Mathematics Grade 4
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.
SS4.1 **Demonstrate an understanding of time by:** • **reading and recording time using digital and analog clocks (including 24 hour clocks);** • **reading and recording calendar dates in a variety of formats.**	• I can read time on a digital clock (12 hour clock only).	• I can **read** time using a digital clock and analog clock (12 hour clock only).	• I can **read** time using a digital clock and an analog clock (including a 24 hour clock).	• I can **recite** the time on a 24 hour clock, and **identify** when it would be **beneficial to use each method of telling time**.
	• I can **record** time digital clock format (12 hour clock only).	• I can **record** time in digital and analog clock format (12 hour clock only).	• I can **record** time in digital and analog format (including a 24 hour clock).	• I can apply my ability to record time in real-life situations.
	• I can **read** calendar dates in the format of Month, day, year (e.g. October 9, 2014).	• I can **read** calendar dates in a **few** formats.	• I can **read** calendar dates in a **variety of formats.**	• I can **find** dates recorded as yyyy/mm/dd on a calendar.
	• I can **record** calendar dates in the format of Month, day, year (e.g. October 9, 2014).	• I can **record** calendar dates in **a few** formats.	• I can **record** calendar dates in a **variety of** formats.	• I can identify possible interpretations of the recording of a date (e.g. 06/03/04).

Comments:

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SS4.2 **Demonstrate an understanding of area of regular and irregular 2-D shapes by:** ○ **recognizing that area is measured in square units** ○ **selecting and justifying referents for the units cm² or m²** ○ **estimating area by using referents for cm² or m²** ○ **determining and recording area (cm² or m²)** ○ **constructing different rectangles for a given area (cm² or m²) in order to demonstrate that many different rectangles may have the same area.** **[C, CN, ME, PS, R, V]**	• I can **show what area means** using a 2-D object.	• I can **explain what area means.**	• I can **recognize** that area is measured in square units.	• I can **explain** why area is measured in square units.
	• **With help**, I can select from teacher provided referents for square cm or square m.	• I can **select from teacher provided-referents** for square cm or square m.	• I can **select my own referents** and **justify** them for square cm **AND** square m.	• I can **apply** my knowledge of referents for area to everyday life.
	• **With help**, I can select an appropriate estimate from a list of teacher provided choices to estimate area.	• I can select an appropriate estimate from a **list of teacher provided choices** to estimate area.	• I can use referents for square cm **AND** square m to estimate area.	• I can **apply the referents** for square cm or square m to many situations, and determine which are most appropriate.
	• I can **select the appropriate area** from teacher provided choices of area in square cm or square m.	• I can select the appropriate area from teacher provided choices of area in square cm or square m, **and explain my choice.**	• I can determine **AND** record area in square cm **AND** square m.	• I can **record the same area in both square cm and square m.**
	• **With help**, I can choose which rectangles have the same area.	• From a teacher provided sample, I can choose which rectangles have the same area.	• For a given area, I can **show that many different rectangles may have the same area**.	• I am able to **draw many different rectangles with the same area,** and explain which would be the best choice, given a certain situation (i.e. which dimensions would be best for a garden?)
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SS4.3 **Demonstrate an understanding of rectangular and triangular prisms by:** • **identifying common attributes;** • **comparing;** • **constructing models.**	• **With help**, I can select **a few** attributes that rectangular and triangular prisms have in common from a teacher provided list.	• I can **select some attributes** that rectangular and triangular prisms have in common from a teacher provided list.	• I can **identify many** common attributes of rectangular and triangular prisms.	• I can explain why these figures have these attributes in common.
	• **With help**, I can **sort** rectangular and triangular prisms.	• I can **sort** rectangular and triangular prisms.	• I can **compare** rectangular and triangular prisms using their attributes.	• I can **compare** rectangular and triangular prisms to other **3-D figures**.
	• **With help**, I can construct a model of a rectangular or a triangular prism from a net.	• I can construct a model of a rectangular **OR** a triangular prism from a net.	• I can **construct a model** of a rectangular prism **AND** a triangular prism from a net.	• I can **create my own net** to build a rectangular prism **AND** a triangular prism.
Comments				

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SS4.4 **Demonstrate an understanding of line symmetry by:** ○ **identifying symmetrical 2-D shapes** ○ **creating symmetrical 2-D shapes** ○ **drawing one or more lines of symmetry in a 2-D shape.**	• **With help**, I can give examples of symmetrical 2-D.	• I **give examples of symmetrical 2-D shapes**.	• I can identify symmetrical **AND** non-symmetrical 2-D shapes.	• I can **explain why two shapes are symmetrical or why they are not.**
	• **With help**, I can complete the drawing of a 2-D shape, given half the shape and the line of symmetry.	• I can **complete the drawing of a 2-D shape**, given half the shape and the line of symmetry.	• I **can create symmetrical 2-D shapes**.	• I can **create complex symmetrical shapes**, with more than one line of symmetry.
	• With help, I can draw one line of symmetry in a 2-D shape **given by the teacher**.	• I can draw one line of symmetry in a 2-D shape **given by the teacher**.	• I can draw one or more lines of symmetry in a 2-D **shape I create or select.**	• I can identify the line of symmetry in **some 2-D shapes I find in the environment.**
Comments				