

Curriculum Expectations Related to Measurement

Grade 4	Grade 5	Grade 6
<p>Overall Expectations</p> <p>Students will:</p> <p>Attributes, Units, and Measurement Sense:</p> <ul style="list-style-type: none"> estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies <p>Measurement Relationships:</p> <ul style="list-style-type: none"> determine the relationships among units and measurable attributes, including the area and perimeter of rectangles 	<p>Overall Expectations</p> <p>Students will:</p> <p>Attributes, Units, and Measurement Sense:</p> <ul style="list-style-type: none"> estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies <p>Measurement Relationships:</p> <ul style="list-style-type: none"> determine the relationships among units and measurable attributes, including the area of a rectangle and the volume of a rectangular prism 	<p>Overall Expectation</p> <p>Students will:</p> <p>Attributes, Units, and Measurement Sense:</p> <ul style="list-style-type: none"> estimate, measure, and record quantities, using the metric measurement system <p>Measurement Relationships:</p> <ul style="list-style-type: none"> determine the relationships among units and measurable attributes, including the area of a parallelogram, the area of a triangle, and the volume of a triangular prism
<p>Specific Expectations</p> <p>Students will:</p> <p>Attributes, Units, and Measurement Sense:</p> <ul style="list-style-type: none"> estimate and determine elapsed time, with and without using a time line, given the durations of events expressed in five-minute intervals, hours, days, weeks, months, or years estimate, measure, and record length, height, and distance, using 	<p>Specific Expectations</p> <p>Students will:</p> <p>Attributes, Units, and Measurement Sense:</p> <ul style="list-style-type: none"> measure and record temperatures to determine and represent temperature changes over time estimate and determine elapsed time, with and without using a time line, given the durations of events expressed in minutes, hours, days, 	<p>Specific Expectations</p> <p>Students will:</p> <p>Attributes, Units, and Measurement Sense:</p> <ul style="list-style-type: none"> demonstrate an understanding of the relationship between estimated and precise measurements, and determine and justify when each kind is appropriate estimate, measure, and record length, area, mass, capacity, and volume,

Grade 4	Grade 5	Grade 6
<p>standard units (i.e., millimetre, centimetre, metre, kilometre)</p> <p>Measurement Relationships:</p> <ul style="list-style-type: none"> determine, through investigation, the relationship between the side lengths of a rectangle and its perimeter and area solve problems involving the relationship between years and decades, and between decades and centuries pose and solve meaningful problems that require the ability to distinguish perimeter and area (e.g., “I need to know about area when I cover a bulletin board with construction paper. I need to know about perimeter when I make the border.”) compare, using a variety of tools (e.g., geoboard, pattern blocks, dot paper), two-dimensional shapes that have the same perimeter or the same area 	<p>weeks, months, or years</p> <p>Measurement Relationships:</p> <ul style="list-style-type: none"> solve problems requiring conversion from metres to centimetres and from kilometres to metres 	<p>using the metric measurement system</p> <p>Measurement Relationships:</p> <ul style="list-style-type: none"> select and justify the appropriate metric unit to measure length or distance in a given real-life situation determine through investigation using a variety of tools and strategies, the surface area of rectangular and triangular prisms solve problems involving the estimation and calculation of the surface area and volume of triangular and rectangular prisms