Mathematics Grade 5
Shape and Space (SS)

Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
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]**	• **With help**, I can **construct and record** the dimensions of rectangles with a given perimeter.	• I can **construct and record** the dimensions of rectangles with a given perimeter.	• 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.	• I can **compare** appropriate situations for the dimensions of rectangles with a given perimeter.
	• **With help**, I can **construct and record** the dimensions of rectangles with a given area.	• I can **construct and record** the dimensions of rectangles with a given area.	• 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.	• I can **compare** appropriate situations for the dimensions of rectangles with a given area.
	• I can **describe** perimeter and area.	• I can **make comparisons** between perimeter and area.	• I can **draw conclusions** about the relationship between perimeter and area.	• I can **apply my conclusions** about the relationship between perimeter and area to real life situations.
Comments				

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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.** [C, CN, ME, PS, R, V]	• 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.	• 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.	• 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.	• I can **use a wide variety** 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.**
Comments				

Good Spirit SCHOOL DIVISION

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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.** **[C, CN, ME, PS, R, V]**	• **With help**, I can **identify** referents for cm³ **OR** m³.	• I can **identify** referents for cm³ **OR** m³.	• I can **provide** referents for cm³ **AND** m³ **and explain** the choice.	• I can **select and compare** referents for cm³ **AND** m³.
	• **With help**, I can **apply given referents** for cm³ **OR** m³ to estimate the volume of 3-D objects.	• I can **apply given referents** for cm³ **OR** m³ to estimate the volume of 3-D objects.	• I can **apply personal referents** for cm³ **AND** m³ to **estimate** the volume of 3-D objects.	• I can **justify personal referents** for cm³ **AND** m³ to **estimate** the volume of 3-D objects
	• I can **describe** volume.	• I can **determine** the volume of a 3-D object using manipulatives.	• I can **determine** the volume of a 3-D object using manipulatives **AND explain** whether the volume is exact or an estimate.	• I can **estimate and determine** the volume of 3-D objects **AND compare** the estimates with the actual volumes.
	• With help, I can **construct** ONE rectangular prism for a **given volume AND identify** the dimensions of each prism.	• I can **construct ONE** rectangular prism for a **given volume AND identify** the dimensions of each prism.	• I can **construct some** possible rectangular prisms for a **given volume AND identify** the dimensions of each prism.	• 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:** • **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]**	• I can give examples of substances measured in mL **AND** L.	I can compare substances measured in mL **AND** L.	• I can **describe** the relationship between mL and L.	• I can **compare** the relationship between mL, L, **AND** other units of measurement.
	• With help, I can **provide** referents for 1 millilitre **OR** 1 litre.	• I can **provide** referents for 1 millilitre **OR** 1 litre.	• I can **provide referents** for 1 millilitre **AND** 1 litre **AND** explain the choice.	• I can **compare my** personal referents for mL **AND** L to those of other students, and make any necessary changes.
	• I can identify a personal referent for mL **AND** L.	• I can **apply** personal referents for mL **OR** L to **estimate** the capacity of **a** container..	• I can **apply** personal referents for mL **AND** L to **estimate** the capacity of **a** container.	• I can **apply** personal referents for mL **AND** L **to estimate** the capacity of **a** container, **and explain my process.**
	• **With help**, I can **measure** the capacity of a container using concrete materials.	• I can **measure** the capacity of a container using concrete materials.	• I can **measure** the capacity of a container using concrete materials **AND explain** whether volume is exact or an estimate.	• 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:** • **parallel** • **intersecting** • **perpendicular** • **vertical** • **horizontal.** **[C, CN, R, T, V]**	• **With help**, I can **identify a few** examples of parallel, intersecting, perpendicular, vertical, **OR** horizontal lines,	• I can **identify some** examples of parallel, intersecting, perpendicular, vertical, **OR** horizontal lines.	• I can **identify AND describe many** examples of parallel, intersecting, perpendicular, vertical, **AND** horizontal lines.	• I can **compare a wide variety of** examples of parallel, intersecting, perpendicular, vertical, **AND** horizontal lines.
	• With help, I can **identify some** parallel, intersecting, perpendicular, vertical, **OR** horizontal lines in the faces of 2-D shapes **OR** 3-D objects.	• I can **identify some** parallel, intersecting, perpendicular, vertical, **OR** horizontal lines in the faces of 2-D shapes **OR** 3-D objects.	• I can **identify and describe many** parallel, intersecting, perpendicular, vertical, **AND** horizontal lines in the faces of 2-D shapes **AND** 3-D objects.	• 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:** • **rectangles** • **squares** • **trapezoids** • **parallelograms** • **rhombuses** **according to their attributes. [C, R, V]**	• I can **identify**, orally **OR** in writing, **a few** attributes of different quadrilaterals including rectangles, squares, trapezoids, parallelograms, **OR** rhombuses.	• I can describe, orally **OR** in writing, **a few** attributes of different quadrilaterals including rectangles, squares, trapezoids, parallelograms, **OR** rhombuses.	• I can describe, orally **OR** in writing, **many** attributes of different quadrilaterals including rectangles, squares, trapezoids, parallelograms, **AND** rhombuses.	• I can **compare**, orally **OR** in writing, **many** attributes of different quadrilaterals including rectangles, squares, trapezoids, parallelograms, **AND** rhombuses.
	• I can sort quadrilaterals including rectangles, squares, trapezoids, parallelograms, **AND** rhombuses.	• I can sort quadrilaterals including rectangles, squares, trapezoids, parallelograms, **AND** rhombuses, **according to ONE of their attributes.**	• I can **sort quadrilaterals** including rectangles, squares, trapezoids, parallelograms, **AND** rhombuses, according to **A FEW** of their attributes.	• 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]**	• I **can translate a given 2-D shape.**	• I **can translate a given 2-D shape**, **AND** record the translation by describing the direction **OR** magnitude of the movement.	• I **can draw** a 2-D shape, **translate** the shape, **AND** record the translation by describing the direction **AND** magnitude of the movement.	• I can **identify translations** in my home, classroom, OR community, **AND** describe the direction **AND** magnitude of the movement.
	• I can rotate a given 2-D, shape.	• 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.	• 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.	• 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.
	• I can draw a 2-D shape, **reflect** the shape.	• I can draw a 2-D shape, **reflect** the shape, **AND** identify the line of reflection.	• 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.	• 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				