p> <p>CR3.2 View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.</p> <p>CR3.3 Listen and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.</p> <p>CR3.4 Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read.</p> <p>CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that express identity (e.g., Spreading My Wings) community (e.g., Helping Others) social responsibility (e.g., Communities Around the World) and make connections across areas of study.</p> <p>CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.</p> <p>CC3.3 Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.</p> <p>CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting details.</p> <p>AR3.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria).</p> <p>AR3.2 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and discuss a plan for achieving them.</p>	<p>USC3.1 Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system.</p> <p>USC3.2 Examine the spiritual dimension of the "inner self" and determine the importance of nurturing it.</p> <p>USC3.3 Determine how the misuse of helpful and the use of harmful substances (including tobacco) affect the health of self and others.</p> <p>USC3.4 Understand what it means to contribute to the health of self, family and home.</p> <p>USC3.5 Evaluate safe behaviours/practices to increase the safety of self and others while at home.</p> <p>USC3.6 Distinguish between examples of real violence (e.g., schoolyard fights, shaking a baby, bullying) and fictional violence (e.g., cartoons, world wrestling entertainment, video games) and determine the influence of both on health and well-being.</p> <p>DM3.1 Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.</p> <p>AP3.1 Use the understandings, skills, and confidences related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.</p>	<p>N3.1 Demonstrate understanding of whole numbers to 1000 (concretely, pictorially, physically, orally, in writing, and symbolically) including: representing (including place value), describing, estimating with referents, comparing two numbers, and ordering three or more numbers.</p> <p>N3.2 Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: representing strategies for adding and subtracting concretely, pictorially, and symbolically, creating and solving problems involving addition and subtraction, estimating, using personal strategies for adding and subtracting with and without the support of manipulatives, analyzing the effect of adding or subtracting zero, and analyzing the effect of the ordering of the quantities (addends, minuends, and subtrahends) in addition and subtraction statements.</p> <p>N3.3 Demonstrate understanding of multiplication to 5 x 5 and the corresponding division statements including: representing and explaining using repeated addition or subtraction, equal grouping, and arrays, creating and solving situational questions, modeling processes using concrete, physical, and visual representations, and recording the process symbolically, and relating multiplication and division.</p> <p>N3.4 Demonstrate understanding of fractions concretely, pictorially, physically, and orally including: representing, observing and describing situations, comparing, and relating to quantity.</p> <p>P3.1 Demonstrate understanding of increasing and decreasing patterns including: observing and describing, extending, comparing, creating patterns using manipulatives, pictures, sounds, and actions.</p> <p>P3.2 Demonstrate understanding of equality by solving one-step addition and subtraction equations involving symbols representing an unknown quantity.</p> <p>SS3.1 Demonstrate understanding of the passage of time including: relating common activities to standard and non-standard units, describing relationships between units, and solving situational questions.</p> <p>SS3.2 Demonstrate understanding of measuring mass in g and kg by: selecting and justifying referents for g and kg, modeling and describing the relationship between g and kg, estimating mass using referents, and measuring and recording mass.</p> <p>SS3.3 Demonstrate understanding of linear measurement (cm and m) including: selecting and justifying referents, generalizing the relationship between cm and m, estimating length and perimeter using referents, measuring and recording length, width, height, and perimeter.</p> <p>SS3.4 Demonstrate understanding of 3-D objects by analyzing characteristics including faces, edges, and vertices.</p> <p>SS3.5 Demonstrate understanding of 2-D shapes (regular and irregular) including triangles, quadrilaterals, pentagons, hexagons, and octagons including: describing, comparing, and sorting.</p> <p>SP3.1 Demonstrate understanding of first-hand data using tally marks, charts, lists, bar graphs, and maps (abstract pictographs), through: collecting, organizing, and representing, solving situational questions.</p>	<p>PE3.1 Apply a repertoire of strategies for developing components of health-related fitness, (cardiovascular endurance, flexibility, muscular endurance, and muscular strength), through movement activities during scheduled times in school, at home, and in the community.</p> <p>PE3.2 Evaluate the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, social interaction, increased skill competency, stress reduction, active work life, use of leisure time, contact with nature, and involvement in communities.</p> <p>PE3.3 Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including: at a utilization level of skill when jumping backward and landing, hopping (body moves or one foot as in right foot to right foot), skipping (combines a step and a hop), leaping (body "takes off" from one foot, propels through air for distance, then lands on the opposite foot), sliding (one foot steps, body propels upward, other foot moves to meet the first foot), galloping (one foot steps, body propels upward, other foot moves to meet the first foot), rolling forward (see note), rolling sideways, and control level of skill when rolling backward.</p> <p>PE3.4 Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot when participating in movement activities, including: at a utilization level of skill when landing on hands from kneeling position, rotating on the spot, control level of skill when landing on hands from a bent knee standing position.</p> <p>PE3.5 Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including: at a utilization level of skill when throwing, catching (collecting, gathering), kicking, control level of skill when hand cradling, foot cradling, striking objects with hands, striking objects with short-handled implements (e.g., short-handled racquets, paddles), progressing-towards-control level of skill when volleying (to send an object in the air before it comes to rest), striking objects with long-handled implements (e.g., bats, golf clubs, hockey sticks).</p> <p>PE3.6 Apply movement variations of: extensions in space, a focus or effort (time/speed/force/flow), relationships with objects and others, to increase complex movement skills and sequences while participating in body management activities (including dance and educational gymnastics, and others such as yoga).</p> <p>PE3.7 Select and use effective movement skills, tactics, and strategies while participating in: low-organizational, inverted, and cooperative games (e.g., tag games, relay races, fox and geese, prisoner's base), small-sided and lead-up target games (e.g., bowling, curling, ring or hoop toss, bocce ball), small-sided and lead-up striking/fielding games (e.g., kickball, long ball), small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, touch football), alternate environment activities (e.g., hiking, cross-country skiing, orienteering, aquatics, snowshoeing, canoeing, skating, tobogganing, cycling).</p> <p>PE3.8 Demonstrate positive interactions with others in cooperative and competitive movement activities.</p> <p>PE3.9 Evaluate personal commitment to assessing risk factors and applying safe practices while participating in a variety of movement activities.</p> <p>PE3.10 Demonstrate, verbally and non-verbally, consideration and respect for others (regardless of ideas, abilities, world views, physical characteristics, cultural backgrounds, or gender) while participating in physical education activities.</p>	<p>PL3.1 Investigate the growth and development of plants, including the conditions necessary for germination.</p> <p>PL3.2 Analyze the interdependence among plants, animals, society, and the environment.</p> <p>SM3.1 Investigate properties of materials and methods of joinery used in structures.</p> <p>SM3.2 Assess the function and characteristics of strong, stable, and balanced natural and human-built structures.</p> <p>ME3.1 Investigate the characteristics of contact (e.g., push, pull, and friction) and non-contact (e.g., magnetic and static electric) forces.</p> <p>ME3.2 Assess effects of practical applications of magnetic and static electric forces on individuals and society.</p> <p>ES3.1 Investigate the characteristics, including soil composition and ability to absorb water, of different types of soils in the environment.</p> <p>ES3.2 Analyze the interdependence between soil and living things, including the importance of soil for individuals, society, and components of the environment.</p>	<p>IN3.1 Analyze daily life in a diversity of communities.</p> <p>IN3.2 Analyze the cultures and traditions in communities studied.</p> <p>IN3.3 Illustrate examples of interdependence of communities.</p> <p>DR3.1 Use various model representations of the Earth.</p> <p>DR3.2 Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.</p> <p>DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land.</p> <p>PA3.1 Compare how decisions are made in the local community and communities studied.</p> <p>PA3.2 Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions, and assess various means of conflict resolution.</p> <p>PA3.3 Make generalizations about the purpose and intent of documents that define the rights of children.</p> <p>RW3.1 Appraise the ways communities meet their members' needs and wants.</p> <p>RW3.2 Analyze the creation and distribution of wealth in communities studied.</p> <p>RW3.3 Evaluate the ways in which technologies have impacted daily life.</p>

Grade 4: I Can Statements

Treaty Education: Understanding How Treaty Promises Have Not Been Kept

Treaty Relationships 4: I can analyze how relationships are affected when treaty promises are kept or broken

Spirit and Intent of Treaties 4: I can examine the meaning of treaty when it talks about education

Historical Context 4: I can explore the historical reasons why people entered into treaty

Treaty Promises and Provisions 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	Social Studies
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.)	CR4.1 - I can comprehend and respond to different grade-level texts (including visual, oral, written and multimedia)	USC4.1 - I can understand what healthy eating and physical activity mean for pre/adolescence	N4.1 - I understand the numbers up to 10,000 and can show in different ways	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)	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	IN4.1 - I can describe the important contributions of First Nations and Métis people in Saskatchewan in the past and present
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.	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	USC4.2 - I can show how traditional healing and current medicines have prevented and managed illness	N4.2 - I can estimate, add and subtract to 10,000	PE4.2 - I can show and talk about how body systems (circulatory, respiratory, and muscular) are connected to a person's health and fitness.	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.	IN4.2 - I can describe why Saskatchewan communities are so culturally diverse
CP4.3 - I can act in different roles using Saskatchewan as my inspiration	CR4.3 - I can summarize and reword what I listen to so I can make my own conclusions	USC4.3 - I can take a closer look at ways to make new healthy relationships, and solve disagreements	N4.3 - I can multiply up to 10 by 10	PE4.3 - I can pick and use hints to help combine and make my more difficult movement skills during other games and activities (dance, gymnastics, yoga, etc.)	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	IN4.3 - I can show how people, and tell how programs, from Saskatchewan have helped Canada
CP4.4 - I can give my ideas to help make our drama better by listening to others and giving suggestions	CR4.4 - I can read and comprehend grade-appropriate fiction and non-fiction from different cultures and countries	USC4.4 - I can decide to keep myself safe and protect in different places and situations	N4.4 - I can multiply 2 and 3 digit numbers by a 1 digit number	PE4.4 - With my teacher's help, I can use roll backwards	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.	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.
CP4.5 - I can show that I have improved my voice & instrument skills while creating my own musical piece using Saskatchewan as my inspiration	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	USC4.5 - I can take a closer look at Who I Am and how I am influenced by my relationship with others.	N4.5 - I can divide 2 digit numbers by a 1 digit number	PE4.5 - I can show and use more difficult skills during body activities (dance, gymnastics, and yoga)	LI4.2 - I can describe different ways that light affects objects and materials (what the object is made of)	DR4.2 - I can explain the relationship that Métis and First Nations people have with the land.
CP4.6 - I can make and perform music using my voice & instrument	CC4.2 - I can create different representations that show ideas and information about a specific topic and purpose.	USC4.6 - I can look at strategies to help manage my stress	N4.6 - I can show fractions that are less than or equal to one.	PE4.6 - With my teacher's support, I can show and use different ways I can control my body on the spot when hand crapping, foot crapping, striking objects with hands and/or short-handled objects, voicing, and striking objects with long-handled implements. I am improving my skills when putting	LI4.3 - I can describe the advantages and disadvantages of different light-related technologies (including optical devices) on the environment, society and myself	DR4.3 - I can explain how treaties affect the people of Saskatchewan
CP4.7 - I can make visual arts work that shows my own ideas about Saskatchewan	CC4.3 - I can speak about different topics to present information, inform and inform speaking situations, for different people and reasons	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	N4.7 - I can relate fractions to decimals in tenths and hundredths	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)	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	PA4.1 - I can explain how the lives of people in Saskatchewan are affected by different levels of government.
CP4.8 - I can create art using different kinds of art using different strategies, ways, and materials.	CC4.4 - I can write to make a descriptive, narrative, and expository pieces as I use the writing process	AP4.1 - I can make and use 24-day action plans about healthy eating, physical activity, health choices and relationships, stress, personal identity, safety and protection	P4.1 - I understand patterns and relations (identifying, reproducing, creating and solving in chart, table or diagram)	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.	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	PA4.2 - I can explain how the provincial government of Saskatchewan works.
CR4.1 - I can study how dance, drama, music, and visual art works represent different ideas of the artist.	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	SS4.1 - I understand the difference between AV and PV and can read analog and digital clocks	P4.2 - I can use symbols to write an equation to represent a problem and use symbols to solve one-step equations	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	SO4.3 - I can examine how sound-related technologies affect me and society and evaluate the impact of sound-related technologies on the environment	PA4.3 - I can prove that I understand how First Nations government works.
CR4.2 - I can share my opinions about different Saskatchewan arts	AR4.2 - I can set and work on my goals to improve my viewing, listening, reading, speaking, writing and representing.	SS4.2 - I can show and understand the area of regular and irregular 2D shapes including using estimation as a strategy	SS4.3 - I understand 3D shapes (Rectangular and triangular prisms)	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	RM4.1 - I can describe the physical properties (e.g. colour, texture, luster, hardness, cleavage, transparency, crystal structure) of rocks, including rock samples and the physical properties of minerals, including rock samples	PA4.4 - I can prove that I understand how Métis governance system works
CH4.1 - I can study and share discoveries about the arts in Saskatchewan on my own or with my peers		SS4.4 - I can show that I understand symmetry by identifying and creating symmetrical 2-D shapes and drawing lines of symmetry in 2-D shapes	SP4.1 - I show and react many to one correspondence graphs	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	RM4.2 - I can assess the possible benefits and/or damage of rock and mineral use on me, a people and the environment	RW4.1 - I can describe different ways that the people of Saskatchewan meet the challenges of the climate
CH4.2 - I can study, think and respond to different Saskatchewan First Nations & Métis artists work				PE4.12 - I can think and use what I think a positive, inclusive team member looks like to show team spirit and fair play.	RM4.3 - I can describe how weathering, erosion and fossils provide evidence (information) of how landforms were created	RW4.2 - I can explain why agriculture is important to Saskatchewan
				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		RW4.3 - I can explain how Saskatchewan's resources and inventions affect other parts of the world

Grade 4 Outcomes

Treaty Education: Understanding How Treaty Promises Have Not Been Kept

Treaty Relationships 4¹: Analyze how relationships are affected when treaty promises are kept or broken. Indicators: Represent examples of promises experienced in their families, classrooms and communities. Discuss the impact on relationships when promises are kept or broken. Identify treaty promises from the local treaty territory and the extent to which those treaty promises have been fulfilled. Discuss the effect of unfulfilled treaty promises on relationships. Spirit and Intent of Treaties

Spirit and Intent of Treaties 4²: Examine the intent of treaty in relation to education. Indicators: Discuss why First Nations signatories believed there was a benefit to both European education and traditional ways of learning. Research the forms of education that First Nations people have experienced since the treaties were signed. Discuss why some First Nations peoples refer to education as our new buffalo (i.e., the means to survive in the new world with the newcomers)

Historical Context 4³: Explore the historical reasons why people entered into treaty. Indicators: Examine how the disappearance of the buffalo and the loss of traditional hunting and trapping territories created a need for First Nations to enter into treaties. Explore how people used the arc before the community students are living in was formed. Recognize that treaties provided opportunity for newcomers to live on and share the land of what is now Saskatchewan.

