**English Language Arts**

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| **Writing/Speaking/Representing** | | **R1** | **R2** | **R3** |
| CC5.1 | I can create various visual, oral, written, and multimedia (including digital) texts. |  |  |  |
| CC5.2 | I can select and use the appropriate strategies to communicate meaning before, during and after representing activities. |  |  |  |
| CC5.3 | I can use oral language appropriately as I work with others in pairs, small groups, and large group situations. |  |  |  |
| CC5.4 | I can write multi-paragraph (3-5) compositions of at least 300 words that include: main idea; introduction; logical and coherent organization of ideas; paragraphs in logical sequence; text features such as: graphs, diagrams, captions; conclusion |  |  |  |
| I can write expository text: use note-making strategies (paraphrasing); summarizing, highlighting, graphic organizers, outlining; provide details; transitional expressions that clearly link one paragraph to another. |  |  |  |
| I can write narratives and explanations that have more than one paragraph: dialogue, develop a situation or plot and point of view, describe the setting. |  |  |  |
| I can write a persuasive text: clear position, supported with evidence —one that gives my opinion on something— that has more than one paragraph. |  |  |  |
| I can include a main idea, and a logical order. |  |  |  |
| **Reading/Listening/Viewing** | | **R1** | **R2** | **R3** |
| CR5.1 | I can read and comprehend, listen to, and view a variety of texts. |  |  |  |
| I can select and use appropriate strategies to construct meaning before during and after listening. |  |  |  |
| CR5.2 | I can be critical of what I watch. |  |  |  |
| I can even tell some of the persuasive techniques used. |  |  |  |
| CR5.3 | I can listen to texts from different cultures. |  |  |  |
| I can understand the ideas and instructions. |  |  |  |
| I can give my opinion about the message and the follow up action. |  |  |  |
| I can draw conclusions about the speaker’s verbal and non-verbal message(s), purpose, point of view, and techniques used in the presentation. |  |  |  |
| CR5.4 | I can identify accurately the key idea or argument in texts I read, and support my choice with solid reasons. |  |  |  |
| I can identify characters and setting of a text. |  |  |  |
| I can compare and contrast the actions, motives and appearances of characters. |  |  |  |
| I can recall and sequence ideas and events from texts I read. |  |  |  |
| I can give my opinion on text I read with support through examples, details and reasons. |  |  |  |
| I can make direct and concrete personal connections to text I read. |  |  |  |
| **Assess and Reflect** | | **R1** | **R2** | **R3** |
| AR5.1 | I can identify my strengths in all of my language experiences. |  |  |  |
| I can choose appropriate strategies for each individual task. |  |  |  |
| I can identify my strengths by asking and answering self-reflection questions. |  |  |  |
| AR5.2 | I can set goals to improve my skills and strategies in language. |  |  |  |
| I can work toward these goals. |  |  |  |
| I can identify the strategies that work for me and explain why, as well as point out my personal strengths, when it is expected. |  |  |  |
| I can develop a plan for improvement. |  |  |  |
| I can create and work towards short and long term goals based on evidence. |  |  |  |

