

# Capacity Matrix - Mathematics - Measurement & Geometry - Units of Measurement - Time

Name: \_\_\_\_\_

AIM	Capacity	Capacity Breakdown	LEARNING				GOING FURTHER	
			Information (I have heard of this)	Knowledge (I understand and can explain this)  Possible Student Tutorial (I.e. Using Doceri)	Know-how (I can do this on my own)	EVIDENCE (Maths book page number)	Wisdom (I can teach others)	Evidence of Wisdom (I have taught others)  Student Name or Hyperlink to Student Tutorial (I.e. Using Doceri)
To assess then extend my knowledge of the measurement of time	I know how to measure time	<p align="center"><b>Foundation</b></p> <p>Compare and order the duration of events using the everyday language of time  (ACMMG007)</p>	<p>* Knowing and identifying the days of the week and linking specific days to familiar events</p> <p>* Sequencing familiar events in time order</p>					
		<p align="center"><b>STANDARD</b></p> <p>Students connect events and the days of the week. They explain the order and duration of events.</p>						
		<p align="center"><b>Level 1</b></p> <p>Tell time to the <b>half-hour</b>  (ACMMG020)</p>	<p>* Reading time on analogue and digital clocks and observing the characteristics of half-hour times</p>					
		<p>Describe duration using <b>months, weeks, days and hours</b>  (ACMMG021)</p>	<p>* Describing the duration of familiar situations such as 'how long is it until we next come to school?'</p>					
		<p align="center"><b>STANDARD</b></p> <p>Students explain time durations. They tell time to the half hour.</p>						
		<p align="center"><b>Level 2</b></p> <p>Tell time to the <b>quarter-hour, using the language of 'past and 'to'</b>  (ACMMG039)</p>	<p>* Describing the characteristics of quarter past times on an analogue clock, and identifying that the small hand is pointing just past the number and the big hand is pointing to the three</p>					
		<p>Name and <b>order</b> months and <b>seasons</b>  (ACMMG040)</p>	<p>* Investigating the seasons used by Aboriginal people, comparing them to those used in Western society and recognising the connection to weather patterns.</p>					
		<p>Use a calendar to identify the <b>date and determine the number of days in each month</b>  (ACMMG041)</p>	<p>* Using calendars to locate specific information, such as finding a given date on a calendar and saying what day it is, and identifying personally or culturally specific days</p>					
		<p align="center"><b>STANDARD</b></p> <p>They tell time to the quarter hour and use a calendar to identify the date, <b>days, weeks, months</b> included in seasons and <b>other events</b>.</p>						
		<p align="center"><b>Level 3</b></p> <p>Tell time to the <b>minute</b> and investigate the relationship between <b>units of time</b>  (ACMMG062)</p>	<p>* Recognising there are 60 minutes in an hour and 60 seconds in a minute</p>					
		<p align="center"><b>STANDARD</b></p> <p>They tell time to the nearest</p>						
		<p align="center"><b>Level 4</b></p> <p><b>Convert between</b> units of time  (ACMMG085)</p>	<p>* Identifying and using the correct operation for converting units of time</p>					
		<p>Use <b>am and pm notation and solve simple time problems</b>  (ACMMG086)</p>	<p>* Calculating the time spent at school during a normal school day</p> <p>* Calculating the time required to travel between two locations</p> <p>* Determining arrival time given departure time</p>					
		<p align="center"><b>STANDARD</b></p> <p>They solve problems involving time <b>duration</b>. They convert between units of time.</p>						
		<p align="center"><b>Level 5</b></p> <p>Compare <b>12 and 24 hour time systems and convert between them</b>  (ACMMG110)</p>	<p>* Investigating the ways time was and is measured in different Aboriginal Country, such as using tidal change</p> <p>* Using units hours, minutes and seconds</p>					
		<p align="center"><b>STANDARD</b></p> <p>They convert between 12 and 24 hour time.</p>						
		<p align="center"><b>Level 6</b></p> <p><b>Interpret and use timetables</b>  (ACMMG139)</p>	<p>* Planning a trip involving one or more modes of public transport</p> <p>* Developing a <b>timetable of daily activities</b></p>					
		<p align="center"><b>STANDARD</b></p> <p>They interpret a variety of everyday timetables.</p>						