Treaty Promises and Provisions 4⁴: Examine the objectives of the First Nations and British Crown's representatives in negotiating treaty. Indicators: Examine the benefits each signatory hoped to achieve. Analyze the challenges and opportunities associated with negotiating treaties (e.g., communication among groups, transportation, participation, preservation of language and cultural practices). Identify how each of the signatories to treaty recorded the events

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>CP4.1 Create dance compositions that express ideas about Saskatchewan using collaborative inquiry and movement problem solving.</p> <p>CP4.2 Express ideas using the elements of dance including actions (identify basic dance steps such as schottische, po'ka, grapevine, and step hop)</p> <ul style="list-style-type: none"> body (body parts, leading movements) dynamics (duration, speed, and force continuum) relationships (alone, partner, small groups) space (asymmetrical and symmetrical shapes, creating and reclaiming pathways) <p>CP4.3 Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.</p> <p>CP4.4 Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.</p> <p>CP4.4 Contribute ideas, when in and out of role, and further the development of the drama by participating in consensus judging, choice of strategies, and selection of dramatic alternatives</p> <p>CP4.5 Demonstrate increased skills and abilities in the use of voice and instruments (traditional and/or homemade) and develop compositions using Saskatchewan as inspiration.</p> <p>CP4.6 Create and perform music (voice and instrumental) that demonstrates knowledge of:</p> <ul style="list-style-type: none"> form (e.g., round, call/response, verse/chorus, rondo) rhythm, beat, and metre (e.g., triplets, 3/4 metre, syncopation; expressive use of tempo and dynamics) pitch, melody, and pentatonic scale (do, re, mi, so, la, do) harmony and texture (e.g., layers of sound and patterns, partner songs) timbre (e.g., instrument classifications). <p>CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan.</p> <p>CP4.8 Create art works using a variety of visual art concepts (e.g., organic shapes), forms (e.g., kinetic sculpture, mural), and media (e.g., wood, wire, and found objects)</p> <p>CR4.1 Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives.</p> <p>CR4.2 Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions.</p> <p>CH4.1 Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry.</p> <p>CH4.2 Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.</p>	<p>CR4.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address identity (e.g., Expressing Myself) community (e.g., Building Community) social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences</p> <p>CR4.2 View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator's technique and the impact on viewers</p> <p>CR4.3 Listen, summarize, paraphrase, and evaluate what was intended to and draw conclusions</p> <p>CR4.4 Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).</p> <p>CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity (e.g., Expressing Myself) community (e.g., Celebrating and Honouring Others) social responsibility (e.g., Within My Circle) through personal experiences and inquiry</p> <p>CC4.2 Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visual aids such as displays and drawings</p> <p>CC4.3 Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes</p> <p>CC4.4 Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain a point of view, and give reasons or evidence</p> <p>AR4.1 Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences, the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve</p> <p>AR4.2 Set and pursue personal goals to improve viewing, listening, reading, speaking, writing, and other representing tasks more effectively</p>	<p>USC4.1 Assess what healthy eating and physical activity mean for pre/adolescence</p> <p>USC4.2 Illustrate how both traditional healing (including First Nations and Métis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes).</p> <p>USC4.3 Examine healthy interpersonal skills and determine strategies to effectively cope on new relationships and/or negotiate disagreements in relationships</p> <p>USC4.4 Determine basic personal responsibility for safety and/or protection in various environments/situations</p> <p>USC4.5 Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others</p> <p>USC4.6 Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising)</p> <p>DM4.1 Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors</p> <p>AP4.1 Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors</p>	<p>N4.1 Demonstrate an understanding of whole numbers to 10,000 by representing, describing, comparing two numbers, and ordering three or more numbers</p> <p>N4.2 Demonstrate an understanding of addition of whole numbers with answers to 10,000 and their corresponding subtractions by using personal strategies for adding and subtracting, estimating sums and differences, and solving problems involving addition and subtraction</p> <p>N4.3 Demonstrate an understanding of multiplication of whole numbers by applying mental mathematics strategies, and explaining the results of multiplying by 0 and 1</p> <p>N4.4 Demonstrate an understanding of multiplication by using personal strategies for multiplication, with and without concrete materials, using arrays to represent multiplication, connecting concrete representations to symbolic representations, estimating products, and solving problems</p> <p>N4.5 Demonstrate an understanding of division to solve problems by using personal strategies for dividing with and without concrete materials, estimating quotients, explaining the results of dividing by 1, solving problems involving division of whole numbers, and relating division to multiplication</p> <p>N4.6 Demonstrate an understanding of fractions $\frac{1}{2}$ by using concrete and pictorial representations to name and record fractions for the parts of a whole or a set, compare and order fractions, model and explain that for different wholes, two identical fractions may not represent the same quantity, and provide examples of where fractions are used</p> <p>N4.7 Demonstrate an understanding of decimal numbers in tenths and hundredths by describing, representing, and relating to fractions</p> <p>N4.8 Demonstrate an understanding of addition and subtraction of decimals (mixed to hundredths (concretely, pictorially, and symbolically) by using compatible numbers, estimating sums and differences, using mental math strategies, and solving problems</p> <p>P4.1 Demonstrate an understanding of patterns and relations by identifying, describing, and reproducing patterns and relations in a chart, table or diagram, using manipulatives, creating charts, tables, or diagrams to represent patterns and relations, and solving problems involving patterns and relations</p> <p>P4.2 Demonstrate an understanding of equations involving symbols to represent an unknown value by writing an equation to represent a problem, and solving one-step equations</p> <p>SS4.1 Demonstrate an understanding of time by reading and recording time using digital and analog clocks, reading and recording calendar dates in a variety of formats</p> <p>SS4.2 Demonstrate an understanding of area of regular and irregular 2-D shapes by recognizing that area is measured in square units, selecting and justifying referents for the units cm^2 or m^2, estimating area by using referents for cm^2 or m^2, determining and recording area, constructing different rectangles for a given area in order to demonstrate that many different rectangles may have the same area</p> <p>SS4.3 Demonstrate an understanding of rectangular prisms by identifying common attributes, comparing and constructing models</p> <p>SS4.4 Demonstrate an understanding of line symmetry by identifying symmetrical 2-D shapes, creating symmetrical 2-D shapes, drawing one or more lines of symmetry in a 2-D shape</p> <p>SP4.1 Demonstrate an understanding of many-to-one correspondence by comparing correspondences or graphs, justifying the use of many-to-one correspondences, interpreting data shown using a many-to-one correspondence, creating bar graphs and dot plots using many-to-one correspondence</p>	<p>PE4.1 Make decisions about and apply, with guidance, strategies and principles related to fitness improvement to determine own level of health-related fitness, and to positively affect own level of health-related fitness.</p> <p>PE4.2 Demonstrate an understanding of the body systems that are directly related to, and affected by, the development of the health-related components of fitness.</p> <p>PE4.3 Select and apply performance cues to refine and combine locomotor skills into increasingly complex movement skills as applicable to lead-up games and body management activities including dance and educational gymnastics, and others such as yoga, skipping, aerobics, martial arts, and track and field</p> <p>PE4.4 Apply, with guidance, how to skillfully perform locomotor skills while participating in movement activities, including at a utilization level of skill when rolling backward</p> <p>PE4.5 Select and apply performance cues to combine and refine non-locomotor skills: balancing, jumping and landing on the spot or feet and hards, into increasingly complex movement skills while participating in body management activities</p> <p>PE4.6 Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a utilization level of skill when: hand crubbing, foot crubbing, striking objects with hards and/or short-handled implements (rackets and paddles), and controlling of skill when: volleying (to send an object in the air before it comes to rest), striking objects with long-handled implements (bats, golf clubs, hockey sticks), and progressing towards controlling of skill when: putting</p> <p>PE4.7 Select and apply performance cues to combine and refine manipulative (sending, receiving, and accompanying objects) skills in increasingly complex movement activities such as lead-up games, including: throwing, catching (gathering, collecting), and kicking</p> <p>PE4.8 Refine the application of movement variables, movement concepts, and performance cues to improve personal performance and to provide feedback to others</p> <p>PE4.9 Select and use effective movement skills, tactics, and strategies while participating in: small-sided and lead-up net/wall games, and refine selected movement skills, tactics, and strategies while participating in: low-organizational, inventive, and cooperative games, small-sided and lead-up target games, striking/fielding games, invasion/territorial games, and a temperate environment activities</p> <p>PE4.10 Apply tactics, strategies, and rules necessary for safe and inclusive involvement in movement activities, including but not limited to cooperative and competitive lead-up games as well as a temperate environment activities, when alone and with others</p> <p>PE4.11 Incorporate safe practices (e.g., warm-up, cool-down, safe stretching, protective responses, proper attire, well-maintained equipment) for the prevention of injury and investigate basic first aid associated with care of illness and injury resulting from participation in movement activities both in and out of physical education class</p> <p>PE4.12 Create and apply a personal understanding of what it means to be a positive, inclusive team member who makes a commitment towards showing team spirit and the ideas of fair play</p> <p>PE4.13 Examine and communicate the contributions, both historical and current, that the First Nations and Métis, as well as other cultures of our province, have made to the development of games, sports, and other movement activities</p>	<p>HC4.1 Investigate the interdependence of parts and animals, including humans, within habitats and communities</p> <p>HC4.2 Analyze the structures and behaviours of parts and animals that enable them to exist in various habitats</p> <p>HC4.3 Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats</p> <p>LI4.1 Investigate the characteristics and physical properties of natural and artificial sources of light in the environment</p> <p>LI4.2 Analyze how light interacts with different objects and materials to create phenomena such as shadows, reflection, refraction, and dispersion.</p> <p>LI4.3 Assess personal, societal, and environmental impacts of light-related technological innovations including optical devices</p> <p>SO4.1 Explore natural and artificial sources of sound in the environment and how those sources are detected by humans and animals</p> <p>SO4.2 Draw conclusions about the characteristics and physical properties of sound, including pitch and loudness, based on observation</p> <p>SO4.3 Assess personal, societal, and environmental impacts of sound-related technologies</p> <p>RM4.1 Investigate physical properties of rocks and minerals, including those found in the local environment</p> <p>RM4.2 Assess how human uses of rocks and minerals impact society, and the environment</p> <p>RM4.3 Analyze how weathering, erosion, and fossilization provide evidence to support human understanding of the formation of landforms on Earth</p>	<p>IN4.1 Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.</p> <p>IN4.2 Describe the origins of the cultural diversity in Saskatchewan communities.</p> <p>IN4.3 Determine the influence Saskatchewan people and programs have had on a national scale</p> <p>DR4.1 Correlate the impact of the land on the lifestyle and settlement patterns of the people of Saskatchewan.</p> <p>DR4.2 Explain the relationship of First Nations and Métis peoples with the land.</p> <p>DR4.3 Analyze the implications of the Treaty relationship in Saskatchewan.</p> <p>PA4.1 Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province</p> <p>PA4.2 Demonstrate an understanding of the provincial system of government.</p> <p>PA4.3 Demonstrate an understanding of the First Nations system of governance.</p> <p>PA4.4 Demonstrate an understanding of the Métis governance system.</p> <p>RW4.1 Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment</p> <p>RW4.2 Investigate the importance of agriculture to the economy and culture of Saskatchewan.</p> <p>RW4.3 Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities</p>

Grade 5: I Can Statements

Treaty Education: Assessing the Journey In Honouring Treaties

Treaty Relationships 5¹: I can examine the concepts of colonization and decolonization and analyze their effects

Spirit and Intent of Treaties 5²: I can analyze how the various symbols used by treaty signatories contributed to the treaty-making process

Historical Context 5³: I can analyze the concept of self-government as it applies to First Nation and Métis people

Treaty Promises and Provisions 5⁴: I can analyze the benefits of treaties for Saskatchewan people from a current perspective

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
CP5.1 – I can create my own dance, inspired by pop culture.	CR5.1 – I can look closely, think about and respond to different grade-level texts (including visual, oral, written and multimedia)	USC5.1 – I can dig deeper and talk about my personal eating habits	N5.1 – I can represent, compare, and describe whole numbers to 1 000 000 using place value	PE5.1 – With my teacher's help, I can make and do my own fitness plan with goals based on FITT principles with focus on doing daily activities to improve the length of time I can do a physical activity that keeps my heart rate up	HB5.1 – I can ask questions and talk about the personal and social requirements and importance of keeping a healthy human body	IN5.1 – I can show my understanding of Aboriginal Heritage in Canada
CP5.2 – I can show my own ideas in pop dance and use dance elements such as: actions, body movement, space, contrast, symbols and alone/partner/group.	CR5.2 – I can watch and think/judge, different visual and multimedia texts. I can discuss persuasive strategies used to influence/persuade the audience.	USC5.2 – I can describe and explain physical, social, spiritual and emotional changes in puberty and how they will affect me.	N5.2 – I can develop strategies for, and do multiplication of whole numbers.	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.	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)	IN5.2 – I can dig deeper and talk about the changes of Canada as a multicultural country.
CP5.3 – I can describe and connect how different roles, strategies and elements (tension, contrast, symbols) are used within a drama.	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 the presentation.	USC5.3 – I can dig deeper and talk about infectious diseases and non-infectious illnesses/diseases and how it affects a person's health.	N5.3 – I can demonstrate an understanding of division (3-D-1D) and interpret remainders to solve problems.	PE5.3 – 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.).	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.	DR5.1 – I can dig deeper and talk about the history and current relationship of people to the land in Canada.
CP5.4 – I can create a pop culture drama.	CR5.4 – I can read and comprehend grade-appropriate current and classical/old fiction, script, poetry, and nonfiction from different cultures and countries.	USC5.4 – I can dig deeper and make connections between my own identity and health. I can create strategies that help me improve/support a positive self-image.	N5.4 – I can use strategies for estimation: <ul style="list-style-type: none"> • front-end estimation • compensation • compatible numbers 	PE5.4 – With my teacher's help, I can show and use different ways to control how move objects when volleying, striking with long-handled objects and putting.	MC5.1 – I can investigate the characteristics and physical properties of materials in solid, liquid, and gas.	DR5.2 – I can assess the impact of the environment on the lives of people living in Canada.
CP5.5 – I can show my improving skills in music (both my voice and at least one instrument).	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.	USC5.5 – I can dig deeper and discuss the impact of violence and cycle of abuse on a person, families and communities.	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.	PE5.5 – I can polish my skills during more difficult movement activities and games when throwing, catching, kicking, hand or foot, foot or balling, and striking with hands and short-handled objects.	MC5.2 – I can investigate how reversible and non-reversible changes are for materials.	DR5.3 – I can talk about the European influence on pre-confederation Canada society.
CP5.6 – I can create pop culture like music and show some music skills such as pattern, speed, rhythm, harmony, scale, tone, silence.	CC5.2 – I can communicate and share my understanding through different ways (illustrate reports, dramas, posters, timelines, multimedia presentations, summary charts)	USC5.6 – I can think and talk about peer influence and show that I am ready to prevent and/or avoid possible dangerous situations.	N5.6 – I can understand decimals to thousandths by: describing, relating to fractions and comparing and ordering.	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.	MC5.3 – I can assess how the production, use and disposal of raw materials and manufactured products affect myself, society and environment.	PA5.1 – I can describe how Canada was developed through political changes.
CP5.7 – I can create visual art that shows my ideas about pop culture.	CC5.3 – I can speak about different ideas and information, informally and formally speaking situations, for specific people and reasons.	USC5.7 – I can think and talk about the importance of self-regulation and taking responsibility for myself.	N5.7 – I can demonstrate an understanding of addition and subtraction of decimals (to thousandths).	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.	FM5.1 – I can ask questions, think and talk about the effects of gravitational, magnetic and mechanical forces on objects.	PA5.2 – I can explain the reason and functions of government within Canada (including First Nation systems).
CR5.1 – I can look at how pop culture influences my life and society. I can investigate pop culture artists from past and present.	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.	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.	P5.1 – I can think about, talk about, show, and use mathematical patterns.	PE5.8 – I can show and accept the rules of teacher-picked games by officiating and participating when my classmates are officiating.	FM5.2 – I can investigate the characteristics of simple machines to help move and lift loads.	PA5.3 – I can figure out and explain treaty relationships between First Nations and Canada's federal government.
CR5.2 – I can think, ask questions, and respond creatively to different kinds of pop culture art.	AR5.1 – I can talk about my strengths in my viewing, listening, reading, speaking, writing and representing and what strategies I like to use.	AP5.1 – With my teacher's help, I can make and use 2.5 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.	P5.2 – I can think about, talk about, show, and use mathematical patterns.	PE5.9 – I can make decisions about how to prevent and care for common movement discomforts and injuries (stiffness, nose, blisters, sprains, etc).	FM5.3 – I can assess how natural and man-made forces and simple machines affect people, society and the environment.	RW5.1 – I can explain the importance of taking care of the environment for Canada's future.
CH5.1 – I can look closely and talk about how pop culture artists and media change the way we look at current life.	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.		SS5.1 – I can think about, talk about, show, and use mathematical patterns.	WE5.1 – I can measure and represent the different parts of local weather.	WE5.2 – I can investigate local, national and global weather conditions (air & so air).	RW5.2 – I can learn and make a guess about what Canada's economy may look like in the future.
CH5.2 – I can compare traditional and current art from First Nations, Métis, and Inuit artists from different areas of Canada. I can look closely and talk about the influence of pop culture on modern art.			SS5.2 – I can understand measurement using mm, cm, m.	WE5.3 – I can dig deeper and talk about the impact of weather on society, development of technology and the environment.		
CH5.3 – I can study and describe how art can tell us a lot about the time and place when it was created.			SS5.3 – I can understand volume using cm and m.			
			SS5.4 – I can demonstrate an understanding of capacity.			
			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.			
			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.			
			SS5.7 – I can identify, create, and analyze single transformations of 2-D shapes (with or without the use of technology).			
			SP5.1 – I can differentiate between first-hand and second-hand data.			
			SP5.2 – I can construct and interpret column bar graphs to draw conclusions.			
			SP5.3 – I can describe, compare, predict and test the likelihood of outcomes in probability situations.			