**Math**

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|  | **Number** | **R1** | **R2** | **R3** |
| N5.1 | I can represent, compare and describe whole numbers to 1 000 000. |  |  |  |
| N5.2 | I can develop strategies for multiplication. I can multiply whole numbers. |  |  |  |
| N5.3 | I can divide a 3-digit whole number by a 1-digit whole number and know what to do with a remainder. |  |  |  |
| N5.4 | I can develop and apply personal strategies for estimation and computation including: front-end rounding, compensation, and compatible numbers. |  |  |  |
| N5.5 | I can use manipulatives and pictures to show equivalent fractions and to compare fractions. |  |  |  |
| N5.6 | I can represent decimals in different ways. I can recognize that fractions and decimals can represent the same amount. I can use benchmarks to help me order decimals. |  |  |  |
| N5.7 | I can add and subtract decimal numbers. |  |  |  |
|  | **Patterns** | **R1** | **R2** | **R3** |
| P5.1 | I can describe, extend and use patterns. |  |  |  |
| P5.2 | I can use a variable to solve and check one-step equations. |  |  |  |
|  | **Shape and Space** | **R1** | **R2** | **R3** |
| SS5.1 | Design and construct different rectangles given either perimeter or area, or both (whole numbers), and draw conclusions. |  |  |  |
| SS5.2 | I can show my understanding of measuring length (mm). |  |  |  |
| SS5.4 | I can show my understanding of capacity by comparing mL to L. |  |  |  |
| SS5.5 | I can 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. |  |  |  |
| SS5.7 | I can identify, create, and analyze single transformations of 2-D shapes. |  |  |  |
|  | **Statistics and Probability** | **R1** | **R2** | **R3** |
| SP5.1 | I can tell the difference between first-hand and second-hand data. |  |  |  |
| SP5.2 | I can construct and interpret double bar graphs. |  |  |  |
| SP5.3 | I can describe, compare, predict, and test the likelihood of outcomes in probability situations. |  |  |  |

**Religion**

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| **Scripture and Church Teaching** | | **R1** | **R2** | **R3** |
| R5.1 | I can identify and explain three of the four marks of our Church (one, holy, catholic and apostolic) and link these concepts of Church to witnessing our faith in our communities. |  |  |  |
| R5.2 | I can find bible passages by book, chapter and verse with minimal help. |  |  |  |
| R5.3 | I can recall several details for select bible stories and parables. I can explain and retell them in my own words. |  |  |  |
| R5.4 | I can explore and recount the early Church world through the stories of the early Church and her missionaries (Peter, Jerusalem, Acts, Paul etc.) |  |  |  |
| **Prayer and Celebration** | | **R1** | **R2** | **R3** |
| R5.5 | I regularly participate in classroom and school activities that celebrate the seasons of the Church year. |  |  |  |
| R5.6 | I understand the signs and symbols of our faith (e.g. Cross and Sacraments etc.) and demonstrate a readiness to celebrate the sacraments with my school and community (Eucharist and Reconciliation). |  |  |  |
| **Witnessing to Our Faith** | | **R1** | **R2** | **R3** |
| R5.7 | I can identify and discuss witnesses (disciples) of our faith in scripture, our world, and our community and am developing the ability to personally witness my Catholic faith in the world. |  |  |  |

**Science**

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| **Life Science: Human Body Systems** | | **R1** | **R2** | **R3** |
| HB5.1 | I can comprehend the requirements and impacts of maintaining a healthy human body. |  |  |  |
| HB5.2 | I can identify the structure, function, and major organs of one or more of the human body systems. |  |  |  |
| HB5.3 | I can recognize how the human body systems function together to enable people to move, grow, and react to stimuli. |  |  |  |
| **Physical Science: Properties and Changes of Materials** | | **R1** | **R2** | **R3** |
| MC5.1 | I can identify the characteristics and physical properties of materials in solid, liquid, and gaseous states of matter. |  |  |  |
| MC5.2 | I can understand how reversible and non-reversible changes, including changes of state occur. |  |  |  |
| MC5.3 | I can appreciate how the production, use, and disposal of raw materials and manufactured products affects self, society, and the environment. |  |  |  |
| **Physical Science: Forces and Simple Machines** | | **R1** | **R2** | **R3** |
| FM5.1 | I can observe the effects of gravitational, magnetic, and mechanical forces, including friction, on the movement of objects. |  |  |  |
| FM5.2 | I can identify the characteristics of simple machines (levers, wheels and axles, pulleys, inclined planes, screws, and wedges) for moving and lifting loads. |  |  |  |
| FM5.3 | I can perceive how natural and man-made forces and simple machines affect individuals, society, and the environment. |  |  |  |
| **Earth and Space Science: Weather** | | **R1** | **R2** | **R3** |
| WE5.1 | I can measure and represent local weather, including temperature, wind speed and direction, amount of sunlight, precipitation, relative humidity, and cloud cover. |  |  |  |
| WE5.2 | I can observe local, national, and global weather conditions, and understand the role of air movement and solar energy transfer. |  |  |  |
| WE5.3 | I can understand the impact of weather on society and the environment, including technologies that help humans address weather conditions. |  |  |  |

