



<b>Mathematics Grade 4</b> <b>Shape and Space (SS)</b>				
<b>Outcome</b>	<b>1 – Little Evidence</b> With help, I understand parts of the simpler ideas and do a few of the simpler skills.	<b>2 – Partial Evidence</b> I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	<b>3 – Sufficient Evidence</b> I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	<b>4- Extensive Evidence</b> I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>SS4.1</b>  <b>Demonstrate an understanding of time by:</b> <ul style="list-style-type: none"> <li>• <b>reading and recording time using digital and analog clocks (including 24 hour clocks);</b></li> <li>• <b>reading and recording calendar dates in a variety of formats.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can read time on a digital clock (12 hour clock only).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>read</b> time using a digital clock and analog clock (12 hour clock only).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>read</b> time using a digital clock and an analog clock (including a 24 hour clock).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>recite</b> the time on a 24 hour clock, and <b>identify</b> when it would be <b>beneficial to use each method of telling time.</b></li> </ul>
	<ul style="list-style-type: none"> <li>• I can <b>record</b> time digital clock format (12 hour clock only).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>record</b> time in digital and analog clock format (12 hour clock only).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>record</b> time in digital and analog format (including a 24 hour clock).</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply my ability to record time in real-life situations.</li> </ul>
	<ul style="list-style-type: none"> <li>• I can <b>read</b> calendar dates in the format of Month, day, year (e.g. October 9, 2014).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>read</b> calendar dates in a <b>few</b> formats.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>read</b> calendar dates in a <b>variety of formats.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>find</b> dates recorded as yyyy/mm/dd on a calendar.</li> </ul>
	<ul style="list-style-type: none"> <li>• I can <b>record</b> calendar dates in the format of Month, day, year (e.g. October 9, 2014).</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>record</b> calendar dates in a <b>few</b> formats.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>record</b> calendar dates in a <b>variety of</b> formats.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify possible interpretations of the recording of a date (e.g. 06/03/04).</li> </ul>



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<b>SS4.2</b> <b>Demonstrate an understanding of area of regular and irregular 2-D shapes by:</b> <ul style="list-style-type: none"> <li>recognizing that area is measured in square units</li> <li>selecting and justifying referents for the units <math>\text{cm}^2</math> or <math>\text{m}^2</math></li> <li>estimating area by using referents for <math>\text{cm}^2</math> or <math>\text{m}^2</math></li> <li>determining and recording area (<math>\text{cm}^2</math> or <math>\text{m}^2</math>)</li> <li>constructing different rectangles for a given area (<math>\text{cm}^2</math> or <math>\text{m}^2</math>) in order to demonstrate that many different rectangles may have the same area.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>show what area means</b> using a 2-D object.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain what area means</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>recognize</b> that area is measured in square units.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> why area is measured in square units.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can select from teacher provided referents for square cm or square m.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>select from teacher provided-referents</b> for square cm or square m.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>select my own referents and justify</b> them for square cm <b>AND</b> square m.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>apply</b> my knowledge of referents for area to every day life.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can select an appropriate estimate from a list of teacher provided choices to estimate area.</li> </ul>	<ul style="list-style-type: none"> <li>I can select an appropriate estimate from a <b>list of teacher provided choices</b> to estimate area.</li> </ul>	<ul style="list-style-type: none"> <li>I can use referents for square cm <b>AND</b> square m to estimate area.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>apply the referents</b> for square cm or square m to many situations, and determine which are most appropriate.</li> </ul>
	<ul style="list-style-type: none"> <li>I can <b>select the appropriate area</b> from teacher provided choices of area in square cm or square m.</li> </ul>	<ul style="list-style-type: none"> <li>I can select the appropriate area from teacher provided choices of area in square cm or square m, <b>and explain my choice</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine <b>AND</b> record area in square cm <b>AND</b> square m.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>record the same area in both square cm and square m</b>.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can choose which rectangles have the same area.</li> </ul>	<ul style="list-style-type: none"> <li>From a teacher provided sample, I can choose which rectangles have the same area.</li> </ul>	<ul style="list-style-type: none"> <li>For a given area, I can <b>show that many different rectangles may have the same area</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I am able to <b>draw many different rectangles with the same area</b>, and explain which would be the best choice, given a certain situation (i.e. Which dimensions would be best for a garden?)</li> </ul>
[C, CN, ME, PS, R, V]				



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Comments				



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<b>SS4.3</b>  <b>Demonstrate an understanding of rectangular and triangular prisms by:</b> <ul style="list-style-type: none"> <li>identifying common attributes;</li> <li>comparing;</li> <li>constructing models.</li> </ul>	<ul style="list-style-type: none"> <li><b>With help</b>, I can select <b>a few</b> attributes that rectangular and triangular prisms have in common from a teacher provided list.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>select some attributes</b> that rectangular and triangular prisms have in common from a teacher provided list.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>identify many</b> common attributes of rectangular and triangular prisms.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why these figures have these attributes in common.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can <b>sort</b> rectangular and triangular prisms.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>sort</b> rectangular and triangular prisms.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> rectangular and triangular prisms using their attributes.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> rectangular and triangular prisms to other <b>3-D figures</b>.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can construct a model of a rectangular or a triangular prism from a net.</li> </ul>	<ul style="list-style-type: none"> <li>I can construct a model of a rectangular <b>OR</b> a triangular prism from a net.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>construct a model</b> of a rectangular prism <b>AND</b> a triangular prism from a net.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>create my own net</b> to build a rectangular prism <b>AND</b> a triangular prism.</li> </ul>
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<b>SS4.4</b> <b>Demonstrate an understanding of line symmetry by:</b> <ul style="list-style-type: none"> <li>identifying symmetrical 2-D shapes</li> <li>creating symmetrical 2-D shapes</li> <li>drawing one or more lines of symmetry in a 2-D shape.</li> </ul>	<ul style="list-style-type: none"> <li><b>With help</b>, I can give examples of symmetrical 2-D.</li> </ul>	<ul style="list-style-type: none"> <li><b>I give examples of symmetrical 2-D shapes.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can identify symmetrical <b>AND</b> non-symmetrical 2-D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain why two shapes are symmetrical or why they are not.</b></li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can complete the drawing of a 2-D shape, given half the shape and the line of symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>complete the drawing of a 2-D shape</b>, given half the shape and the line of symmetry.</li> </ul>	<ul style="list-style-type: none"> <li><b>I can create symmetrical 2-D shapes.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>create complex symmetrical shapes</b>, with more than one line of symmetry.</li> </ul>
	<ul style="list-style-type: none"> <li>With help, I can draw one line of symmetry in a 2-D shape <b>given by the teacher.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can draw one line of symmetry in a 2-D shape <b>given by the teacher.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can draw one or more lines of symmetry in a 2-D shape <b>I create or select.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can identify the line of symmetry in <b>some 2-D shapes I find in the environment.</b></li> </ul>
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