Grade 5 Outcomes

Treaty Education: Assessing the Journey in Honouring Treaties

Treaty Relationships 5¹: Examine the concepts of colonization and decolonization and analyze their effects. Indicators: Recognize the impact of colonization and assimilation policies of the Canadian government on First Nations and Métis societies. Examine effects of racism on relationships among Saskatchewan people. Investigate the current process of decolonization and the impact this has on all Canadian people.

Spirit and Intent of Treaties 5²: Analyze how symbols used by treaty signatories contributed to the treaty making process. Indicators: Investigate how symbols were used throughout history to influence people (e.g., promote solidarity or intimidate and control people). Compare the symbols associated with the Canadian judicial system (British Crown) and the symbols used by the First Nation peoples during treaty making. Investigate and report on the significance of symbols that depict the peaceful and harmonious relations between two sovereign nations (e.g., pipe ceremony, feasts and festivals, doves, handshake, or gatherings).

Historical Context 5³: Analyze the concept of self-government as it applies to First Nation and Métis people. Indicators: Describe First Nations and Métis political organizations in Canada and Saskatchewan. Identify First Nations and Métis leaders whose instruments in the establishment of their political systems and structures. Investigate challenges and opportunities facing First Nation and Métis political organizations today.

Treaty Promises and Provisions 5⁴: Analyze the benefits of treaties for all people in Saskatchewan from a contemporary perspective. Indicators: Identify contemporary results of Saskatchewan Treaties (e.g., urban reserves, economic development, resource sharing). Examine Tribal Councils or First Nation Bands who have urban land holdings and/or commercial enterprises and the resulting benefits to all Saskatchewan people. Investigate contemporary negotiations that support treaties as living agreements.

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>CP5.1 Create dance compositions inspired by pop culture (e.g., street dances, current dance trends in music videos).</p> <p>CP5.2 Express own ideas using pop dance forms and styles, and apply the elements of dance including:</p> <ul style="list-style-type: none"> actions (extend repertoire of actions with flexibility and clarity of movement) body (arm and leg gestures that lead toward, away from, and around own bodies) dynamics (acceleration and deceleration) relationships (alone, partner, small groups) space (pathways, directions, levels, shape). <p>CP5.3 Demonstrate how various roles, strategies, and elements (e.g., tension, contrast, symbols) function within a drama.</p> <p>CP5.4 Create drama using pop culture as inspiration (e.g., pop musicians and movie stars, street theatre, or stories and myths from pop culture).</p> <p>CP5.5 Demonstrate increased skills and abilities in use of the voice and one or more instruments.</p> <p>CP5.6 Create sound compositions (vocal and instrumental) that draw inspiration from pop culture and demonstrate knowledge of: form (binary – AB, ternary – ABA, rondo – ABACADA)</p> <ul style="list-style-type: none"> metre as an organizational technique tempo as an organizational technique rhythm including beat, tempo, patterns of duration, and metre melodies harmony as a fundamental component in creating texture (e.g., choral accompaniment) scales that differ in structure and tonality (pentatonic, major, minor) tone colour as an organizational technique expressive use of silence <p>CP5.7 Create visual art works that express ideas about, and draw inspiration from, pop culture.</p> <p>CP5.8 Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint).</p> <p>CR5.1 Examine the influence of pop culture on own lives and societies, and investigate the work of selected pop culture artists (e.g., Andy Warhol, popular musicians, movie stars, televised music and dance competitions).</p> <p>CR5.2 Respond critically and creatively to a variety of pop culture expressions</p> <p>CH5.1 Examine perspectives on contemporary life as expressed by artists in pop culture and mass media (e.g., representations of young people in ads, sitcoms, animations, and music videos).</p> <p>CH5.2 Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.</p> <p>CH5.3 Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created</p>	<p>CR5.1 Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address identity (e.g., Exploring Heritage), community (e.g., Teamwork), social responsibility (e.g., What is Fair?)</p> <p>CR5.2 View and evaluate, critically, visual and multimedia texts identifying the persuasive techniques including promises, flattery, and comparisons used to influence or persuade an audience.</p> <p>CR5.3 Listen purposefully to a range of texts from a variety of cultural traditions (including oral traditions shared by First Nations and Métis Elders and Knowledge Keepers) to understand ideas and instructions, to evaluate the message heard and the required follow-up action, and to draw conclusions about speaker's verbal and non-verbal message(s), purpose, point of view, and techniques used in presentation.</p> <p>CR5.4 Read and demonstrate comprehension of a range of contemporary and classic grade-appropriate fiction, script, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations, Métis, and Inuit and countries (including Canada).</p> <p>CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore, identify (e.g., What Should I Do), community (e.g., This is Our Planet), social responsibility (e.g., Teamwork) and express personal thoughts shape through inquiry.</p> <p>CC5.2 Demonstrate a variety of ways to communicate understanding and response including strategic reports, dramatizations, posters, timelines, multimedia presentations, and summary charts.</p> <p>CC5.3 Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes</p> <p>CC5.4 Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader</p> <p>AR5.1 Identify strengths in viewing, listening, reading, speaking, writing, and other forms of representing.</p> <p>AR5.2 Set goals to enhance the development and improvement of the skills and strategies in viewing, listening, reading, speaking, writing, and other forms of representing and take steps to achieve goals</p>	<p>USC5.1 Analyze personal eating practices</p> <p>USC5.2 Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty</p> <p>USC5.3 Analyze how infectious diseases (including HIV and Hepatitis C) and non-infectious illnesses/diseases change how we live</p> <p>USC5.4 Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image</p> <p>USC5.5 Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community.</p> <p>USC5.6 Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).</p> <p>USC5.7 Assess the importance of self-regulation and taking responsibility for one's actions</p> <p>DM5.1 Analyze possible obstacles and envision solutions to accessing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.</p> <p>AP5.1 Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation</p>	<p>N5.1 Represent, compare, and describe whole numbers to 1,000,000 within the contexts of place value and the base ten system, and quantity.</p> <p>N5.2 Analyze models of, develop strategies for, and carry out multiplication of whole numbers</p> <p>N5.3 Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems</p> <p>N5.4 Develop and apply personal strategies for estimation and computation including: front-end rounding, compensation, compatible numbers.</p> <p>N5.5 Demonstrate an understanding of fractions by using concrete and pictorial representations to create sets of equivalent fractions, compare fractions with like and unlike denominators</p> <p>N5.6 Demonstrate understanding of decimals to thousandths by: describing and representing, relating to fractions, comparing and ordering.</p> <p>N5.7 Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths).</p> <p>P5.1 Represent, analyse, and apply patterns using mathematical language and notation</p> <p>P5.2 Write, solve, and verify solutions of single-variable, one-step equations with whole number coefficients and whole number solutions.</p> <p>SS5.1 Design and construct different rectangles given either: perimeter or area, or both (whole numbers), and draw conclusions.</p> <p>SS5.2 Demonstrate understanding of measuring length (mm) by: selecting and justifying referents for the unit mm, modelling and describing the relationship between mm, cm, and m units.</p> <p>SS5.3 Demonstrate an understanding of volume by: selecting and justifying referents for cm³ or m³ units, estimating volume by using referents for cm³ or m³, measuring and recording volume (cm³ or m³), constructing rectangular prisms for a given volume</p> <p>SS5.4 Demonstrate understanding of capacity by: describing the relationship between mL and L, selecting and justifying referents for mL or L units, estimating capacity by using referents for mL or L, measuring and recording capacity (mL or L).</p> <p>SS5.5 Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are: parallel, intersecting, perpendicular, vertical, horizontal.</p> <p>SS5.6 Identify and sort quadrilaterals, including: rectangles, squares, trapezoids, parallelograms, rhombuses, according to their attributes.</p> <p>SS5.7 Identify, create, and analyze single transformations of 2-D shapes (with and without the use of technology)</p> <p>SP5.1 Differentiate between first-hand and second-hand data</p> <p>SP5.2 Construct and interpret contour bar graphs to draw conclusions</p> <p>SP5.3 Describe, compare, predict, and test the likelihood of outcomes in probability situations</p>	<p>PE5.1 Create and implement, with guidance, as a class, a health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that includes setting a personal goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.</p> <p>PE5.2 Apply, with guidance, beneficial and safe strategies to improve flexibility and muscular endurance through participation in a variety of movement activities</p> <p>PE5.3 Demonstrate a progression towards control in complex movement skills that combine locomotor skills with non-locomotor skills to be used in body management activities (including dance and educational gymnastics, and others such as track and field, aquatics, aerobics, skipping, pilates, yoga) and games.</p> <p>PE5.4 Express and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a utilization level of skill when: volleying (to send an object in the air before it comes to rest), striking with long-handled implements (bats, golf clubs, hockey sticks), control level of skill when: punting.</p> <p>PE5.5 Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as: catch-up games, including: throwing, catching (collecting, gathering), kicking, hand dribbling, foot dribbling, striking with hands and short-handled implements (short-handled racquets and paddles).</p> <p>PE5.6 Apply performance cues, movement variables, tactics (e.g., body fakes, change of speed, change of direction, keeping the body low while moving), and principles of practice (e.g., form, consistency, repetition) in complex movement activities to improve the performance of self and others</p> <p>PE5.7 Refine, alone and with others, selected movement skills, tactics, and strategies while participating in: small-sided and lead-up net/wall games (e.g., badminton, tennis, table tennis, one bounce, three-on-three volleyball, pickleball, paddle ball), and critically reflect on chosen movement skills, tactics, and strategies used in: small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball, archery), small-sided and lead-up striking/fielding games (e.g., long ball, softball, kickball, cricket), small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse), small-sided and lead-up alternate environment activities and games (e.g., hiking, aquatics, orienteering, skating, roping, tobogganing, cross-country skiing, downhill skiing, tracking, cycling, wall climbing, paddling).</p> <p>PE5.8 Demonstrate an understanding of arc with progress to accept the rules of teacher-selected games, including lead-up games, and invented games by officiating and participating in classmate officiated competitions.</p> <p>PE5.9 Make decisions about how to prevent and care for common movement activity-related discomforts and injuries (e.g., stiffness, nose bleeds, and sprains)</p> <p>PE5.10 Examine and critically assess personal positioning within the five levels of a social skills continuum for participation in movement activities (i.e., irresponsible behaviour, self-control, involvement).</p> <p>PE5.11 Examine, evaluate, and communicate the influence of Canadians, both historically and currently, on the development of the numerous options for participation in movement activities in this country</p>	<p>HB5.1 Analyze personal and societal requirements for, and the impact of, maintaining a healthy human body.</p> <p>HB5.2 Investigate the structure, function, and major organs of one or more human body systems such as the digestive, excretory, respiratory, circulatory, nervous, muscular, and skeletal systems.</p> <p>HB5.3 Assess how multiple human body systems function together to enable people to move, grow, and react to stimuli.</p> <p>MC5.1 Investigate the characteristics and physical properties of materials in solid, liquid, and gaseous states of matter.</p> <p>MC5.2 Investigate how reversible and non-reversible changes, including changes of state, alter materials.</p> <p>MC5.3 Assess how the production, use, and disposal of raw materials and manufactured products affects self, society, and the environment</p> <p>FM5.1 Analyze the effects of gravitational, magnetic, and mechanical forces, including friction, on the movement of objects.</p> <p>FM5.2 Investigate characteristics of simple machines, including levers, wheels and axles, pulleys, inclined planes, screws, and wedges, for moving and lifting loads.</p> <p>FM5.3 Assess how natural and man-made forces and simple machines affect individuals, society, and the environment.</p> <p>WE5.1 Measure and represent local weather, including temperature, wind speed and direction, amount of sunlight, precipitation, relative humidity, and cloud cover.</p> <p>WE5.2 Investigate local, national, and global weather conditions, including the role of air movement and solar energy transfer</p> <p>WE5.3 Analyze the impact of weather on society and the environment, including technologies that help humans access weather conditions</p>	<p>IN5.1 Demonstrate an understanding of the Aboriginal heritage of Canada.</p> <p>IN5.2 Analyze the evolution of Canada as a multicultural nation.</p> <p>DR5.1 Analyze the historic and contemporary relationship of people to land in Canada</p> <p>DR5.2 Assess the impact of the environment on the lives of people living in Canada.</p> <p>DR5.3 Identify the European influence on pre-confederation Canadian society</p> <p>PA5.1 Describe Canada's political evolution</p> <p>PA5.2 Explain the purposes and functions of governance structures in Canada, including First Nations systems and those patterned on the Westminster parliamentary system</p> <p>PA5.3 Develop an understanding of the nature of the treaty relationship between First Nations and Canada's federal government.</p> <p>RW5.1 Explain the importance of sustainable management of the environment to Canada's future</p> <p>RW5.2 Hypothesize about economic changes that Canada may experience in the future</p>

Grade 6: I Can Statements

Treaty Education: Moving Towards Fulfillment of Treaties

Treaty Relationships 6¹: I can analyze the ideas, structures and ways which have been developed to put treaty into practice

Spirit and Intent of Treaties 6²: I can analyze the importance of the preservation and promotion of First Nations and Métis languages

Historical Context 6³: I can analyze how the movement towards the fulfillment of treaty promises has positively affected all people in Saskatchewan

Treaty Promises and Provisions 6⁴: I can investigate the role of the Treaty Table and the role of the Office of the Treaty Commissioner (OTC) in promoting good relations between First Nations and the Government