**Social Studies**

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| **Interactions and Interdependence** | | **R1** | **R2** | **R3** |
| IN5.1 | I can describe similarities and differences in the ways of life of First Nations and Inuit communities prior to European contact. |  |  |  |
| I can represent the origins, language, and several major historical events of the Métis in Canada. |  |  |  |
| IN5.2 | I can compare current and historic immigration policies and several results of those policies on the treatment of immigrants to Canada. |  |  |  |
| **Dynamic Relationship** | | **R1** | **R2** | **R3** |
| DR5.1 | I can compare the relationship between Canada’s physical geographic features and the population distribution. |  |  |  |
| DR5.2 | I can make many connections between population distribution in Canada and climate, resources, and topographical features. |  |  |  |
| DR5.3 | I can explain ways the voyages of the first European explorers impacted the societies encountered. |  |  |  |
| **Power and Authority** | | **R1** | **R2** | **R3** |
| PA5.1 | I can identify each province and territory on a map, the year they joined Confederation, and several circumstances about why each became a part of Canada. |  |  |  |
| PA5.2 | I can represent the structure of different levels of government in Canada, including municipal, First Nations, provincial, territorial, and federal governments. |  |  |  |
| I can explain the functions of most governance bodies and leadership positions. |  |  |  |
| PA5.3 | I can compare the purpose of treaties in Saskatchewan from the perspective of the Crown and First Nations peoples. |  |  |  |
| **Resources and Wealth** | | **R1** | **R2** | **R3** |
| RW5.1 | I can explain how resource use affects the environment. |  |  |  |
| I can make a prediction about the future demographic make-up of Canada using several pieces of factual data and statistics. |  |  |  |
| RW5.2 | I can make a prediction about which industries will be of future importance in Canada using factual information, statistics, and other data to support my prediction. |  |  |  |

**Arts Education**

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| **Dance** | | **R1** | **R2** | **R3** |
| CP5.1 | I can create dance compositions inspired by pop culture. |  |  |  |
| CP5.2 | I can express own ideas using pop dance forms and styles, and apply the elements of dance including: Actions, body, dynamics, relationships and space. |  |  |  |
| **Drama** | | **R1** | **R2** | **R3** |
| CP5.3 | I can demonstrate how various roles, strategies, and elements function within a drama. |  |  |  |
| CP5.4 | I can create drama using pop culture as inspiration. |  |  |  |
| **Music** | | **R1** | **R2** | **R3** |
| CP5.5 | I can demonstrate increased skills and abilities in use of the voice and one or more instruments. |  |  |  |
| CP5.6 | I can create sound compositions (vocal and instrumental) that draw inspiration from pop culture and demonstrate knowledge of: form, metre, tempo, rhythm, melodies, harmony, scales, tone colours and expressive use of silence. |  |  |  |
| **Visual Arts** | | **R1** | **R2** | **R3** |
| CP5.7 | I can create visual art works that express ideas about, and draw inspiration from, pop culture. |  |  |  |
| CP5.8 | I can create art works using a variety of visual art concepts, forms, and media. |  |  |  |
| **Critical Responsive and Cultural Historical** | | **R1** | **R2** | **R3** |
| CR5.1 | I can 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). |  |  |  |
| CR5.2 | I can respond critically and creatively to a variety of pop culture expressions. |  |  |  |
| CH5.1 | I can 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). |  |  |  |
| CH5.2 | I can 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**.** |  |  |  |
| CH5.3 | I cananalyze and describe how arts and pop culture expressions convey information about the time and place in which they were created. |  |  |  |

