



Mathematics Grade 5 Shape and Space (SS)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence 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.
SS5.1 I can design and construct different rectangles given either perimeter or area, or both (whole numbers), and draw conclusions. [C, CN, PS, V]	<ul style="list-style-type: none"> • With help, I can construct and record the dimensions of rectangles with a given perimeter. 	<ul style="list-style-type: none"> • I can construct and record the dimensions of rectangles with a given perimeter. 	<ul style="list-style-type: none"> • I can construct and record the dimensions of rectangles with a given perimeter, AND select the dimensions that would be appropriate for a given situation. 	<ul style="list-style-type: none"> • I can compare appropriate situations for the dimensions of rectangles with a given perimeter.
	<ul style="list-style-type: none"> • With help, I can construct and record the dimensions of rectangles with a given area. 	<ul style="list-style-type: none"> • I can construct and record the dimensions of rectangles with a given area. 	<ul style="list-style-type: none"> • I can construct and record the dimensions of rectangles with a given area, AND select the dimensions that would be appropriate for a given situation. 	<ul style="list-style-type: none"> • I can compare appropriate situations for the dimensions of rectangles with a given area.
	<ul style="list-style-type: none"> • I can describe perimeter and area. 	<ul style="list-style-type: none"> • I can make comparisons between perimeter and area. 	<ul style="list-style-type: none"> • I can draw conclusions about the relationship between perimeter and area. 	<ul style="list-style-type: none"> • I can apply my conclusions about the relationship between perimeter and area to real life situations.
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SS5.2 Demonstrate understanding of measuring length (mm) by: <ul style="list-style-type: none"> • selecting and justifying referents for the unit mm • modelling and describing the relationship between mm, cm, and m units. [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> • I can use a referent for 1 mm to figure out approximate linear measurements. • With help, I can identify a referent for 1mm. • With help, I can identify the relationship between mm, cm, OR m units. 	<ul style="list-style-type: none"> • I can use some referents for 1 mm to figure out approximate linear measurements. • I can identify a referent for 1mm. • I can identify the relationship between mm, cm, OR m units. 	<ul style="list-style-type: none"> • I can use many referents for 1 mm to figure out approximate linear measurements. • I can explain my choice of referents for 1mm. • I can model and describe the relationship between mm, cm, AND m units. 	<ul style="list-style-type: none"> • I can use a wide variety of referents for 1 mm to figure out approximate linear measurements. • I can compare the appropriateness of referents for 1mm. • I can identify real-life situations most appropriate to measurement in mm, cm AND m.
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SS5.3 Demonstrate an understanding of volume by: <ul style="list-style-type: none"> selecting and justifying referents for cm^3 or m^3 units estimating volume by using referents for cm^3 or m^3 measuring and recording volume (cm^3 or m^3) constructing rectangular prisms for a given volume. [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> With help, I can identify referents for cm^3 OR m^3. 	<ul style="list-style-type: none"> I can identify referents for cm^3 OR m^3. 	<ul style="list-style-type: none"> I can provide referents for cm^3 AND m^3 and explain the choice. 	<ul style="list-style-type: none"> I can select and compare referents for cm^3 AND m^3.
	<ul style="list-style-type: none"> With help, I can apply given referents for cm^3 OR m^3 to estimate the volume of 3-D objects. 	<ul style="list-style-type: none"> I can apply given referents for cm^3 OR m^3 to estimate the volume of 3-D objects. 	<ul style="list-style-type: none"> I can apply personal referents for cm^3 AND m^3 to estimate the volume of 3-D objects. 	<ul style="list-style-type: none"> I can justify personal referents for cm^3 AND m^3 to estimate the volume of 3-D objects
	<ul style="list-style-type: none"> I can describe volume. 	<ul style="list-style-type: none"> I can determine the volume of a 3-D object using manipulatives. 	<ul style="list-style-type: none"> I can determine the volume of a 3-D object using manipulatives AND explain whether the volume is exact or an estimate. 	<ul style="list-style-type: none"> I can estimate and determine the volume of 3-D objects AND compare the estimates with the actual volumes.
	<ul style="list-style-type: none"> With help, I can construct ONE rectangular prism for a given volume AND identify the dimensions of each prism. 	<ul style="list-style-type: none"> I can construct ONE rectangular prism for a given volume AND identify the dimensions of each prism. 	<ul style="list-style-type: none"> I can construct some possible rectangular prisms for a given volume AND identify the dimensions of each prism. 	<ul style="list-style-type: none"> I can create rectangular prisms based on a volume I choose, identify dimensions, AND explain situations appropriate for each prism.
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SS5.4 Demonstrate understanding of capacity by: <ul style="list-style-type: none"> 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). [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> I can give examples of substances measured in mL AND L. 	<ul style="list-style-type: none"> I can compare substances measured in mL AND L. 	<ul style="list-style-type: none"> I can describe the relationship between mL and L. 	<ul style="list-style-type: none"> I can compare the relationship between mL, L, AND other units of measurement.
	<ul style="list-style-type: none"> With help, I can provide referents for 1 millilitre OR 1 litre. 	<ul style="list-style-type: none"> I can provide referents for 1 millilitre OR 1 litre. 	<ul style="list-style-type: none"> I can provide referents for 1 millilitre AND 1 litre AND explain the choice. 	<ul style="list-style-type: none"> I can compare my personal referents for mL AND L to those of other students, and make any necessary changes.
