Chapter 3 Outcome: WA 10.3/10.4/10.5

**“I Can”**… *d****emonstrate understanding of income, including: wages, salary, contracts, commissions, piecework, self-employment, gross pay, net pay.***

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| **Content to Know in this Unit W&A 10-3/10-4/10-5** | 1 | 2 | 3 | 4 | 5 |
| I can list examples and describe situations where measurement systems are used in my own life. |  |  |  |  |  |
| I can compare base units in metric to base ten in numbers. |  |  |  |  |  |
| I can compare the prefixes in metric and powers of ten. |  |  |  |  |  |
| I can name the different units for metric and Imperial for measuring length, area, volume, capacity, mass and temperature. |  |  |  |  |  |
| I can explain why decimals are used for metric. |  |  |  |  |  |
| I can explain why fractions are used for Imperial. |  |  |  |  |  |
| I can estimate the measurement of an item in SI (metric) given the Imperial value. |  |  |  |  |  |
| I can estimate the measurement of an item in Imperial given the SI value. |  |  |  |  |  |
| I can convert measurements from SI (metric) to Imperial and Imperial to SI using proportional reasoning (conversion factors). |  |  |  |  |  |
| I can use referents for units in the SI and Imperial systems and justify my choice of referents |  |  |  |  |  |
| I can estimate, using referents for Imperia and SI, the dimensions of 2-D and 3-D shapes in the classroom, home or community |  |  |  |  |  |
| I can convert linear measurements in the SI system |  |  |  |  |  |
| I can convert linear measurements in the Imperial system |  |  |  |  |  |
| I can convert linear measurements from system to system |  |  |  |  |  |
| I can use instruments such as trundle wheels, height gauges, metric and Imperial tapes, rulers, carpenter’s squares, micrometers, calipers and pedometers to measure distances |  |  |  |  |  |
| I can create and solve situational situations relevant to self, family or community |  |  |  |  |  |
| I can solve linear measurement problems (How many lengths of 1/3 yd can be cut from a log measuring 5 ½ yds.) |  |  |  |  |  |
| I can determine the midpoint of a linear measurement such as length, width and depth using various strategies |  |  |  |  |  |
| I can estimate (personal referents or grids) area measurements of regular and irregular 2-D shapes in SI units or Imperial units |  |  |  |  |  |
| I can determine areas of regular, irregular and composite 2-D shapes using formulas (including circles) |  |  |  |  |  |
| I can determine areas of regular 3-D objects using formulas (including cones and cylinders) |  |  |  |  |  |
| I can create, solve and verify the reasonableness of solutions, for problems involving  2-D and 3-D shapes |  |  |  |  |  |
| I can convert within the same system of measurement for SI squared to SI squared |  |  |  |  |  |
| I can convert within the same system of measurement for Imperial unit squared to Imperial unit squared |  |  |  |  |  |
| I can determine the effect of changing the measurement of one or more dimensions  on area or perimeter of rectangles |  |  |  |  |  |
| I can determine the effect of changing the measurement of one or more dimensions  on surface area of prisms |  |  |  |  |  |

Examples:

5 - Advanced understanding of the learning outcome

4 - Comprehensive understanding of the learning outcome

3 - Basic understanding of the learning outcome

2 - Incomplete understanding of the leaning outcome

1 - Does not understand the learning outcome

Self-Evaluation – I think my mastery of this outcome is a

1 2 3 4 5

Test Mark: \_\_\_\_\_\_\_ 1 2 3 4 5