**Fully Alive**

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| **Created and Loved by God** | | **R1** | **R2** | **R3** |
| FA5.1 | I can recognize that God loves me. |  |  |  |
| FA5.2 | I can explain how I develop In a unique way. |  |  |  |
| **Living in Relationship – Human Growth and Development** | | **R1** | **R2** | **R3** |
| FA5.3 | I can explain the importance of different family relationships. |  |  |  |
| FA5.4 | I can describe the qualities of friendship and how to support others who are being mistreated. |  |  |  |
| **Created Sexual – Human Feelings and Emotions** | | **R1** | **R2** | **R3** |
| FA5.5 | I can recognize God's gift of sexuality within the male and female body. |  |  |  |
| FA5.6 | I can appreciate the capacity men and women have to give life. |  |  |  |
| **Growing in Commitment – Human Uniqueness** | | **R1** | **R2** | **R3** |
| FA5.7 | I can explain how I am a responsible and committed child of God. |  |  |  |
| FA5.8 | I can identify the challenges and rewards of being a committed person. |  |  |  |
| **Living in the World – Human Influence** | | **R1** | **R2** | **R3** |
| FA5.9 | I can explain the special characteristics of a good community. |  |  |  |
| FA5.10 | I can show how I can make God's world a better place to be for all. |  |  |  |

**Core French**

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| **Cultural Knowledge** | | **R1** | **R2** | **R3** |
| 2.C.1 | I can identify elements of Francophone, First Nation and Métis cultures (i.e. songs, rhymes, foods, clothing, and activities). |  |  |  |
| **Communication Skills** | | **R1** | **R2** | **R3** |
| 2.CS.1 | I can show an understanding of basic French messages of a short sentence, familiar questions, request, and instruction in a text with pictures. |  |  |  |
| 2.CS.2 | I can provide personal information using a model. |  |  |  |
| 2.CS.3 | I can recognize key words in simple sentences supported by pictures. |  |  |  |
| 2.CS.4 | I can write a sentence by following a model. |  |  |  |
| **Language Knowledge** | | **R1** | **R2** | **R3** |
| 2.LK.1 | I can demonstrate learning of French language without help (i.e. counting, naming objects, and using key vocabulary words from a theme in a simple sentence). |  |  |  |
| **Language Strategies** | | **R1** | **R2** | **R3** |
| 2.GL.1 | I can use listening and viewing strategies in highly structured situations. |  |  |  |
| 2.GL.2 | I can use speaking strategies to produce a simple message with some help. |  |  |  |
| 2.GL.3 | I can use reading strategies to show an understanding of basic sentences. |  |  |  |
| 2.GL.4 | I can use writing strategies in modeled situations to produce a French sentence. |  |  |  |

**Physical Education**

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| **Active Living** | | | **R1** | **R2** | **R3** |
| PE5.1 | | I can sustain participation in locomotor activities and lead-up games that increase heart rate for nine consecutive minutes on a consistent basis. |  |  |  |
| I can create and effectively use a personal health-related fitness plan. |  |  |  |
| I can use the F.I.T.T. principle to set goals for daily movement activity. |  |  |  |
| PE5.2 | | I can choose strategies to improve my muscular endurance and flexibility. |  |  |  |
| I can explain the benefits of improved muscular endurance and flexibility. |  |  |  |
| PE5.3 | | I can demonstrate use of combined locomotor and non-locomotor skills during body management activities and games. |  |  |  |
| PE5.7 | | I can practice and improve on my movement skills, tactics, and strategies while participating in games and alternate environment activities. |  |  |  |
| **Skillful Movement** | | | **R1** | **R2** | **R3** |
| PE5.2 | I can choose strategies to improve my muscular endurance and flexibility. | |  |  |  |
| I can explain the benefits of improved muscular endurance and flexibility. | |  |  |  |
| PE5.3 | I can demonstrate use of combined locomotor and non-locomotor skills during body management activities and games. | |  |  |  |
| PE5.4 | I can volley a variety of objects. | |  |  |  |
| I can strike an object with long-handled implements. | |  |  |  |
| I can punt a variety of balls for height, distance, and accuracy. | |  |  |  |
| PE5.5 | I can send, receive, and accompany objects during lead-up and game activities. | |  |  |  |
| PE5.6 | I can apply the movements and tactics necessary to improve the performance of myself and others. | |  |  |  |
| PE5.7 | I can practice and improve on my movement skills, tactics, and strategies while participating in games and alternate environment activities. | |  |  |  |
| **Relationships** | | | **R1** | **R2** | **R3** |
| PE5.6 | I can apply the movements and tactics necessary to improve the performance of myself and others. | |  |  |  |
| PE5.7 | I can practice and improve on my movement skills, tactics, and strategies while participating in games and alternate environment activities. | |  |  |  |
| PE5.8 | I can demonstrate my understanding of game rules by officiating during activities. | |  |  |  |
| PE5.9 | I can make decisions about preventing and caring for common movement activity-related injuries. | |  |  |  |
| PE5.10 | I can use a rubric to self-assess my participation in movement activities. | |  |  |  |
| PE5.11 | I can explain the influence of Canadians on the development of options for participation in movement activities and sport in our country. | |  |  |  |

