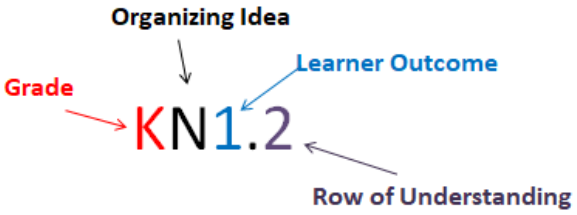
Numbered Curriculum Document - Please read first to understand the numbering in this document.
Please access the numbered curriculum document video instructions by clicking the hyperlinked title.



Alberta Mathematics K-6 Scope and Sequence - Measurement
** **changes are highlighted in yellow**

	K	1	2	3	4	5	6
Learning Outcome	**KM1 Children explore size through direct comparison.**	**1M1 Students relate length to the understanding of size.**	**2M1 Students communicate length using units.**	**3M1 Students determine length using standard units.**	**4M1 Students interpret and express area.**	**5M1 Students estimate and calculate area using standard units.**	**6M1 Students analyze areas of parallelograms and triangles.**
Length, Perimeter and Area	**KM1.1** Identify measurable attributes for length, area, capacity and weight	**1M1.1** Direct comparison of length including height, width, depth	**2M1.1** Non-standard and standard measurement of length. Tiling is the process of measuring a length by using many copies of a unit without gaps or overlaps.	**3M1.1** Length using standard units - Metric Measures -metre -millimeter -centimetre -decimetre Imperial Measures 12inches = 1 foot 36 inches in one yard 3 feet equals one yard Approximate measures: -2 ½ cm = 1 inch	**4M1.1** Area non-standard and standard units Recognize the rearrangement of area in First Nations, Métis, or Inuit design. **4M1.2** Estimate area using square cm.	**5M1.1** Area -square cm -square meter -square kilometer Area and Perimeter of Rectangles	**6M1.1** Area of parallelograms and triangles **6M1.2** Area of composite figures

				-1 metre approximately 3 feet -30 cm approximately 1 foot 1 metre approximately 1 yard **3M1.2** Perimeter of polygons **3M1.3** Estimating length using a benchmark (cm, m)			
Size	**KM1.2** Direct comparisons of size longer, shorter, heavier, lighter, too big, too small	**1M1.2** Indirect comparisons with a third object -higher -wider, -deeper	**2M1.2** Referents for centimeter Investigate First Nations, Métis, or Inuit use of the land in estimations of length.				

LEARNING OUTCOME		**3M2 Students interpret angles.**	**4M2 Students determine and express angles using standard units.**		
Angles		**3M2.1** Interpret Angles **3M2.2** Comparing angles directly or indirectly	**4M2.1** Measuring and Classifying Angles		
LEARNING OUTCOME					**6M2 Students interpret and express volume.**
VOLUME					**6M2.1** Volume of prisms