



Mathematics Grade 6 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.
SS6.1 I can demonstrate understanding of angles including: <ul style="list-style-type: none"> identifying examples classifying angles estimating the measure determining angle measures in degrees drawing angles applying angle relationships in triangles and quadrilaterals. [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> I can draw an angle and I can identify angles in the environment. 	<ul style="list-style-type: none"> I can classify an angle as being an acute, obtuse, straight, right, OR reflex angle with or without the use of a referent. 	<ul style="list-style-type: none"> I can draw AND classify an angle as being an acute, obtuse, straight, right, AND reflex angle with or without the use of a referent. 	<ul style="list-style-type: none"> I can draw, classify, and explain why an angle is an acute, obtuse, straight, right, AND reflex angle without the use of a referent.
	<ul style="list-style-type: none"> I can explain the difference between measuring length and measuring an angle. 	<ul style="list-style-type: none"> I can estimate the measure of an angle in degrees. 	<ul style="list-style-type: none"> I can accurately estimate the measure of an angle in degrees, then verify that I am right by measuring with a protractor. 	<ul style="list-style-type: none"> I can accurately estimate the measure of an angle in degrees, then verify with a protractor, and explain the process.
	<ul style="list-style-type: none"> I can identify the number of angles in a triangle and in a quadrilateral. 	<ul style="list-style-type: none"> I can prove that the sum of the angles in a triangle total 180° and that the sum of the angles in a quadrilateral total 360°. 	<ul style="list-style-type: none"> I can determine the measure of a missing angle from a triangle OR quadrilateral without the use of a protractor and explain how I know this. 	<ul style="list-style-type: none"> I can determine the measure of a missing angle from a triangle AND quadrilateral without the use of a protractor and explain how I know this.
Comments				



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SS6.2 I can extend and apply understanding of perimeter of polygons, area of rectangles, and volume of right rectangular prisms (concretely, pictorially, and symbolically) including: <ul style="list-style-type: none"> relating area to volume comparing perimeter and area comparing area and volume generalizing strategies and formulae analyzing the effect of orientation solving situational questions. [CN, PS, R, V]	<ul style="list-style-type: none"> I can represent the perimeter of a polygon concretely AND pictorially. 	<ul style="list-style-type: none"> I can determine strategies OR formulae for determining the perimeter of polygons, including rectangles and squares. 	<ul style="list-style-type: none"> I can determine strategies AND formulae for determining the perimeter of polygons, including rectangles and squares. 	<ul style="list-style-type: none"> I can apply my formula for determining perimeter to other polygons.
	<ul style="list-style-type: none"> I can represent the area of a rectangle concretely OR pictorially. 	<ul style="list-style-type: none"> I can represent the area of a rectangle concretely AND pictorially. 	<ul style="list-style-type: none"> I can determine a formula for determining the area of rectangles, and defend it. 	<ul style="list-style-type: none"> I can apply my formula for determining the area of rectangles to various real-life situations.
	<ul style="list-style-type: none"> I can describe right rectangular prisms. 	<ul style="list-style-type: none"> I can represent the volume of a right rectangular prism concretely AND pictorially. 	<ul style="list-style-type: none"> I can determine a rule (formula) for determining the volume of right rectangular prisms, and defend it. 	<ul style="list-style-type: none"> I can apply my formula for determining the volume of right rectangular prisms to various real-life situations.
	<ul style="list-style-type: none"> With help, I can solve situational questions involving the perimeter of polygons, the area of rectangles, OR the volume of right rectangular prisms. 	<ul style="list-style-type: none"> I can solve situational questions involving the perimeter of polygons, the area of rectangles, OR the volume of right rectangular prisms. 	<ul style="list-style-type: none"> I can solve situational questions involving the perimeter of polygons, the area of rectangles, AND the volume of right rectangular prisms. 	<ul style="list-style-type: none"> I can solve multi-step situational questions involving the perimeter of polygons, the area of rectangles, AND the volume of right rectangular prisms.
	<ul style="list-style-type: none"> With help, I can compare, using models, the relationship between perimeter and area. 	<ul style="list-style-type: none"> I can compare, using models, the relationship between perimeter and area, OR between area and the volume of a 	<ul style="list-style-type: none"> I can compare, using models, the relationship between perimeter and area, AND between area and the volume of a 	<ul style="list-style-type: none"> I can explain the importance of understanding the relationship between perimeter and area, and