**Health**

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| **Understanding Skills and Confidences** | | | **R1** | **R2** | **R3** |
| USC 5.1 | | I can explain the importance of reading and understanding food labels including serving size, calories and nutritional values, for making healthy food choices. |  |  |  |
| I can record and draw conclusions from my food consumption for five days, including servings, time and location. |  |  |  |
| USC 5.2 | | I can describe primary and secondary changes that occur during puberty. |  |  |  |
| I can describe social, emotional and spiritual changes that occur during puberty. |  |  |  |
| I can describe personal responsibilities and healthy practices associated with physical, social, spiritual and emotional changes during puberty. |  |  |  |
| USC 5.3 | | I can give examples to show the difference between infectious and non-infectious, and illness and disease. |  |  |  |
| I can explain the physical, mental, emotional and spiritual effects of illness and disease (including HIV and Hepatitis C) on self, family and community. |  |  |  |
| USC 5.4 | | I can represent, with examples, definitions of stereotyping, prejudice and discrimination. |  |  |  |
| I can explain how one’s self-image is influenced by self and others. |  |  |  |
| I can describe what one can think, say, and do to develop/support a positive self-image in self and others. |  |  |  |
| USC 5.5 | | I can explain all of the different types of abuse, (physical, sexual, emotional, mental, spiritual and economic). |  |  |  |
| I can represent qualities of healthy relationships and warning signals of unhealthy/abusive relationships. |  |  |  |
| I can propose short and long term consequences (physical, mental, emotional and spiritual) of violence/abuse on self and others. |  |  |  |
| USC 5.6 | | I can represent the influence of positive and negative peer pressure (internal, indirect and direct) on the decisions we make. |  |  |  |
| I can represent possible strategies to avoid and reduce the risk of potentially dangerous/unhealthy/unsafe situations involving peer pressure, including lying, substance use and bullying. |  |  |  |
| USC 5.7 | | I can show the skills and confidences to admit when I am wrong and propose ways to rectify mistakes and wrong doing. |  |  |  |
| I can represent scenarios where individuals do and do not self-regulate. |  |  |  |
| I can explain the impact on self and others, when individuals do and do not self-regulate. |  |  |  |
| **Decision Making** | | | **R1** | **R2** | **R3** |
| DM 5.1 | I can describe common barriers to adolescent well-being and ways to respond to them. | |  |  |  |
| I can propose healthy strategies for addressing possible health challenges related to almost all: personal eating practices; changes of puberty; impact of illness/disease; identity and well-being; violence; peer pressure; and self-regulation. | |  |  |  |
| **Application** | | | **R1** | **R2** | **R3** |
| AP 5.1 | I can design an outline for two five-day action plans that answers all of the following questions: What will be done? (Goal); Who will be involved? Where will it take place? When will it take place? Why is this action being taken? What supports are needed? | |  |  |  |
| I can follow my outline to implement two five-day action plans. | |  |  |  |