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
CP6.1 – I can create dance routines that explore and inspire my identity	CR6.1 – I can view, listen to, read, comprehend, and respond to a variety of texts	USC6.1 – I can recognize some factors that help me to make decisions	N6.1 – I understand place value over 1 million and less than one thousandth	PE6.1 – I can make and do my own fitness plan based on FITT principles with focus on doing daily activities to improve the length of time I can do a physical activity that keeps my heart rate up	DL6.1 – I can recognize, describe and appreciate the diversity of living things in ecosystems I can research ecosystem related careers	IN6.1 – I can reflect on and show my knowledge that my culture and where I live influence my personal thoughts and values
CP6.2 – I can investigate and use the elements of dance (i.e. repetition and contrast)	CR6.2 – I can select and use appropriate strategies to construct meaning before, during and after viewing, listening and reading	USC6.2 – I can maintain relationships with people of various age, culture, faith, status, etc	N6.2 – I can identify factors and multiples of numbers less than 100, compare multiples to multiplication and division and compare prime and composite numbers	PE6.2 – I can understand how not being active affects how I look and feel. I can make good choices for own health and be active in order to look and feel healthy and have the right amount of body fat	DL6.2 – I can dive deeper and explain how humans organize living things into groups	IN6.2 – I can study the differences in global societies and cultures; in particular, those of Canada and our Atlantic neighbours.
CP6.3 – I can design dance routines	CR6.3 – I can use language cues and conventions to help me understand when viewing, listening, and reading	USC6.3 – I can demonstrate what non-curable infections are, how they spread, and how they can affect my life	N6.3 – I can explain the standardized order of operations	PE6.3 – I can choose safe ways on my own to improve the strength and flexibility of my muscles so I can use them for longer amounts of time	DL6.3 – I can dive deeper and explain characteristics and behaviours of vertebrates (i.e. spine-mammals, birds, reptiles, amphibians, and fish) and invertebrates (i.e. no spine- sponges, mollusks).	IN6.3 – I can understand that global interdependence affects daily life in Canada and other Atlantic countries.
CP6.4 – I can create and act in different drama roles (e.g. improv, puppetry, radio drama)	CR6.4 – I can view, respond, and demonstrate a comprehension of visual and multimedia texts (including modern and traditional First Nation, Métis and other cultural texts).	USC6.4 – I can manage stressful situations	N6.4 – I can multiply and divide a decimal number by a one digit whole number and by a one digit natural number	PE6.4 – I can show and understand what power, agility, speed, reaction time, balance and coordination are as they relate to fitness. I can understand how those things work together with how long I can use my muscles, how flexible I am, how strong I am, and how my body's made up	DL6.4 – I can dive deeper and describe how a living organism can survive in their environments in the short term and species of living organisms adapt to their environments in the long term	IN6.4 – I can study how cultures can change over time. I can explore reasons for change, examples of change, how changing cultures impact youth and how youth react to those changes
CP6.5 – I can select and use focus, tension, conflict, and symbol to deliver my ideas.	CR6.5 – I can listen to oral information with purpose to understand, respond, and dig deeper coming from different types of text	USC6.5 – I can prove I know how to be safe in my activities and surroundings	N6.5 – I can understand percent	PE6.5 – I can show the different steps I would take towards learning how to do difficult skills that come more movement when I'm traveling, staying in one spot, or moving objects. I can show these steps as I would use them in a game or sport (e.g. lay-up in basketball - dribbling in one spot, cradling while running, cradling and running towards the net and then shooting the ball)	DL6.5 – I can judge how micro-organisms have changed past and present society. I can figure out how science and technology has helped humans understand microorganisms	DR6.1 – I can study the impact of the different natural environments or the ways of life in Canada and our Atlantic neighbours.
CP6.6 – I can work with peers to participate in a drama production that explores identity and how it is influenced	CR6.6 – I can read and show my comprehension or interpretation of different types of text	USC6.6 – I can prove I know how to be safe in my activities and surroundings	N6.6 – I can understand integers and show my understanding concretely, pictorially and symbolically	PE6.6 – I can earn and show how to use signals to improve my skills when I move objects. (E.g. calling for and punting a ball during a game of football)	EL6.1 – I can judge my personal, societal, economic, and environmental impacts of electricity use in Saskatchewan. I can suggest actions to reduce environmental impacts	DR6.2 – I can explore ways the land influences where humans settle and how settlements organize, and can study ways human settlements affect the land
CP6.7 – I can show my strengths when using voice and instruments	CR6.7 – I can read independently and show that I understand different types of informational texts	USC6.7 – I can recognize how advertisements influence my wants and needs. I can be consumer aware and consumer smart.	N6.7 – I can understand fractions, improper fractions and mixed numbers	PE6.7 – I can explain how my body's like a machine, and that science can explain movement through forces on the body. This will help me learn on my own about skills when I'm moving, staying in one spot, and moving objects.	EL6.2 – I can investigate static electric charges, conductors, insulators, switches, and electromagnetism	DR6.3 – I can evaluate the ways people have gotten used to their natural environments at the time and place in which they lived
CP6.8 – I can investigate and charge the elements and composition of music	CR6.8 – I can read grade 6 appropriate texts to increase fluency, both orally and silently. I can read with expression	DM6.1 – I can make good decisions about: healthy relationships non-curable infections stress management body image safety health promotions	N6.8 – I can show that I understand ratios concretely, pictorially and symbolically	PE6.8 – I can think about and try different ways to improve my skills in moving objects correctly in target games (e.g. out-turn in curling) and moving myself correctly in territorial games (e.g. going to the right place to get open and take a pass).	EL6.3 – I can explain and model simple series and parallel circuits	DR6.4 – I can understand how current issues in Canada and its Atlantic neighbours may have started in the past.
CP6.9 – I can create a sound composition to show how music is influenced by identity.	CC6.1 – I can create various visual, oral, written, and multimedia (including digital) texts.	DM6.2 – I can set goals for myself based on: healthy relationships non-curable infections stress management body image safety health promotions recognizing that there may be opportunities and challenges	N6.9 – I can share how First Nations and Métis people use numbers in their lives	PE6.9 – I can make proper decisions based on the situation about the skills, plans and strategies to use to help myself and my team win during games and sports	FL6.1 – I can dig deeper and explain how humans are interested with flight and it has led to flight technologies and careers.	PA6.1 – I can study the connection between a person's individual power and authority and the power and authority of others
CP6.10 – I can create visual art work that shows how ideas are influenced by identity.	CC6.2 – I can select and use the appropriate strategies to communicate meaning before, during and after speaking, writing and other representing activities	AP6.1 – I can create and implement two 6-day action plans based on: healthy relationships non-curable infections stress management body image safety health promotions recognizing that there may be opportunities and challenges	P6.1 – I can show understanding of preservation of equality concretely, pictorially and symbolically	PE6.10 – I can be in control and be safe when choose and use different movements as I take part in activities like dance, Pilates, and gymnastics.	FL6.2 – I can investigate the forces of thrust, drag, lift, and gravity and build devices that fly through the air.	PA6.2 – I can study how power and privileges are distributed in Canada and its Atlantic neighbours
CP6.11 – I can investigate and use different visual art forms that show identity	CC6.3 – I can use language cues and conventions (grammar) to help me communicate.	CG6.1 – I can dig deeper and think about the influence of having a positive self-image in my own life.	P6.2 – I can show understanding of preservation of equality concretely, pictorially and symbolically	PE6.11 – I can lead a class activity that gets others moving and participating	FL6.3 – I can build a prototype of a flying object. I can reflect how my machine worked.	PA6.3 – I can examine and understand how certain groups of people (e.g., Ethnic minorities, the disabled, youth, the elderly) may be affected by unfairness or misuse of power
CP6.12 – I can show how my skills have improved through problem solving in a variety of visual art media	CC6.4 – I can create and present different types of representations (Persuade, Inform and Entertain)	CG6.2 – I can think about and ask questions about the benefits of developing personal habits in building healthy relationships (emotional, spiritual, mental & physical)	P6.3 – I can use expressions and equations involving variables to show understanding of patterns and relationships	PE6.12 – I can be safe and follow the rules when participating in games and activities	SS6.1 – I can research and understand the major parts of the solar system (i.e. sun, planets, moons, asteroids and comets).	RW6.1 – I can study and consider different things that contribute to how successful and enjoyable life is, including material and non-material factors
CR6.1 – I can create a personal responses to a different arts expressions	CC6.5 – I can use oral language appropriately as I work with others in pairs, small groups, and large group situations	CC6.1 – I can investigate different parts of careers and their requirements	SS6.1 – I can measure and identify/classify/crawl angles in triangles and quadrilaterals	PE6.13 – I can be safe and follow the rules when participating in games and activities	SS6.2 – I can assess why it's important to know what happens in space, including phases, eclipses and seasons	RW6.2 – I can play a role in starting and becoming a part of change in local and work communities to maintain our environment, society and economy
CR6.2 – I can investigate and reflect how arts can express someone's identity	CC6.6 – I can use oral language appropriately to express information and ideas in both formal and informal situations	CC6.2 – I can investigate and put together data to explain how work contributes to individuals and the community	SS6.2 – I can find perimeter of polygons, area for rectangles and volume for right rectangular prisms	PE6.14 – I can create a plan that helps me improve and monitor my self-control, involvement, and responsibility during activities and care for others while working together during activities	SS6.3 – I can dig deeper and describe the influences of space programs (space probes & humans spaceflight) throughout time.	
CR6.3 – I can dig deeper and look at arts and artists from different times and places	CC6.7 – I can write to: describe a place, narrate an experience, friend letter, multi-step directions, and problem and solution report, persuasive	LW6.1 – I can think about and ask questions about good, personal habits (responsible decision making, cooperation, accepting diversity) and how they will be important in my own future career	SS6.3 – I can understand and compare regular and irregular polygons and classify triangles	PE6.15 – I can learn about and show how our world neighbours influence the movement activities I do to better myself and others		
CH6.1 – I can investigate how different identities may be reflected in art.	CC6.8 – I can try using different text forms and techniques	LW6.2 – I can investigate how life roles are a correct	SS6.4 – I can plot an ordered pair on the first quadrant of the Cartesian Plane.			
CH6.2 – I can describe ways that First Nations, Métis, and Inuit artists show their culture in modern work	CC6.9 – I can create a teacher goal country project (Identity, Social Responsibility, Efficacy)		SS6.5 – I can identify 2-D transformations, explain how a 2-D transformation was done and draw a 2-D transformation			
CH6.3 – I can investigate artists from a range of cultures and countries. I can dig deeper and explain how an artist's culture is reflected in their work.	AR6.1 – I can decide which viewing, listening, reading, representing, speaking, and writing strategies works best for my tasks and situations		SP6.1 – I understand data from graphs and creating graphs from data			
	AR6.2 – I can set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies		SP6.2 – I understand Probability (Sample Space, theoretical and experimental probability).			
	AR6.3 – I can appreciate and own and others' work for career					

Grade 6 Outcomes

Treaty Education: Moving Towards Fulfillment of Treaties

Treaty Relationships 6^A: Analyze the concepts, structures and processes which have been developed for the purpose of treaty implementation. Indicators: Research the various structures and processes that have been created in an effort to honour treaties. Describe how the fulfillment of the treaties is expected to bring positive economic implications for a people of Saskatchewan. Explore the concept of sovereignty as related to First Nation peoples. Explore the concept of sovereignty as related to Métis peoples.

Spirit and Intent of Treaties 6^B: Analyze the importance of the preservation and promotion of First Nations and Métis languages. Indicators: Express how one's cultural identity is influenced by language. Explore initiatives in Canada that contribute to the preservation and restoration of First Nations languages. Describe how the loss of language impacts cultural identity (e.g., importance of ceremony, song, dance, storytelling).

Historical Context 6^C: Analyze how the movement towards the fulfillment of treaty obligations has positively affected all people in Saskatchewan. Indicators: Examine the impact of urban reserves on livelihood (e.g., economic, social, cultural, environmental). Examine how the Federation of Saskatchewan Indian Nations (FSIN) and other organizations supports the fulfillment of Treaties. Investigate how parties to treaty are utilizing the land for economic development opportunities.

Treaty Promises and Provisions 6^D: Investigate the role of the Treaty Table and the role of the Office of the Treaty Commissioner (OTC) in promoting good relations between signatories. Indicators: Describe the role that Treaty Commissioners play in facilitating the fulfillment of treaty. Investigate and report on the goals and achievements of the Treaty Table and the OTC.

Art Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>PE.1 Create dance compositions that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender)</p> <p>CP.2 Investigate and manipulate elements of dance and principles of composition including repetition and contrast</p> <p>CP.3 Shape dance compositions using various choreographic forms (e.g., A3A)</p> <p>CP.4 Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama)</p> <p>CP.5 Select and use focus, tension, conflict, and symbol to convey ideas.</p> <p>CP.6 Collaborate on a drama that expresses ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender)</p> <p>CP.7 Demonstrate increased skills and abilities in the use of voice and instruments</p> <p>CP.8 Investigate and manipulate elements of music and principles of composition including repetition and variety</p> <p>CP.9 Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender)</p> <p>CP.10 Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender)</p> <p>CP.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.</p> <p>CP.12 Demonstrate increased skills and problem-solving abilities in a variety of visual art media</p> <p>CR.1 Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).</p> <p>CR.2 Investigate and identify ways that the arts can express ideas about identity</p> <p>CR.3 Examine arts expressions and artists of various times and places</p>	<p>CR.6.1 Investigate how personal, cultural, or regional identity may be reflected in arts expressions.</p> <p>CR.6.2 Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work</p> <p>CR.6.3 Use pragmatic, textual, syntactic, semantic/exicla /morphological, graphophonc, and other cues to construct and confirm meaning.</p> <p>CR.6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features</p> <p>CR.6.5 Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions</p> <p>CR.6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures</p> <p>CR.6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions</p> <p>CR.6.8 Read grade 4 appropriate texts to increase fluency (120-160 wpm orally; 160-210 silently) and expression.</p> <p>CC.1 Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.</p> <p>CC.2 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities</p> <p>CC.3 Use pragmatic, textual, syntactic, semantic/exicla /morphological, graphophonc, and other cues to construct and to communicate meaning</p> <p>CC.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons</p> <p>CC.5 Use oral language to interact appropriately with others in pairs, and small and large group situations</p> <p>CC.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization</p> <p>CC.7 Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stance.</p> <p>CC.8 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending)</p> <p>CC.9 Prepare a teacher-guided inquiry report related to a star or a topic, theme, or issue studied in English language arts</p> <p>AR.6.1 Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation</p> <p>AR.6.2 Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies, and set goals for improvement</p> <p>AR.6.3 Appraise own and others' work for clarity</p>	<p>USC.6.1 Analyze the factors that influence the development of personal standards and identity and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege)</p> <p>USC.6.2 Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities)</p> <p>USC.6.3 Demonstrate an understanding of how non-curable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health (i.e., physical, mental, emotional, spiritual) and the identities of self, family, and community</p> <p>USC.6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations</p> <p>USC.6.5 Analyze the influences (e.g., cultural, social) on perceptions of and personal standards related to body image, and the resulting impact on the identities and the well-being of self, family, and community</p> <p>USC.6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities</p> <p>USC.6.7 Assess how health promotions and advertising (related to but not limited to tobacco, alcohol, diabetes, and HIV) influence personal standards and behaviours and determine how and why certain groups of consumers (e.g., youth as "replacement" smokers) are targeted</p> <p>DM.6.1 Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promoters</p> <p>DM.6.2 Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promoters</p> <p>AP.6.1 Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promoters</p> <p>CG.6.1 Investigate the influence of a positive self-image on one's life</p> <p>CG.6.2 Analyze the benefits of developing competence in building healthy relationships</p> <p>CC.6.1 Investigate various aspects of careers and their requirements</p> <p>CC.6.2 Investigate and compare data to explore ways work contributes to individual and the community</p> <p>LW.6.1 Examine effective practices such as responsible decision making, cooperation, and accepting diversity and practice their continued importance in one's own career</p> <p>LW.6.2 Investigate the interrelationship of life roles</p>	<p>N6.1 Demonstrate understanding of place value including: greater than one million, less than one thousandth, with and without technology</p> <p>N6.2 Demonstrate understanding of factors and multiples (concretely, pictorially, and symbolically) including: determining factors and multiples of numbers less than 100, relating factors and multiples to multiplication and division, determining and relating prime and composite numbers</p> <p>N6.3 Demonstrate understanding of the order of operations on whole numbers (excluding exponents) with and without technology</p> <p>N6.4 Extend understanding of multiplication and division to decimals (1-digit whole number multipliers and 1-digit natural number divisors)</p> <p>N6.5 Demonstrate understanding of percent (limited to whole numbers to 100) concretely, pictorially, and symbolically</p> <p>N6.6 Demonstrate understanding of integers concretely, pictorially, and symbolically</p> <p>N6.7 Extend understanding of fractions to improper fractions and mixed numbers</p> <p>N6.8 Demonstrate understanding of ratios concretely, pictorially, and symbolically</p> <p>N6.9 Research and present how First Nations and Métis peoples, past and present, evolved, represented, and use quantity in their lifestyles and world views</p> <p>P6.1 Extend understanding of patterns and relationships in tables of values and graphs</p> <p>P6.2 Extend understanding of preservation of equality concretely, pictorially, physically, and symbolically</p> <p>P6.3 Extend understanding of patterns and relationships by using expressions and equations involving variables</p> <p>SS.6.1 Demonstrate understanding of angles including: identifying examples classifying angles, estimating the measure, determining angle measures in degrees, drawing angles, applying angle relationships in triangles and quadrilaterals</p> <p>SS.6.2 Extend and apply understanding of perimeter of polygons, area of rectangle, and volume of right rectangular prisms (concretely, pictorially, and symbolically) including: relating area to volume, comparing perimeter and area, comparing area and volume, generating strategies and formulae, analyzing the effect of orientation, solving situational questions</p> <p>SS.6.3 Demonstrate understanding of regular and irregular polygons including: classifying types of triangles, comparing side lengths, comparing angle measures, differentiating between regular and irregular polygons, analyzing for congruence</p> <p>SS.6.4 Demonstrate understanding of the first quadrant of the Cartesian plane and ordered pairs with whole number coordinates</p> <p>SS.6.5 Demonstrate understanding of string, and combinations of, transformations of 2-D shapes (with and without the use of technology) including: identifying, describing, performing</p> <p>SP.6.1 Extend understanding of data analysis to include: line graphs, graphs of discrete data, data collection through questionnaires, experiments, catastrophes, and electronic media, interpolation and extrapolation</p> <p>SP.6.2 Demonstrate understanding of probability by: determining sample space, differentiating between experimental and theoretical probability, determining the theoretical probability, determining the experimental probability, comparing experimental and theoretical probabilities</p>	<p>PE.6.1 Create and implement a personal health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that involves setting a goal for improvement, applies the F.I.T.T. principle, and incorporates daily moderate to vigorous movement activity</p> <p>PE.6.2 Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity that effectively and safely affect body fat composition</p> <p>PE.6.3 Apply self-selected strategies for effectively and safely improving muscular endurance and flexibility, and apply, with guidance, an understanding of how to effectively and safely improve muscular strength</p> <p>PE.6.4 Demonstrate, through participation in movement activities, an understanding of the skill-related components of fitness and how they connect with the health-related components of fitness in the development of each other.</p> <p>PE.6.5 Demonstrate a progression towards control in complex movement skills that combine locomotor, non-locomotor, and manipulative skills as they apply to games and sports</p> <p>PE.6.6 Express and apply, with guidance, performance cues (visual contact, point of release or contact, absorption) to enhance manipulative (moving objects) skills: to the utilization level of skill when putting</p> <p>PE.6.7 Explore, apply, and communicate the biomechanical concepts and principles of force production, force absorption, and resistance as a means to enhance competence in learning locomotor, non-locomotor, and manipulative skills</p> <p>PE.6.8 Analyze and apply, with guidance, movement concepts to support skill development while participating in: target games, and invasion/territorial games</p> <p>PE.6.9 Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in: target games, invasion/territorial games, organization, invertive, and cooperative games</p> <p>PE.6.10 Apply controlled use of selected movement skills and variations as well as safe and environmental friendly behaviours while participating in a variety of a terrate environment activities</p> <p>PE.6.11 Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity</p> <p>PE.6.12 Analyze the attributes of self and others as source of information for making decisions related to participation of self and others in movement activity as well as possible career choice implications</p> <p>PE.6.13 Analyze and apply safety guidelines and rules that apply to the target games, invasion/territorial games, and a terrate environment activities to develop an appreciation of their impact on self and others</p> <p>PE.6.14 Apply personally developed plan for progressing through the five levels of a social skills continuum that begins with responsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others, while participating in movement activities</p> <p>PE.6.15 Examine, evaluate, and represent the historical and present impact of our world on the development of movement activity options as a means of supporting the well-being of self and others</p>	<p>DL.6.1 Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers</p> <p>DL.6.2 Examine how humans organize understanding of the diversity of living things</p> <p>DL.6.3 Analyze the characteristics and behaviours of vertebrates (i.e., mammals, birds, reptiles, amphibians, and fish) and invertebrates.</p> <p>DL.6.4 Examine and describe structures and behaviours that help individual living organisms survive in their environments in the short term, species of living organisms adapt to their environments in the long term</p> <p>DL.6.5 Assess effects of micro-organisms on past and present society, and contributions of science and technology to human understanding of micro-organisms</p> <p>EL.6.1 Assess personal, societal, economic, and environmental impacts of electricity use in Saskatchewan and propose actions to reduce those impacts</p> <p>EL.6.2 Investigate the characteristics and applications of static electric charges, conductors, insulators, switches, and electromagnetism</p> <p>EL.6.3 Explain and model the properties of simple series and parallel circuits</p> <p>FL.6.1 Examine connections between human fascination with flight and technologies and careers based on the scientific principles of flight.</p> <p>FL.6.2 Investigate how the forces of thrust, drag, lift, and gravity act on living things and constructed devices that fly through the air.</p> <p>FL.6.3 Design a working prototype of a flying object that meets specified performance criteria.</p> <p>SS.6.1 Research and represent the physical characteristics of the major components of the solar system, including the sun, planets, moons, asteroids, and comets</p> <p>SS.6.2 Assess the efficacy of various methods of representing and interpreting astronomical phenomena, including phases, eclipses, and seasons</p> <p>SS.6.3 Evaluate past, current, and possible future contributions of space exploration programs including space probes and human spaceflight, which support living and working in the inner solar system</p>	<p>IN.6.1 Evaluate and represent personal beliefs and values by determining how culture and place influence them.</p> <p>IN.6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean</p> <p>IN.6.3 Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean</p> <p>IN.6.4 Explore aspects of cultural change over time, including: reasons for cultural change, examples of cultural change, how cultural change affects youth, how youth respond to cultural change</p> <p>DR.6.1 Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean</p> <p>DR.6.2 Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects and</p> <p>DR.6.3 Appraise the strategies human societies have used to orient themselves with time and place in the natural environment.</p> <p>DR.6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean</p> <p>PA.6.1 Examine the relationship between an individual's power and authority and the power and authority of others</p> <p>PA.6.2 Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.</p> <p>PA.6.3 Explore examples and explain how people, such as ethnic minority groups, the cisgender, youth, and the elderly, may be affected by injustice or abuses of power</p> <p>RW.6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors</p> <p>RW.6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability</p>