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		right rectangular prism.	right rectangular prism.	between area the volume of a right rectangular prism.
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SS6.3 I can demonstrate understanding of regular and irregular polygons including: <ul style="list-style-type: none"> ○ classifying types of triangles ○ comparing side lengths ○ comparing angle measures ○ differentiating between regular and irregular polygons ○ analyzing for congruence. [C, CN, R, V]	<ul style="list-style-type: none"> • Using side lengths and angle measures, I can classify OR draw triangles that are scalene, isosceles, equilateral, right, obtuse, OR acute. 	<ul style="list-style-type: none"> • Using side lengths and angle measures, I can classify AND draw triangles that are scalene, isosceles, equilateral, right, obtuse, OR acute. 	<ul style="list-style-type: none"> • Using side lengths AND angle measures, I can classify AND draw triangles that are scalene, isosceles, equilateral, right, obtuse, AND acute AND explain my reasoning. 	<ul style="list-style-type: none"> • Using side lengths and angle measures, I can prove how the same triangle can be classified in more than one way and explain my thinking.
	<ul style="list-style-type: none"> • I can identify regular polygons, and explain why a polygon can be call regular. 	<ul style="list-style-type: none"> • I can classify polygons as being regular or irregular. 	<ul style="list-style-type: none"> • I can explain the difference between regular and irregular polygons and identify the characteristics of each. 	<ul style="list-style-type: none"> • I can prove that a 2D shape is a regular or irregular polygon, or a non-polygon, with extensive reasoning.
	<ul style="list-style-type: none"> • I can demonstrate congruency. 	<ul style="list-style-type: none"> • I can determine whether or not two polygons are congruent by using side length measures OR angle measures. 	<ul style="list-style-type: none"> • I can prove why two polygons are (or aren't) congruent by using side lengths AND angle measures. 	<ul style="list-style-type: none"> • I can draw a congruent polygon in a different orientation and prove with multiple reasons why it is congruent.
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SS6.4 I can demonstrate understanding of the first quadrant of the Cartesian plane and ordered pairs with whole number coordinates. [C,CN, V]	<ul style="list-style-type: none"> • With help, I can plot different positive points on the Cartesian Coordinate Plane, and identify the coordinates. 	<ul style="list-style-type: none"> • I can plot different positive points on the Cartesian Coordinate Plane, and identify the coordinates. 	<ul style="list-style-type: none"> • I can plot points in the first quadrant of the Cartesian coordinate plane when given the ordered pairs. 	<ul style="list-style-type: none"> • I can create a design in the first quadrant of the Cartesian coordinate plane, label the X and Y axis, identify the ordered pair for each point, AND create instructions on how to reproduce my design.
	<ul style="list-style-type: none"> • I can describe how to plot points on the Cartesian plane given a few of the scales (1, 2,) to be used on all the axes. 	<ul style="list-style-type: none"> • I can explain how to plot points on the Cartesian plane given some of the scales (1, 2, 5, OR 10) to be used on all the axes. 	<ul style="list-style-type: none"> • I can explain how to plot points on the Cartesian plane given all the scales (1, 2, 5, AND 10) to be used on all the axes. 	<ul style="list-style-type: none"> • I can transfer my knowledge about how to plot points on the Cartesian plane given the scales 1, 2, 5, AND 10 to another scale I choose.
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SS6.5 I can demonstrate understanding of single, and combinations of, transformations of 2-D shapes (with and without the use of technology) including: <ul style="list-style-type: none"> identifying describing performing. [C, CN, R, T, V]	<ul style="list-style-type: none"> I can demonstrate my understanding of a translation, rotation, OR reflection concretely, pictorially, OR physically. 	<ul style="list-style-type: none"> I can demonstrate my understanding of a translation, rotation, OR reflection concretely, pictorially, AND physically. 	<ul style="list-style-type: none"> I can demonstrate my understanding of a translation, rotation, AND reflection concretely, pictorially, OR physically. 	<ul style="list-style-type: none"> I can demonstrate my understanding of a translation, rotation, and reflection in multiple ways, including concretely, pictorially, AND physically, AND I can provide an example of a translation, rotation, and reflection from my everyday life.
	<ul style="list-style-type: none"> I can identify the one transformation that has been performed on a 2D shape to get the resulting image. 	<ul style="list-style-type: none"> I can perform one transformation on a 2D shape AND draw the resulting image. 	<ul style="list-style-type: none"> I can describe the combination of transformations performed on a 2D shape to get the resulting image. 	<ul style="list-style-type: none"> I can create a design involving a combination of transformations performed on a 2D shape, and give oral or written directions to recreate the design.
Comments				