

Grade 5 Outcomes

Treaty Education: Assessing the Journey in Honouring Treaties

Treaty Relationships 5⁴: 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 who were instrumental 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 classical 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, identity (e.g., What Should I Do), community (e.g., This is Our Planet), social responsibility (e.g. Teamwork) and express personal thoughts shaped through inquiry. </p> <p>CC5.2 Demonstrate a variety of ways to communicate understanding and response including illustrated 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 challenge holistic well-being.</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 addressing 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 double 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 lead-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 and willingness 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 address 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>

Suggestions linked to "Digital Citizenship Education in Saskatchewan Schools" policy planning guide.

English: <<https://publications.saskatchewan.ca/api/v1/products/74037/formats/82914/download>>

French: <<https://publications.saskatchewan.ca/api/v1/products/74037/formats/82915/download>>