Grade 7: I Can Statements

Treaty Education: Understanding Treaties in a Contemporary Context

Treaty Relationships 1^o: I can analyze to how far First Nations and the Government go to meet their commitments as set out in treaty

Spirit and Intent of Treaties 1^o: I can examine Oral Tradition as a valid way of preserving accounts of what transpired and what was intended by entering into treaty

Historical Context 1^o: I can examine the Indian Act, including its amendments, and explore the effects it has on the lives of First Nations

Treaty Promises and Provisions 1^o: I can investigate the impact of Bill C31 on the equality of men and women under the Indian Act.

Arts, Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
CP7.1 – I can create dance compositions and routines that show importance of place (Relationship to land, local geography, region, urban/rural environment)	CR7.1 – I can view, listen to, read, comprehend, and respond to a variety of texts	USC7.1 – I can follow through on commitments to maintain personal standards for daily living I can analyze when personal standards may be supported or challenged	N7.1 – I can use the divisibility rules for 2, 3, 4, 5, 8, 9 and 10	PE7.1 – I can make and do fitness plan that is good for my health will do activities that will help me to be active for longer, such as activities that make me breathe faster, like running 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	IE7.1 – I can understand and connect areas of indigenous knowledge and how they view ecosystems	IN7.1 – I can investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.
CP7.2 – I can investigate and use choreographic forms	CR7.2 – I can select and use appropriate strategies to construct meaning before during and after viewing, listening and reading	USC7.2 – I can talk about and understand about food-borne infections and know how to use the information for my own safety	N7.2 – I can add, subtract, multiply and divide decimals	PE7.2 – I can pay attention to the good things I eat and drink that help me when I do physical activities, and help me to maintain/attain a healthy body weight	IE7.2 – I can observe, illustrate and dig deeper and understand how food webs, populations and community interact within a local ecosystem	IN7.2 – I can examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries
CP7.3 – I can create and refine transitions choreographic dance	CR7.3 – I can use language cues and conventions to help me understand when viewing, listening, and reading	USC7.3 – I can apply my basic first-aid knowledge.	N7.3 – I can relate fractions to decimals and whole numbers to each other (including mixed numbers, proper fractions and improper fractions)	PE7.3 – I can show that I understand how exercising or not exercising affects my bones, and how my bones help me move in my physical activities	IE7.3 – I can understand and see the importance of the flow of biogeochemical cycle (water, carbon, and nitrogen) and energy through ecosystems	IN7.3 – I can analyze the relationship of technology to globalization
CP7.4 – I can investigate and develop a character based on a role	CR7.4 – I can view, respond and interpret visual and multimedia that have specific features and have complicated ideas with lots of visual components (magazines, graphic novels, etc.)	USC7.4 – I can understand the importance of harmony in relationships and know how to maintain it	N7.4 – I can show fractions for percent between 1-100	PE7.4 – I can use my skills (hand-eye coordination, agility) from other physical activities to improve other movement activities that I do	IE7.4 – I can dig deeper and understand how humans and nature can change ecosystems I can make part or how to reduce human impact on ecosystems	DR7.1 – I can analyze and use various types of maps in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries
CP7.5 – I can use different drama skills to help shape the direction of the play	CR7.5 – I can listen carefully to understand, judge and analyze oral information and ideas from different texts	USC7.5 – I can make healthy food choices based on nutritional information	N7.5 – I can add and subtract fractions and mixed numbers	PE7.5 – I can control my movements while doing different activities, such as traveling, non-traveling and manipulating I can then apply these movements to various games and sports.	MS7.1 – I can tell the difference between pure substances and mixtures (mechanical mixtures and solutions) using the particle model of matter.	DR7.2 – I can analyze the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries
CP7.6 – I can use drama to show ideas about the importance of place (Relationship to land, local geography, region, urban/rural environment)	CR7.6 – I can read and show my comprehension and interpret a variety of grace appropriate texts for fiction, poetry, and plays from First Nations, Métis, and other cultures	USC7.6 – I can manage peer pressure in a healthy manner	N7.6 – I can add and subtract integers	PE7.6 – I can practice balancing, being steady, spinning and rotating which will help me to move more smoothly and efficiently.	MS7.2 – I can dig deeper and share about different ways of separating mechanical mixtures and solutions I can look at and describe how separating methods has changed in industry and agriculture use	DR7.3 – I can analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.
CP7.7 – I can play around and investigate with voice, instruments and sound sources from nature or constructed objects	CR7.7 – I can read independent and show that I understand a variety of informational texts	USC7.7 – I understand what morals are and how my moral impact myself, others, community, and the environment	P7.1 – I can understand and graph input and output machines	PE7.7 – I can move my body into a ready position when playing various games, like receiving a serve in a net game, or catching a ball in a field game.	MS7.3 – I can dig deeper and share about the properties and uses of solutions (solubility and concentration)	PA7.1 – I can compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries.
CP7.8 – I can investigate and change parts of music and its composition to include conflict and resolution	CR7.8 – I can read grade 7 appropriate texts to increase fluency, both orally and silently I can read with expression	DM7.1 – I can use my knowledge of food-borne pathogens, safety practices, harmonious relationships, food choices, interpersonal skills, and morality to make personal commitment/decision to health decisions	P7.2 – I can understand and graph algebraic equations and expressions	PE7.8 – I can make decision about a skill or strategy to use, for myself, partner or team when playing a net/wall, field/striking or inventive game that will help us perform	HT7.1 – I can assess the impact of past and current heating and cooling technologies (think food, clothing, shelter, etc.) I can explain the technologies impact on myself, society and the environment	PA7.2 – I can investigate the structures and processes of democratic government in Canada
CP7.9 – I can use traditional or homemade instruments to connections between musical expressions and place (African music, African and Latin drumming, Indonesian gamelan, etc.)	CC7.1 – I can create various visual, oral, written, and multimedia (including digital) texts	DM7.2 – Use my health related knowledge (food-borne pathogens, safety practices, harmonious relationships, food choices, interpersonal skills, and morality) to make personal goals statements	P7.3 – I can solve algebraic equations using whole numbers	PE7.9 – I can use movement skills to do a variety of activities both in and outside of the school setting (e.g. swimming, dance, ping pong, wrestling, etc.)	HT7.2 – I can explain the difference between states of matter using the particle theory. I can explain how heat effects changes in matter	PA7.3 – I can compare the strengths and weaknesses of oligarchy, dictatorship, and democracy as systems of government
CP7.10 – I can create a visual art that shows the importance of place (Relationship to land, local geography, region, urban/rural environment)	CC7.2 – I can create and present a teacher guided inquiry project related to an ELA theme	AP7.1 – I can create and implement three 6-day action plans	P7.4 – I can solve algebraic equations using integers	PE7.10 – I can explore outside factors (e.g. cost and practice opportunities) that may affect my skill development and my options for being active in my community	HT7.3 – I can investigate the principles and uses of heat transfer through conduction, convection and radiation	RW7.1 – I can explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim.
CP7.11 – I can investigate and use different visual art forms that shows place	CC7.3 – I can select and use the appropriate strategies about the influences of positive and negative self-image in my own life and work	CG7.1 – I can explore and make conclusions about the influences of positive and negative self-image in my own life and work	SS7.1 – I can understand circles and circumference and central angles	PE7.11 – I can explore outside factors (e.g. cost and practice opportunities) that may affect my skill development and my options for being active in my community	EC7.1 – I can dig deeper and understand the movements and forces within the Earth's crusts	RW7.2 – I can investigate the influence of resources upon economic conditions of people in circumpolar and Pacific Rim countries.
CP7.12 – I can use different art media (tools, techniques, technology, and problem-solving)	CC7.4 – I can use language cues and conventions to help me communicate.	CG7.2 – I can develop and show the behaviours and needed for building healthy relationships (emotional, spiritual, mental, and physical)	SS7.2 – I can use formulas to determine areas of triangles, parallelograms and circles	PE7.12 – I can understand and follow the safety guidelines and rules for games and activities and appreciate why rules are in place for the safety of myself and others.	EC7.2 – I can investigate the characteristics of Saskatchewan and its water and how it was formed I can make connections between Saskatchewan and its water to past, present and future use	RW7.3 – I can assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries.
CR7.1 – I can study, research and make an opinion or professional art work (dance, drama, music and visual art)	CC7.5 – I can create and present a variety of representations including visual and multimedia	CC7.1 – I can reflect and share my reflections with how my knowledge and skills earned in school are transferred to my own future life and work	SS7.3 – I can understand the relationship between lines and angles	PE7.13 – I can be a role model and show responsibility and caring behaviours while working with others during activities	EC7.3 – I can investigate the characteristics of Saskatchewan and its water and how it was formed I can make connections between Saskatchewan and its water to past, present and future use	
CR7.2 – I can investigate and list ways that art can communicate a sense of place	CC7.6 – I can use oral language appropriately as I work with others in pairs, small groups, and large group situations	CC7.2 – I can think about and ask questions about how work contributes to individuals and the community, including globally.	SS7.4 – I can use the Cartesian Plane and ordered pairs with integer coordinates	PE7.14 – I can learn about and show how Canada's northern people (past and present) influence the movement activities I do.		
CR7.3 – I can examine and describe how different time and place reflect the experience, values and beliefs of the artist	CC7.7 – I can successfully use oral language to express information and ideas that are a little complicated in both forms and information situations	LW7.1 – I can investigate and show the personal qualities and abilities needed to find, get or create work	SP7.1 – I can find the average (using mean, median, mode)			
CH7.1 – I can investigate how where an artist comes from is shown and reflected in their work.	CC7.8 – I can write to: describe a person; to narrate an imaginary story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and interpretation of a text	LW7.2 – I can investigate non-traditional work scenarios and different issues (stereotyping/discrimination) to look at the impact on their life and work	SP7.2 – I can understand circle/pie graphs and sum of % to 100			
CH7.2 – I can investigate how indigenous artist form around the world show the importance of place	CC7.9 – I can experiment with different types of text forms and techniques		SP7.3 – I can calculate probability for two independent events (sample space less than 36) expressed as a fraction, a decimal and a percent			
CH7.3 – I can investigate and certify different factors that influence an artist work and their chosen career.	AR7.1 – I can set and achieve short-term and long term goals to improve viewing, listening, reading, representing, speaking, and writing strategies					
	AR7.2 – I review my own and other's work for correctness and correctness					

Grade 7 Outcomes

Treaty Education: Understanding Treaties in a Contemporary Context

Treaty Relationships 7¹: Analyze to what extent each of the signatories to treaty meets their respective obligations; indicators: Compare the meanings of "commitments" and "obligations" from the different world views; Examine how the federal government addresses the commitments made in the treaties; Examine how the obligations of First Nations have been met; Research the repatriation of the Canadian Constitution (1982)

Spirit and Intent of Treaties 7²: Examine Oral Tradition as a valid way of preserving accounts of what transpired and what was intended by entering into treaty; indicators: Represent the views oral tradition is used by diverse cultures, starting with First Nations; Explain how written and oral accounts might differ from one another; Examine the role of ceremony, traditions and story in transferring knowledge from generation to generation; Compare the recorded accounts of treaty from the perspectives of the Crown and the First Nations; Research oral accounts of treaty as passed on to each generation by Elders; Research visual representations that supported the oral tradition of treaty (e.g., Chief Pasqua's pictograph, wampum belts)

Historical Context 7³: Examine the Indian Act, including its amendments, and explore the effects it has on the lives of First Nations; indicators: Identify the elements/obligations of the Indian Act, including its amendments; Examine the effects of the Indian Act on the lives of First Nations; Investigate how the treatment of Aboriginal veterans differed from non-Aboriginal veterans; Investigate the process whereby First Nations accrued the full rights of Canadian citizenship including the right to vote

Treaty Promises and Provisions 7⁴: Investigate the impact of Bill C31 on the equality of genders under the Indian Act; indicators: Research the concept of "Status Indian" and determine the implications of this concept on the government's fulfillment of treaty; Investigate traditional kinship patterns and explain how First Nations would have traditionally determined their membership