	<ul style="list-style-type: none"> I can identify a personal referent for mL AND L. 	<ul style="list-style-type: none"> I can apply personal referents for mL OR L to estimate the capacity of a container.. 	<ul style="list-style-type: none"> I can apply personal referents for mL AND L to estimate the capacity of a container. 	<ul style="list-style-type: none"> I can apply personal referents for mL AND L to estimate the capacity of a container, and explain my process.
	<ul style="list-style-type: none"> With help, I can measure the capacity of a container using concrete materials. 	<ul style="list-style-type: none"> I can measure the capacity of a container using concrete materials. 	<ul style="list-style-type: none"> I can measure the capacity of a container using concrete materials AND explain whether volume is exact or an estimate. 	<ul style="list-style-type: none"> I can measure the capacity of most containers using concrete materials AND compare which materials would give the most exact measurement.



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SS5.5 Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are: <ul style="list-style-type: none"> • parallel • intersecting • perpendicular • vertical • horizontal. [C, CN, R, T, V]	<ul style="list-style-type: none"> • With help, I can identify a few examples of parallel, intersecting, perpendicular, vertical, OR horizontal lines, 	<ul style="list-style-type: none"> • I can identify some examples of parallel, intersecting, perpendicular, vertical, OR horizontal lines. 	<ul style="list-style-type: none"> • I can identify AND describe many examples of parallel, intersecting, perpendicular, vertical, AND horizontal lines. 	<ul style="list-style-type: none"> • I can compare a wide variety of examples of parallel, intersecting, perpendicular, vertical, AND horizontal lines.
	<ul style="list-style-type: none"> • With help, I can identify some parallel, intersecting, perpendicular, vertical, OR horizontal lines in the faces of 2-D shapes OR 3-D objects. 	<ul style="list-style-type: none"> • I can identify some parallel, intersecting, perpendicular, vertical, OR horizontal lines in the faces of 2-D shapes OR 3-D objects. 	<ul style="list-style-type: none"> • I can identify and describe many parallel, intersecting, perpendicular, vertical, AND horizontal lines in the faces of 2-D shapes AND 3-D objects. 	<ul style="list-style-type: none"> • I can compare parallel, intersecting, perpendicular, vertical, AND horizontal lines in the faces of 2-D shapes AND 3-D objects.
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SS5.6 Identify and sort quadrilaterals, including: <ul style="list-style-type: none"> • rectangles • squares • trapezoids • parallelograms • rhombuses according to their attributes. [C, R, V]	<ul style="list-style-type: none"> • I can identify, orally OR in writing, a few attributes of different quadrilaterals including rectangles, squares, trapezoids, parallelograms, OR rhombuses. 	<ul style="list-style-type: none"> • I can describe, orally OR in writing, a few attributes of different quadrilaterals including rectangles, squares, trapezoids, parallelograms, OR rhombuses. 	<ul style="list-style-type: none"> • I can describe, orally OR in writing, many attributes of different quadrilaterals including rectangles, squares, trapezoids, parallelograms, AND rhombuses. 	<ul style="list-style-type: none"> • I can compare, orally OR in writing, many attributes of different quadrilaterals including rectangles, squares, trapezoids, parallelograms, AND rhombuses.
	<ul style="list-style-type: none"> • I can sort quadrilaterals including rectangles, squares, trapezoids, parallelograms, AND rhombuses. 	<ul style="list-style-type: none"> • I can sort quadrilaterals including rectangles, squares, trapezoids, parallelograms, AND rhombuses, according to ONE of their attributes. 	<ul style="list-style-type: none"> • I can sort quadrilaterals including rectangles, squares, trapezoids, parallelograms, AND rhombuses, according to A FEW of their attributes. 	<ul style="list-style-type: none"> • I can analyze a set of sorted quadrilaterals and determine where a new quadrilateral would belong in the sorted set.
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SS5.7 Identify, create, and analyze single transformations of 2-D shapes (with and without the use of technology). [C, CN, R, T, V]	<ul style="list-style-type: none"> I can translate a given 2-D shape. 	<ul style="list-style-type: none"> I can translate a given 2-D shape, AND record the translation by describing the direction OR magnitude of the movement. 	<ul style="list-style-type: none"> I can draw a 2-D shape, translate the shape, AND record the translation by describing the direction AND magnitude of the movement. 	<ul style="list-style-type: none"> I can identify translations in my home, classroom, OR community, AND describe the direction AND magnitude of the movement.
	<ul style="list-style-type: none"> I can rotate a given 2-D, shape. 	<ul style="list-style-type: none"> I can rotate a given 2-D, shape, AND describe the direction of the turn (clockwise or counter clockwise), the fraction of the turn, OR the point of rotation. 	<ul style="list-style-type: none"> I can draw a 2-D shape, rotate the shape, and describe the direction of the turn (clockwise or counter clockwise), the fraction of the turn, AND the point of rotation. 	<ul style="list-style-type: none"> I can identify rotations in my home, classroom, OR community, AND describe the direction of the turn (clockwise or counter clockwise), the fraction of the turn, AND the point of rotation.
	<ul style="list-style-type: none"> I can draw a 2-D shape, reflect the shape. 	<ul style="list-style-type: none"> I can draw a 2-D shape, reflect the shape, AND identify the line of reflection. 	<ul style="list-style-type: none"> I can draw a 2-D shape, reflect the shape, AND identify the line of reflection and the distance of the image from the line of reflection. 	<ul style="list-style-type: none"> I can identify reflections in my home, classroom, OR community, AND identify the line of reflection and the distance of the image from the line of reflection.
Comments				