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>CP7.1 Create dance compositions that express ideas about the importance of place (e.g., relationships to the land, local geography, region, urban/rural environments)</p> <p>CP7.2 Investigate and manipulate the elements of dance and principles of composition including tension and resolution</p> <p>CP7.3 Create and refine transitions within choreographic forms (e.g., A3BA, narrative)</p> <p>CP7.4 Investigate how dramatic character develops from role</p> <p>CP7.5 Use drama elements, strategies, negotiation, and collaboration to help shape the direction of the drama and/or collective creation</p> <p>CP7.6 Express ideas about the importance of place (e.g., relationships to the land, local geography, region, urban/rural environments) in drama and/or collective creation</p> <p>CP7.7 Investigate improvisation using the voice, instruments, and a wide variety of sound sources from the natural and constructed environment</p> <p>CP7.8 Investigate and manipulate elements of music and principles of composition including tension and resolution</p> <p>CP7.9 Use traditional and/or homemade instruments to investigate relationships between musical expression and place (e.g., world music, African and Latin drumming, Indonesian gamelan, North American First Nations' flutes, Caribbean steel bands, urban street culture)</p> <p>CP7.10 Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geography, region, urban/rural landscapes, and environment)</p> <p>CP7.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about place</p> <p>CP7.12 Use image-making skills, tools, techniques, and problem-solving abilities in a variety of visual art media</p>	<p>CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy</p> <p>CR7.2 Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading</p> <p>CR7.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonetic, and other cues to construct and confirm meaning when viewing, listening, and reading</p> <p>CR7.4 View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features (e.g., circle graphs) and complex ideas including the visual components of media such as magazines, newspapers, websites, reference books, graphic novels, broadcast media, videos, and promotional materials</p> <p>CR7.5 Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and source effects</p> <p>CR7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, comparing a variety of tasks, and contributing to group consensus building)</p> <p>CR7.7 Use oral language to express effective information and ideas of some complexity in formal and informal situations (e.g., a demonstration, a persuasive speech, a dramatization)</p> <p>CR7.8 Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text</p>	<p>USC7.1 Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control</p> <p>USC7.2 Examine critically and use purposefully bioocborne pathogen information/education, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of infection or co-infection</p> <p>USC7.3 Commit to personal safety practices while acquiring basic first aid knowledge and skills</p> <p>USC7.4 Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships with self, others, and the environment; and apply effective strategies to re-establish harmony when conflict arises</p> <p>USC7.5 Evaluate personal food choices and needs by applying accurate and current nutritional knowledge (e.g., content labels)</p> <p>USC7.6 Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressures (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/awes)</p> <p>USC7.7 Investigate and express an understanding of possible discrepancies in moral values (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment</p> <p>DM7.1 Examine and demonstrate personal commitment in making health decisions related to bioocborne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality</p> <p>DM7.2 Examine health opportunities and challenges to establish personal commitment goals statements related to bioocborne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality</p> <p>AP7.1 Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to bioocborne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality</p>	<p>N7.1 Demonstrate an understanding of division through the development and application of division strategies for 2, 3, 4, 5, 6, 8, 9, and 10, and through an analysis of division involving zero</p> <p>N7.2 Expand and demonstrate understanding of the addition, subtraction, multiplication, and division of decimals to greater numbers of decimal places, and the order of operations</p> <p>N7.3 Demonstrate an understanding of the relationships between positive decimals, positive fractions (including mixed numbers, proper fractions and improper fractions), and whole numbers</p> <p>N7.4 Expand and demonstrate an understanding of percent to include fractional percent between 1% - 100%</p> <p>N7.5 Develop and demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences)</p> <p>N7.6 Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically</p> <p>P7.1 Demonstrate an understanding of the relationships between oral and written patterns, graphs and linear relations</p> <p>P7.2 Demonstrate an understanding of equations and expressions by distinguishing between equations and expressions, evaluating expressions, and verifying solutions to equations</p> <p>P7.3 Demonstrate an understanding of one- and two-step linear equations of the form $ax/b + c = d$ (where a, b, c, and d are whole numbers, c ≠ 0) by modeling the solution of the equations concretely, pictorially, physically, and symbolically and explaining the solution in terms of the preservation of equality</p> <p>P7.4 Demonstrate an understanding of linear equations of the form $x + a = b$ (where a and b are integers) by modeling problems as a linear equation and solving the problems concretely, pictorially, and symbolically</p>	<p>PE7.1 Create and implement a personal health-related fitness plan targeting components of cardiovascular endurance, muscular endurance, and flexibility that involves setting a goal for improvement, applies the FITT principles, and incorporates daily moderate to vigorous movement activity</p> <p>PE7.2 Examine personal daily nutritional habits and fluid intake practices that support healthy participation in various types of movement activities and the attainment or maintenance of healthy body weight and body composition</p> <p>PE7.3 Demonstrate an understanding of the effects of exercise and inactivity on the skeletal system (i.e., increased/decreased bone density, increased/decreased bone mass) and the function of the skeletal system in relation to participating in movement activities</p> <p>PE7.4 Examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill (e.g., aerobic dance develops coordination and agility used in basketball), while participating in movement activities</p> <p>PE7.5 Demonstrate control, including smooth transitions, of complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports while participating in movement activities</p> <p>PE7.6 Explore, apply, and communicate biomechanical concepts and principles of balance, stability, spin, and rotation as a means to enhance independence in learning motor skills involving locomotor, non-locomotor, and manipulative skills</p> <p>PE7.7 Analyze and apply, with guidance, movement concepts while participating in net/wall games and striking/fielding games</p> <p>PE7.8 Make situational decisions (individually, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in net/wall games, striking/fielding games, and low-organizational, inventive, and co-operative games</p> <p>PE7.9 Utilize selected movement skills and combinations of skills (i.e., locomotor, non-locomotor, and manipulative) to participate in a variety of alternate environment activities (e.g., skating, skiing, swimming, cycling, hiking, track, skateboarding), and body management activities including: carce and educational gymnastics, and others (e.g., wrestling, track and field, pilates, yoga, aerobics)</p> <p>PE7.10 Plan, organize, lead, and evaluate cooperative movement activity, such as intramural, fitness fun days, and playground games, to engage younger students and to connect with others</p> <p>PE7.11 Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development and options for active living in the community</p> <p>PE7.12 Analyze and apply the safety guidelines and rules related to net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities, and body management activities to develop an appreciation of their impact or self and others</p> <p>PE7.13 Role model and practice the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive corrections while participating in movement activities</p> <p>PE7.14 Examine, evaluate, and represent both the historical and present impact of Canada's Northern peoples on the development of movement activity options as a means of supporting the well-being of self and others</p>	<p>IE7.1 Relate key aspects of indigenous knowledge to their understanding of ecosystems</p> <p>IE7.2 Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities</p> <p>IE7.3 Evaluate biogeochemical cycles as representations of energy flow and the cycling of matter through ecosystems</p> <p>IE7.4 Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem</p> <p>MS7.1 Distinguish between pure substances and mixtures (mechanical mixtures and solutions) using the particle model of matter</p> <p>MS7.2 Investigate methods of separating the components of mechanical mixtures and solutions, and analyze the impact of industrial and agricultural applications of those methods</p> <p>MS7.3 Investigate the properties and applications of solutions, including solubility and concentration</p> <p>HT7.1 Assess the impact of past and current heating and cooling technologies related to food, clothing, and shelter on self, society, and the environment</p> <p>HT7.2 Explain how understanding differences between states of matter and the effect of heat on changes in state provide evidence for the particle theory</p> <p>HT7.3 Investigate principles and applications of heat transfer via the processes of conduction, convection, and radiation</p> <p>EC7.1 Analyze societal and environmental impacts of historical and current catastrophic geological events, and scientific understanding of movements and forces within Earth's crust</p> <p>EC7.2 Identify locations and processes used to extract Earth's geological resources and examine the impacts of those locations and processes on society and the environment</p> <p>EC7.3 Investigate the characteristics and formation of the surface geology of Saskatchewan, including soil, and identify correlations between surface geology and past, present, and possible future land uses</p>	<p>IN7.1 Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries</p> <p>IN7.2 Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries</p> <p>IN7.3 Analyze the relationship of technology to globalization</p> <p>DR7.1 Analyze and use various types of maps that provide differing perspectives and information for differing purposes in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries</p> <p>DR7.2 Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries</p> <p>DR7.3 Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries</p> <p>PA7.1 Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries</p> <p>PA7.2 Investigate the structures and processes of democratic government in Canada</p> <p>PA7.3 Compare the strengths and weaknesses of oligarchy, dictatorship, and democracy as systems of government</p> <p>RW7.1 Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries</p> <p>RW7.2 Investigate the influence of resources upon economic conditions of people in circumpolar and Pacific Rim countries</p> <p>RW7.3 Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries</p>

Grade 8: I Can Statements

Treaty Education: Exploring Treaty Impacts and Alternatives

Treaty Relationships 8¹: I can analyze the impact of treaty on the Métis people

Spirit and Intent of Treaties 8²: I can assess the impact residential schools have on First Nations communities

Historical Context 8³: 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 8⁴: 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 themes 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's 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 artists' 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 artists 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, 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 appropriate to 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 a 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 long-term 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 informal 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 reliever or too much to carry in 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, non-curable 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 life or earning 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 & Employability Skills), 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 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, 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 proportions 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: $ax = b$, $x/a = b$, $a \neq 0$, $ax + b = c$ (a, b, c are integers), $x/a + b = c$, $a \neq 0$ and $a(x + b) = c$ concretely, pictorially and symbolically.</p> <p>SS8.1 – I can show how the Pythagorean Theorem works concretely, pictorially and symbolically and solve problems 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, coordinate 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 with 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 (traveling skills, non-traveling skills, and moving objects skills) to improve or 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 intense 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, padding, harging, wheeling, compass racing, etc.) and strategies recommended for outside of the school setting activities (backpacking, hiking, cycling, skateboarding, 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, rvas or game, canoe, 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, phone/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 take 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, Paralympic, Paralympic Games, walking paths, etc.) to be 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 plant and 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 reflection, refraction, propagation, reflection and refraction).</p> <p>OP8.2 – I can explore the properties and applications of optical-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 my life 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 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 immigration as a factor influencing Canadian cultural differences (diversity)</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 the 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 will to progress 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 & sustainability (support & protection of the environment to keep it going)</p>

Grade 8 Outcomes

Treaty Education: Exploring Treaty Impacts and Alternatives

Treaty Relationships 8¹: Analyze the impact of treaty on the Métis people. Indicators: Research and assess the role of the Métis in the treaty negotiation process. Examine the role of interpreter in the treaty process (e.g., importance of language). Examine the concept of Scrip, as opposed to being signatories of treaties, and explore the importance of having a land base from which to generate a livelihood. Investigate how Métis peoples' identity was impacted with their inclusion in Treaty 10.

Spirit and Intent of Treaties 8²: Assess the impact residential schools have on First Nations communities. Indicators: Compare stories of First Nations people who attended residential schools to the experiences students have had in their own schools. Investigate how First Nations people were forced to learn languages and cultures other than their own. Represent the effects of residential schools on First Nations' languages and cultures. Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nations peoples in residential schools. Assess the importance of the official apology offered by the Canadian government as recommended by the Royal Commission on Aboriginal Peoples for the tragic outcomes of the Residential School Era.

Historical Context 8³: Examine how Provincial, Territorial, and Aboriginal governments, who have not negotiated treaty, work to respect each other's interests. Indicators: Research and compare the experiences of British Columbia First Nations with the experience of people from Saskatchewan who have negotiated Treaties. Analyze how respective world views influence the interests of each party who desire to enter into treaty. Explore how each province and territory in Canada has worked towards developing a relationship with First Nations.

Treaty Promises and Provisions 8⁴: Assess whether the terms of treaty have been honoured and to what extent the treaty obligations have been fulfilled. Indicators: Represent an understanding of the concepts "Medicine Chest" and "Education", as interceded in the Treaties. Relate various quality of life measures from the perspectives of First Nations and non-First Nations people based on the fulfillment of treaties. Propose options that may address any inequities discovered.

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
CP8.1 Create dance compositions that express ideas about the importance of place (e.g., relationships to the area, local geography, region, urban/rural environments).	CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	USC8.1 Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.	N8.1 Demonstrate understanding of the square and principal square root of whole numbers, concrete or pictorially and symbolically.	PE8.1 Create, implement, evaluate, and revise a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength, and flexibility that involves setting goals for improvement, applies the FITT principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.	CS8.1 Analyze the characteristics of cells, and compare structural and functional characteristics of plant and animal cells.	IN8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.
CP8.2 Investigate and use choreographic forms (e.g., theme and variations, canon).	CR8.2 Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.	USC8.2 Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.	N8.2 Expand and demonstrate understanding of percent greater than or equal to 0% (including fractional and decimal percent) concretely, pictorially, and symbolically.	PE8.2 Apply an understanding of how to positively affect the major muscle groups while carrying an understanding of the effects of exercise and inactivity on the muscular system.	CS8.2 Demonstrate proficiency in the use of a compound light microscope to observe plant and animal cells.	IN8.2 Appraise the influence of immigration as a factor in Canadian cultural diversity.
CP8.3 Choreograph one section of group choreography.	CR8.3 Use pragmatic, textual, syntactic, semantic/exicla/morphological, graphophonetic, and other cues to construct and to confirm meaning.	USC8.3 Investigate and analyze the impact of informal supports and services (including testing/diagnostic services) available to individuals, families, and communities infected with/affected by non-curable infections/diseases (including HIV and Hepatitis C).	N8.3 Demonstrate understanding of rates, ratios, and proportional reasoning concretely, pictorially, and symbolically.	PE8.3 Implement personal plans for improvement of skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) to improve the weaker components and to support enjoyment in personal, social, and competitive movement activities.	CS8.3 Distinguish structural and functional relationships among cells, tissues, organs, and organ systems in humans and how their knowledge is important to various careers.	DR8.1 Develop an understanding of the significance of land on the evolution of Canadian identity.
CP8.4 Demonstrate how dramatic characters interact in relationships within the drama and/or collective creation.	CR8.4 View critically and demonstrate comprehension of a variety of visual and multimedia texts to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.	USC8.4 Demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being and the supports needed for self, family, and community.	N8.4 Demonstrate understanding of multiplying and dividing positive fractions and mixed numbers, concrete or pictorially, and symbolically.	PE8.4 Utilize, including smooth transitions, complex movement skills that combine locomotor skills, non-locomotor skills, and manipulative skills to enhance personal performance and enjoyment in a variety of movement activities.	CS8.4 Analyze how the interdependence of organ systems contributes to the healthy functioning of the human body.	DR8.2 Describe the influence of the treaty relationship on Canadian identity.
CP8.5 Investigate how theatrical elements (e.g., story, character, design, space) are combined to achieve dramatic purpose.	CR8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices.	USC8.5 Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of life of self and family.	N8.5 Demonstrate understanding of multiplication and division of integers concretely, pictorially, and symbolically.	PE8.5 Explore, apply, and communicate biomechanical concepts and principles related to levers and projectiles as well as Newton's laws of Motion as a means to enhance independence in learning motor skills.	OP8.1 Identify and describe, through experimentation, sources and properties of visible light including: • reflection • refraction	DR8.3 Examine how historical events in Canada have affected the present Canadian identity.
CP8.6 Express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs) in drama and/or collective creation.	CR8.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.	USC8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.	P8.1 Demonstrate understanding of linear relations concretely, pictorially (including graphs), physically, and symbolically.	PE8.6 Design and implement, collaboratively, plans to develop the performance concepts and application of tactics and strategies to enhance individual and team performance, involved in each of: • target games striking/fielding net/wall games, • invasion/territorial games, low-organizational and inventive games	OP8.2 Explore properties and applications of optics-related technologies, including concave and convex mirrors and lenses.	PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians.
CP8.7 Improve, compose, and perform (e.g., with voice, instruments, and technologies) a selection of pieces in contrasting styles.	CR8.7 Read independently and demonstrate comprehension of a variety of informational texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.	USC8.7 Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions.	P8.2 Model and solve problems using linear equations of the form: • $ax = b$ • $x/a = b$, $a \neq 0$ • $ax + b = c$ • $x/a + b = c$, $a \neq 0$ • $a(x - b) = c$ • concrete, pictorially, and symbolically, where a, b , and c are integers	PE8.7 Analyze the situational decisions, of self and others, while under the pressure of game play in target games, net/wall games, striking/fielding games, invasion/territorial games, and low-organizational, inventive, and cooperative games to determine the effectiveness of the decisions and to propose options for improvement.	OP8.3 Compare the nature and properties of human vision with optical devices and vision in other living organisms.	PA8.2 Examine the role of power and authority in the application of diverse decision-making processes in a variety of contexts.
CP8.8 Investigate and make choices about musical structures in sound composition.	CR8.8 Read Grade 8 appropriate texts to increase fluency and expression.	DM8.1 Appraise the role of "support" in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.	SS8.1 Demonstrate understanding of the Pythagorean Theorem concretely or pictorially and symbolically and by solving problems.	PE8.8 Apply and adapt selected activity-related skills and strategies required for participation in alternate environment activities.	OP8.4 Evaluate the impact of electromagnetic radiation-based technologies on self and community.	PA8.3 Present the evolution of a piece of legislation, from its first conception to its implementation.
CP8.9 Compose sound compositions in response to social issues (e.g., poverty, racism, homophobia, sustainability, gangs).	CC8.1 Create various visual, oral, written, and multimedia texts that explore identity, social responsibility, and efficacy.	DM8.2 Analyze the health opportunities and challenges, and establish "support others" personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.	SS8.2 Demonstrate understanding of the surface area of 3-D objects (limited to right prisms and cylinders) (concrete or pictorially, and symbolically) by: • analyzing views • sketching and constructing 3-D objects, nets, and top, side, and front views • generalizing strategies and formulas • analyzing the effect of orientation • solving problems	PE8.9 Perform, both as a leader and a follower, self-created, collaborative created, and established sequences of movements with smooth transitions, incorporating skills and combinations of skills from a variety of games and body management activities, alone and with others.	FD8.1 Investigate and represent the density of solids, liquids, and gases based on the particle theory of matter.	PA8.4 Assess the impact of citizens' willingness and ability to actively engage in the Canadian political processes.
CP8.10 Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).	CC8.2 Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.	AP8.1 Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.	SS8.3 Demonstrate understanding of volume (limited to right prisms and cylinders) by: • relating area to volume • generalizing strategies and formulas • analyzing the effect of orientation • solving problems	PE8.10 Create and implement an individual or small group plan to engage and support at least one other person in repeated participation in movement activity at school, at home, or in the community.	FD8.2 Examine the effects of forces in and on objects in fluids, including the buoyant force.	RW8.1 Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.
CP8.11 Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.	CC8.3 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.	CG8.1 Analyze one's own self-image including personal skills, interests, behaviours and their influences on one's life and work.	SS8.4 Demonstrate an understanding of tessellations by: • explaining the properties of shapes that make tessellating possible • creating tessellations • identifying tessellations in the environment	PE8.11 Demonstrate an understanding of the impact of current and emerging technologies on fitness, fitness-related career options, and well-being.	FD8.3 Investigate and describe physical properties of fluids (liquids and gases), including viscosity and compressibility.	RW8.2 Assess the implications of personal consumer choices.
CP8.12 Solve visual art problems using a variety of processes and media.	CC8.4 Use pragmatic, textual, syntactic, semantic/exicla/morphological, graphophonetic, and other cues to construct and to communicate meaning.	CG8.2 Analyze abilities for responding positively to change in one's life.	SP8.1 Analyze the modes of displaying data and the reasonableness of conclusions.	PE8.12 Demonstrate the skills required to administer basic first aid required as a result of injury caused by participation in movement activities.	FD8.4 Identify and interpret the scientific principles underlying the functioning of natural and constructed fluid systems.	RW8.3 Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.
CR8.1 Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.	CC8.5 Create and present a variety of visual and multimedia presentations with accurate details, clarity, and organization to explain, to persuade, and to entertain.	CC8.1 Examine how a disposition for life-long learning connects to potential career pathways.	SP8.2 Demonstrate understanding of the proportionality of interdependent events concretely, pictorially, and symbolically.	PE8.13 Analyze environmental influences to assess the impact or response of social behaviour in movement activity settings.	WS8.1 Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems.	
CR8.2 Investigate and identify ways that today's arts expressions often reflect concern for social issues.	CC8.6 Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions.	CC8.2 Determine the contributions that work and work alternatives such as volunteerism make to the community and society.		PE8.14 Analyze the influences of past and present social, cultural, and environmental perspectives on the need for recent physical movement initiatives that support personal, family, and community active living and well-being.	WS8.2 Examine how wind, water, and ice have shaped and continue to shape the Canadian landscape.	
CR8.3 Investigate and identify how arts expressions can reflect diverse worldviews.	CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations.	LW8.1 Compare skills taxonomies such as Essential Skills and Employment Skills and examine how an individual's skills may influence possible future occupational choices.			WS8.3 Analyze natural factors and human practices that affect productivity and species distribution in marine and fresh water environments.	
CH8.1 Research and share insights about arts expressions that incorporate social commentary.	CC8.8 Write to describe a landscape scene; to narrate a personal story or anecdote and a historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and cover letter; and to persuade in a minipresentation and a review.	LW8.2 Formulate a list of life roles and examine possible changes over one's lifespan.				
CH8.2 Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results.	AR8.1 Use information gathered in self-assessment and teacher's assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing.					
CH8.3 Demonstrate understanding of how contemporary artists use and incorporate new technology into their work.	AR8.2 Appraise own and others' work for clarity, correctness, and variety.					

Grade 9: I Can Statements

Treaty Education: Understanding Treaties from Around the World

Treaty Relationships 9¹: I can investigate the treaty experiences of Indigenous people around the world

Spirit and Intent of Treaties 9²: I can apply understanding of treaties and treaty making with world Indigenous peoples

Historical Context 9³: I can analyze how treaty making recognizes peoples' rights and responsibilities

Treaty Promises and Provisions 9⁴: I can examine the effectiveness of treaty making in addressing the circumstances of Indigenous peoples

Art/Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
CP9.1 - I can create a dance that shows my perspective and raise awareness about a topic I am concerned about.	CR9.1 - I can show that I understand and respond to different visual, oral, print, multimedia texts accessing identity, social responsibility, social action	USC9.1 - I can recognize that leadership is important in healthy decision making.	N9.1 - I can understand powers with integral bases and who e number exponents concrete, pictorial and symbolically, evaluate powers, understand powers with an exponent of zero and solve situational questions with powers	PE9.1 - I can look at and use the principles of training in my personal fitness plan that includes safely moderate and vigorous activity. I can focus on improving and maintaining my health and fitness (cardio, flexibility, strength, endurance).	RE9.1 - I can examine the process and importance of the transfer of genetic information. I can understand the impact of this on society in the past and present.	IN9.1 - I can explain what characteristics make up a society
CP9.2 - I can investigate and use choreographic processes	CR9.2 - I can select and use appropriate before, during and after strategies when viewing, listening and reading	USC9.2 - I can understand how well-being is supported by a well-rounded approach to safety	N9.2 - I can compare and order rational numbers and relate numbers to other types of numbers	PE9.2 - I can find safe and reliable options for managing body composition and weight. I can talk about the influence of media on body image.	RE9.2 - I can observe and describe the significance of cellular reproductive processes, including mitosis and meiosis	IN9.2 - I can compare various factors (e.g. time, place, culture, language, religion, gender identity, socio-economics and education) and how they influence a society's worldview.
CP9.3 - I can choreograph a duo or small group.	CR9.3 - I can identify how a specific type of language has been used for a specific purpose, an author has organized a text to highlight a main idea or message, an author has used sentence constructions and specific words to convey meaning, specific words have effected a text and how fonts, colour or other cues have been used to construct meaning	USC9.3 - I can understand that people affected with non-curable infections/diseases may suffer from stigmas	N9.3 - I can find the square root of positive rational numbers and solve situational questions using rational numbers	PE9.3 - I can investigate and use safe and effective strategies in developing strength in my core and joint muscles.	RE9.3 - I can analyze the process of human reproduction and reproductive/contraceptive technologies	IN9.3 - I can analyze how different societies can express and communicate their worldviews
CP9.4 - I can show how roles could be developed and how dramatic characters can show meaning to the audience	CR9.4 - I can view and demonstrate comprehension of visual and multimedia texts (illustrations, maps, charts, graphs, pamphlets, photos, art, video clips, dramatizations), extract ideas from these texts and synthesize and summarize these from more than one visual or multimedia source	USC9.4 - I know what health eating is	P9.1 - I can analyze and graph linear equations, interpolate and extrapolate data and solve situational questions (word problems)	PE9.4 - I can use a personal plan to improve a specific skill I have chosen related to fitness used in a sport of activity.	AE9.1 - I can determine the difference between physical and chemical properties of common substances	IN9.4 - I can explain how individuals make choices based on their worldviews
CP9.5 - I can manipulate/change drama strategies and theatrical elements to help achieve dramatic purpose	CR9.5 - I can listen to understand, analyze and evaluate oral texts from a range of texts including: conversations, discussions, interviews, speeches and directions, recognize a train of thought and identify the main ideas in a presentation and recognize presentation techniques in a presentation	USC9.5 - I can create a healthy food policy	P9.2 - I can model and solve situational questions using linear equations of the form: $ax = b$, $x/a = b$ where $a \neq 0$, $ax + b = c$, $x/a + b = c$ where $a \neq 0$, $ax = b + cx$, $a(x+b) = c$, $ax - b = cx - c$, $a(bx + c) = c(bx + f)$, $a/x = b$ where $x \neq 0$, where a, b, c, d, e and f are rational numbers.	PE9.5 - I can build my skills to proficient in 4 self-chosen movements from the following areas: target games, striking, fielding games, net/wall games, invasion/territorial games, alternative environment activities or body management activities	AE9.2 - I can analyze historical structure models of matter (Dalton, Thomson, Rutherford & Bohr)	DR9.1 - I can examine different challenges scientists experience while learning about societies of the past
CP9.6 - I can express my perspective and raise awareness about a topic I am concerned about through drama	CR9.6 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	USC9.6 - I know the supports and challenges of addictions in relation to: • Health • Environment • Society	P9.3 - I can solve, verify, compare and graph single variable linear inequalities	PE9.6 - I can design and use strategies and tactics with a group to improve performance and enjoyment in: target games, striking, fielding games, net/wall games, invasion/territorial games, and/or organizational, inventive and cooperative games	AE9.3 - I can show my understanding of the classification of pure substances. I can show my understanding about the development of the Periodic Table	DR9.2 - I can examine different challenges scientists experience while learning about societies of the past
CP9.7 - I can use my voice, instruments, and technology to show musical ideas	CR9.7 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	USC9.7 - I know there are supports in my community to help with death and suicide issues	P9.4 - I can model polynomials (limited to polynomials of a degree less than or equal to 2), generalize strategies for addition, subtraction, multiplication and division, analyze polynomials (limited to polynomials of degree less than or equal to 2) and compare for equivalence polynomials (limited to polynomials of degree less than or equal to 2)	PE9.7 - I can create and follow a plan with a group, to use tactics and strategies to improve performance and enjoyment of myself and others while being respectful and in a alternative environment	CE9.1 - I can demonstrate and analyze characteristics of static electric charge and current electricity	DR9.3 - I can explore the impact of the natural environment on the development of a society
CP9.8 - I can combine the elements of music with ideas of composition to show joined musical ideas	CR9.8 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	USC9.8 - I know how chronic illness is dealt with in my community	SS9.1 - I can explain the relationship between perpendicular lines from the centre of a circle to the chord, show that inscribed angles subtended by the same arc have the same measure, explain the relationship between the measure of a central angle and the measure of an inscribed angle subtending the same arc and show the relationship which occurs at the intersection of a tangent and a radius of a circle	PE9.8 - I can plan, participate in, and lead others in a movement activity or event to be physically active	CE9.2 - I can look at the relationship that exists among voltage, current and resistance in series and parallel circuits	DR9.4 - I can analyze how societies of the past have shaped current life in Canada
CP9.9 - I can compose and perform sound compositions to show my perspectives and raise awareness about a topic I am concerned about	CR9.9 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	USC9.9 - I have personal insight, motivation, and skills necessary to make healthy decisions regarding sexual behaviours	SS9.2 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects	PE9.9 - I can show thoughtfulness on the experience of participating in body management activities to help support health living (physical, emotional, mental and spiritual) in recreational and leisure time	CE9.3 - I can assess operating principles, costs, and efficiencies of devices that produce or use electrical energy	PA9.1 - I can explore the ideas of power and authority and examine how they impact the way a society is governed
CP9.10 - I can create visual art that shows my perspectives and raise awareness about a topic I am concerned about	CR9.10 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	DM9.1 - I can make healthy decisions related to: • Safety • Non-curable infections/diseases • Romantic relationships • Healthy food policies • Addictions • Tragic death and suicide • Chronic illness • Sexual health	SS9.3 - I can explain the relationship between perpendicular lines from the centre of a circle to the chord, show that inscribed angles subtended by the same arc have the same measure, explain the relationship between the measure of a central angle and the measure of an inscribed angle subtending the same arc and show the relationship which occurs at the intersection of a tangent and a radius of a circle	PE9.10 - I can talk about the influences of media, advertising, etc. that impact active and healthy living	CE9.4 - I can critique the impacts of past, current and future methods of small and large scale electrical energy production and distribution in Saskatchewan	PA9.2 - I can examine empire-building and territorial expansion and analyze their impact on different groups of people
CP9.11 - I can select and use appropriate forms, technologies, images, and art-making processes to show my ideas about a topic I am concerned about	CR9.11 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	DM9.2 - I can create goal statements related to: • Approaches to safety • Non-curable infections/diseases • Romantic relationships • Addictions • Tragic death and suicide • Chronic illness • Sexual health	SS9.4 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects	PE9.11 - I can use my understanding of how to prevent and care for fitness related injuries.	EU9.1 - I can include into the motion and characteristics of astronomical bodies in our solar system and the universe	PA9.3 - I can compare and contrast societies of the past with current Canadian society in terms of roles and responsibilities
CP9.12 - I can solve visual art problems in a new and unfamiliar way	CR9.12 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	AP9.1 - I can create and implement three right-angle triangles (Safety, Non-curable infections/diseases, Romantic relationships, Addictions, Tragic death and suicide, Chronic illness and Sexual Health)	SS9.5 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects	PE9.12 - I can show and use my understanding of social behaviours in a areas of movement activities, as both a spectator and a participant. I can talk about the positive and negative influences of organized sports, competitors and media on myself and others	EU9.2 - I can include into the motion and characteristics of astronomical bodies in our solar system and the universe	RW9.1 - I can compare and contrast how resources are acquired and distributed in different societies of the past. I can examine how resources distribution affects wealth in these societies
CR9.1 - I can respond to professional dance, drama, music and visual art by myself or with a group inquiry project to help create my own art	CR9.13 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.1 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.6 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects	PE9.13 - I can identify and analyze my personal perspective on how current opportunities and challenges have influenced my ability to develop as a skilled mover, to be a balanced, active life, and to develop and keep safe and respectful relationships	EU9.3 - I can examine how various cultures, past and present, including First Nations and Métis, understand and represent astronomical phenomena	RW9.2 - I can appraise the significance of trade & transportation in the development of the societies studied
CR9.2 - I can investigate and identify ways that today's art can inspire change	CR9.14 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.2 - I can assess my own abilities to respond positively to change and growth	SS9.7 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects		EU9.4 - I can analyze human capabilities for exploring and understanding the universe, including technologies and programs that support such exploration	RW9.3 - I can determine the influence of technologies of past societies studied or contemporary society
CR9.3 - I can investigate and identify how art can challenge people's thinking about values, ideas, and beliefs.	CR9.15 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.3 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.8 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
CH9.1 - I can investigate and discuss the role of artists in raising awareness/action on a topic they are concerned about.	CR9.16 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.4 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.9 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
CH9.2 - I can use art to raise awareness or a topic of concern to Indigenous artists in dance, drama, music and visual art	CR9.17 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.5 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.10 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
CH9.3 - I can investigate the diversity of artistic ideas, styles and media in modern art	CR9.18 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.6 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.11 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
CH9.4 - I can combine more than one kind of art by myself or in a group. I can examine the work of artists who use more than one kind of art	CR9.19 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.7 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.12 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.20 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.8 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.13 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.21 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.9 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.14 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.22 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.10 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.15 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.23 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.11 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.16 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.24 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.12 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.17 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.25 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.13 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.18 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.26 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.14 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.19 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.27 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.15 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.20 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.28 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.16 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.21 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.29 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.17 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.22 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.30 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.18 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.23 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.31 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.19 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.24 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.32 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.20 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.25 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.33 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.21 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.26 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.34 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.22 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.27 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.35 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.23 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.28 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.36 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.24 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.29 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.37 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.25 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.30 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.38 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.26 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.31 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.39 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.27 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.32 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.40 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.28 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.33 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.41 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.29 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.34 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.42 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.30 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.35 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.43 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.31 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.36 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.44 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.32 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.37 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.45 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.33 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.38 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.46 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.34 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.39 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.47 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.35 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.40 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.48 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.36 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.41 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.49 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.37 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.42 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.50 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.38 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.43 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.51 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.39 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.44 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.52 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.40 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.45 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.53 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.41 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.46 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.54 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.42 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.47 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.55 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.43 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.48 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.56 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.44 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.49 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.57 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.45 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.50 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.58 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.46 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.51 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.59 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.47 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.52 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.60 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.48 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.53 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.61 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.49 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.54 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.62 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.50 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.55 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.63 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.51 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.56 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.64 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.52 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.57 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.65 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.53 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.58 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.66 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.54 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.59 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.67 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.55 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.60 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.68 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.56 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.61 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.69 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.57 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.62 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.70 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.58 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.63 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.71 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.59 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.64 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.72 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.60 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.65 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.73 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.61 - I can make a plan, follow through, and document my improvement in doing my own positive self-image	SS9.66 - I can find the surface area of right rectangular prisms, right cylinders, right triangular prisms and composite 3-D objects			
	CR9.74 - I can read grade-level appropriate texts, demonstrate comprehension and interpretation of grade appropriate level texts and react at an appropriate rate for my grade level	CG9.62 - I can make a plan,				

Treaty Education: Understanding Treaties from Around the World

Treaty Relationships 9¹: Investigate the treaty experiences of indigenous people around the world. Indicators: Apply knowledge of treaties in Canada to the experiences of indigenous peoples in other countries. Investigate the Canadian government's response to the UN Declaration of the Rights for Indigenous Peoples. Analyze the motives and actions of countries whose governments honour and support treaty relationships. Analyze the motives and actions of countries whose governments oppress indigenous peoples.

Spirit and Intent of Treaties 9²: Apply understanding of treaties and treaty making with world indigenous peoples. Indicators: Research and compare the treaties and treaty making processes within Saskatchewan and various countries (e.g. New Zealand, Ethiopia, Brazil, Japan). Analyze the purpose of symbols used in treaty making from Canada to other countries.

Historical Context 9³: Analyze how treaty making recognizes peoples' rights and responsibilities. Indicators: Examine treaties involving indigenous people from countries other than Canada (e.g. Treaty of Waitangi). Investigate relationships between governments and indigenous peoples and document the instances of peaceful resolution. Compare the peaceful nature which Canada employed in the treaty making with the processes in other countries. Re-ate Canada's treaty making process to their peace keeping role in international affairs.

Treaty Promises and Provisions 9⁴: Examine the effectiveness of treaty making in addressing the circumstances of indigenous peoples. Indicators: Investigate treaties with indigenous peoples in other countries. Describe the circumstances that have prompted the negotiation of treaties in other countries. Analyze the challenges indigenous peoples face when negotiating treaties.

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>CP9.1 Create dance compositions that express perspectives and raise awareness about a topic of concern to youth.</p> <p>CP9.2 Investigate and use choreographic processes (e.g., individual and collaborative choreography).</p> <p>CP9.3 Choreograph duo or small group work.</p> <p>CP9.4 Demonstrate how roles may be developed and how dramatic characters communicate meaning to an audience.</p> <p>CP9.5 Manipulate drama strategies and theatrical elements (e.g., story, character, design, space) to achieve dramatic purpose.</p> <p>CP9.6 Express perspectives and raise awareness about a topic of concern to youth in a collective creation.</p> <p>CP9.7 Use voice, instruments, and technologies to express musical ideas.</p> <p>CP9.8 Compare the elements of music and principles of composition to express unified musical ideas.</p> <p>CP9.9 Compose and perform sound compositions to express perspectives and raise awareness about a topic of concern to youth.</p> <p>CP9.10 Create visual art works to express perspectives and raise awareness about a topic of concern to youth.</p> <p>CP9.11 Select and use appropriate forms, technologies, images, and art-making processes to convey ideas about a topic of concern to youth.</p> <p>CP9.12 Solve visual art problems in new and unfamiliar ways.</p> <p>CR9.1 Respond to professional dance, drama, music, and visual art works through individual or collaborative inquiry and the creation of own arts expressions.</p> <p>CR9.2 Investigate and identify ways that today's arts expressions can inspire change.</p> <p>CR9.3 Investigate and identify how arts expressions can challenge thinking about values, ideas, and beliefs.</p> <p>CH9.1 Investigate and discuss the role of artists in raising awareness or taking action on topics of concern.</p> <p>CH9.2 Use the arts to raise awareness or topics of concern to indigenous artists in dance, drama, music, and visual arts.</p> <p>CH9.3 Investigate diversity of artistic ideas, styles, and media in contemporary arts expressions.</p> <p>CH9.4 Create interdisciplinary arts expressions individually or through collaboration with peers, and examine the work of artists who create interdisciplinary expressions (e.g., sound and poetry, performance art, audiovisual installations).</p>	<p>CR9.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.</p> <p>CR9.2 Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.</p> <p>CR9.3 Use pragmatic, textual, syntactic, semantic/exca/morphological, graphophonetic, and other cues to construct and to confirm meaning.</p> <p>CR9.4 View and demonstrate comprehension and evaluation of visual and multimedia texts to generate ideas suitable for identified audience and purpose.</p> <p>CR9.5 Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches.</p> <p>CR9.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to develop an insightful interpretation and response.</p> <p>CR9.7 Read independently and demonstrate comprehension of a variety of information texts including expository essays, historical accounts, news articles, and scientific writing.</p> <p>CR9.8 Read Grade 9 appropriate texts to increase fluency and expression.</p> <p>CC9.1 Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.</p> <p>CC9.2 Create and present an individual researched inquiry project related to a topic, theme, or issue studied in English language arts.</p> <p>Use inquiry to explore understanding of a particular topic, question, or issue related to the themes being studied.</p> <p>CC9.3 Select and use appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</p> <p>CC9.4 Use pragmatic, textual, syntactic, semantic/exca/morphological, graphophonetic, and other cues to construct and to communicate meaning.</p> <p>CC9.5 Create and present a variety of visual and multimedia presentations to best represent message for an intended audience and purpose.</p> <p>CC9.6 Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in one-to-one, small group, and large group discussions.</p> <p>CC9.7 Use oral language intentionally to express a range of information and ideas in formal and informal situations including dramatic readings of poems, monologues, scenes from plays, and stories and presenting reasoned arguments of opposing viewpoints.</p> <p>CC9.8 Write to describe (a profile of a character), to narrate (a narrative essay), to explain and inform (a research report), and to persuade (a review).</p> <p>CC9.9 Experiment with a variety of text forms and techniques.</p> <p>AR9.1 Assess personal strengths and needs as a viewer, listener, reader, presenter, speaker, and writer and contribute to the community of learners, and develop goals based on assessment and work toward them.</p> <p>AR9.2 Assess own and others' work for clarity, correctness, and impact.</p>	<p>USC9.1 Develop informed conclusions about the importance of leaders' skills and health promotion in healthy decision-making.</p> <p>USC9.2 Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety.</p> <p>USC9.3 Interpret, critique, and question the stigma associated with HIV/AIDS, families, and communities living with/affected by non-curable infections/diseases, including HIV/AIDS and hepatitis C and for those who advocate for them.</p> <p>USC9.4 Analyze the norms and expectations (e.g., community, culture) associated with romantic relationships as a means to effectively plan for related health promotion.</p> <p>USC9.5 Evaluate a variety of healthy food policies and plan to participate in the development, revision, and/or implementation of a healthy food policy (e.g., fundraising, feasts, canteen sales, extra-curricular events) in the community (e.g., home, school, arena, youth center).</p> <p>USC9.6 Analyze the health, economic, and social supports and challenges of addictions (e.g., tobacco, shopping, alcohol, gambling, Internet, drugs) on self, family, community, and the environment.</p> <p>USC9.7 Analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues.</p> <p>USC9.8 Assess the ways self, family, and community facilitate healthy living for people with chronic illness.</p> <p>USC9.9 Develop and demonstrate the personal insight, motivation, and skills necessary to enhance and promote sexual health and avoid health-compromising sexual attitudes and behaviours.</p> <p>DM9.1 Assess the role of health promotion in making healthy decisions related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health.</p> <p>DM9.2 Analyze the health opportunities and challenges and establish personal health promotion goals/statements related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, addictions, tragic death and suicide, chronic illness, and sexual health.</p> <p>AP9.1 Design, implement, and evaluate three eight-day action plans that demonstrate responsible health promotion related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health.</p> <p>CG9.1 Plan for, demonstrate and document improvements of one's own capacity for building a positive self-image.</p> <p>CG9.2 Appraise one's own ability to respond positively to change and growth.</p> <p>CC9.1 Utilize career information to construct an organized plan of career building which reflects an attitude and expectation of life and earning.</p> <p>CC9.2 Analyze and express one's own understanding of how societal and economic needs influence the nature of paid and unpaid work.</p> <p>LW9.1 Assess one's own abilities to seek, obtain, and/or create work through researching successful strategies and applying them to one's own life.</p> <p>LW9.2 Use accumulated knowledge to create a plan for life and work based on one's preferred future.</p>	<p>N9.1 Demonstrate (concretely, pictorially, and symbolically) understanding of powers with integer bases (excluding base 0) and whose number exponents including representing using powers, evaluating powers, powers with an exponent of zero, solving situational questions.</p> <p>N9.2 Demonstrate understanding of rational numbers including: comparing and ordering, relating to other types of numbers, solving situational questions.</p> <p>N9.3 Extend understanding of square roots to include the square root of positive rational numbers.</p> <p>P9.1 Demonstrate understanding of linear relations including: graphing, analyzing, interpolating and extrapolating, solving situational questions.</p> <p>P9.2 Model and solve situational questions using linear equations of the form: $ax + b = c$, $a \neq 0$, $ax + b = c$, $x/a + b = c$, $a \neq 0$, $ax = b + cx$, $a(x + b) = c$, $ax + b = cx + d$, $a(bx + c) = d(ex + f)$, $a/x = b$, $x \neq 0$, where a, b, c, d, e, f are rational numbers.</p> <p>P9.3 Demonstrate understanding of solving variable linear inequalities with rational coefficients including: solving inequalities, verifying, comparing, graphing.</p> <p>P9.4 Demonstrate understanding of polynomials (limited to polynomials of degree less than or equal to 2) including: modeling, generalizing strategies for addition, subtraction, multiplication, and division, analyzing, relating to context, comparing for equivalence.</p> <p>SS9.1 Demonstrate understanding of circle properties including: perpendicular line segments from the centre of a circle to a chord bisect the chord, inscribed angles subtended by the same arc have the same measure, the measure of a central angle is twice the measure of an inscribed angle subtending the same arc, tangents to a circle are perpendicular to the radius ending at the point of tangency.</p> <p>SS9.2 Extend understanding of area to surface area of right rectangular prisms, right cylinders, right triangular prisms, to composite 3-D objects.</p> <p>SS9.3 Demonstrate understanding of similarity of 2-D shapes.</p> <p>SS9.4 Demonstrate understanding of rotation/symmetry.</p> <p>SP9.1 Demonstrate understanding of the effect of bias, use of language, ethics, cost, time and timing, privacy, cultural sensitivity and, population or sample data collection.</p> <p>SP9.2 Demonstrate an understanding of the collection, display, and analysis of data through a project.</p> <p>SP9.3 Demonstrate an understanding of the role of probability in society.</p> <p>SP9.4 Research and present how First Nations and Métis peoples, past and present, envision, represent, and make use of probability and statistics.</p>	<p>PE9.1 Examine and apply the principles of training to personal action plans that incorporate daily moderate to vigorous movement activity and focus on the improvement and/or maintenance of selected components of health-related fitness.</p> <p>PE9.2 Determine safe and create publicly promoted options for managing body composition and weight and analyze the influence of mass media on body image.</p> <p>PE9.3 Investigate and apply safe and effective strategies for developing the strength of core muscles and joint muscles.</p> <p>PE9.4 Implement personal plans for improvement of a self-selected skill-related component of fitness as it applies to complex movement skills used in a sport or activity of interest.</p> <p>PE9.5 Build skills towards proficiency in four self-selected complex movement skills including one from four of the following categories:</p> <ul style="list-style-type: none"> • target games • striking/fielding games • net/wall games • invasion/territorial games • alternate environment activities • body management activities <p>PE9.6 Design and implement, collaboratively, plans to use effective tactics and strategies (while considering rules and skills when participating in a variety of movement activities) to enhance performance and enjoyment of self and others in each of the following:</p> <ul style="list-style-type: none"> • target games • striking/fielding games • net/wall games • invasion/territorial games • low-organizational, inventive, and cooperative games <p>PE9.7 Design and implement, collaboratively, plans to use effective tactics and strategies to enhance performance and enjoyment of self and others, while showing respect for the environment, when participating in a variety of alternate environment activities.</p> <p>PE9.8 Express insights on the experience of participating in body management activities, including cardio and gymnastics, as well as others as a means to support participation in recreational and leisure time activities for physical, emotional, mental, and spiritual well-being.</p> <p>PE9.9 Plan, participate in, and lead, with others, a movement activity event to engage others in movement activity.</p> <p>PE9.10 Analyze the influences of mass media, advertising strategies, and other sources to determine the impact on promoting active living.</p> <p>PE9.11 Apply an understanding of how to prevent and care for a variety of movement activity-related injuries.</p> <p>PE9.12 Demonstrate an understanding of and incorporate positive social behaviours into aspects of personal involvement in movement activities, in the context of both participant and spectator, after examining the positive and negative influences of organized sports, movement competitions (e.g., canoe competition), and mass media on the social behaviour of self and others.</p> <p>PE9.13 Identify and analyze personal perspectives on how to manage the contemporary opportunities and challenges that influence one's ability to develop as a self-mover, to be a participant, active tester, and to develop and maintain safe and respectful relationships.</p>	<p>RE9.1 Examine the process of and influences on the transfer of genetic information and the impact of that understanding on society past and present.</p> <p>RE9.2 Observe and describe the significance of cellular reproductive processes, including mitosis and meiosis.</p> <p>RE9.3 Describe the processes and implications of sexual and asexual reproduction in plants and animals.</p> <p>RE9.4 Analyze the process of human reproduction, including the influence of reproductive and contraceptive technologies.</p> <p>AE9.1 Distinguish between physical and chemical properties of common substances, including those found in household, commercial, industrial, and agricultural applications.</p> <p>AE9.2 Analyze historical explanations of the structure of matter up to and including:</p> <ul style="list-style-type: none"> • Dalton model • Thomson model • Rutherford model • Bohr model of the atom <p>AE9.3 Demonstrate an understanding of the classification of pure substances (elements and compounds), including the development and nature of the periodic table.</p> <p>CE9.1 Demonstrate and analyze characteristics of static electric charge and current electricity, including historical and cultural understanding.</p> <p>CE9.2 Analyze the relationships that exist among voltage, current, and resistance in series and parallel circuits.</p> <p>CE9.3 Assess operating principles, costs, and efficiencies of devices that produce or use electrical energy.</p> <p>CE9.4 Critique impacts of past, current, and possible future methods of small and large scale electrical energy production and distribution in Saskatchewan.</p> <p>EU9.1 Inquire into the motion and characteristics of astronomical bodies in our solar system and the universe.</p> <p>EU9.2 Analyze scientific explanations of the formation and evolution of our solar system and the universe.</p> <p>EU9.3 Examine how various cultures, past and present, including First Nations and Métis, understand and represent astronomical phenomena.</p> <p>EU9.4 Analyze human capabilities for exploring and understanding the universe, including technologies and programs that support such exploration.</p> <p>EU9.5 Plan, participate in, and lead, with others, a movement activity event to engage others in movement activity.</p>	<p>IN9.1 Explain what constitutes a society.</p> <p>IN9.2 Compare the factors that shape world views in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education.</p> <p>IN9.3 Analyze the ways a world view is expressed in the daily life of a society.</p> <p>IN9.4 Determine the influence of worldview on the choices, decisions, and interactions in a society.</p> <p>DR9.1 Examine the changes involved in obtaining information about societies of the past.</p> <p>DR9.2 Synthesize information of key historical events in societies studied.</p> <p>DR9.3 Assess the relationship of the natural environment in the development of a society.</p> <p>DR9.4 Determine the influence of societies of the past on contemporary life in Canada.</p> <p>DR9.4 Determine the influence of societies of the past on contemporary life in Canada.</p> <p>PA9.1 Examine concepts of power and authority in the governance of the societies studied.</p> <p>PA9.2 Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.</p> <p>PA9.3 Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.</p> <p>RW9.1 Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.</p> <p>RW9.2 Appraise the significance of trade and transportation in the development of the societies studied.</p> <p>RW9.3 Determine the influence of technologies of past societies studied or contemporary society.</p>