

Jay Curriculum: Unit Cover Page

Unit title: Geometry

Grade Level: 1

Content Area(s): Math

Date Created:

Designed By:

**Year 1
Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

**Year 2
Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

**Year 3
Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

E Math
1-3

Unit: Geometry

Brief Summary of Unit/Topic

Summary:

Describe, model and classify 2D shapes and selected 3D figures. (circle, square, sphere, cube, triangle, rectangle, cone)

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Students will recognize and identify square, circle, triangle, rectangle, cone, cylinder, sphere and cube.

Students will know:

How to recognize the characteristics of each shape (i.e. number of sides, corners)

Students will be able to:

- Recognize the above shapes in their environment
- Construct given shapes
- Create a picture using a variety of shapes

Enduring Understanding/s:

Shapes exist in 2D and 3D in our environment

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Separate, classify, attribute blocks by specific shape.	E1			
Following oral directions using the positional terms and shapes	E3			
Classify, divide, combine and change 2D shapes	E2			
QUIZZES, TESTS, PROMPTS				
Chapter Test – 70%				
Evaluate performance tasks using rubric				
OTHER				
Math worksheets				
Teacher observations				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Free exploration of attribute blocks, pattern blocks, and assorted 3D models
2. Geoboard activities to reproduce 2D shapes
3. Computer software
4. Math worksheets/textbook
5. Creating pictures using designs
6. Find shapes in classroom environment

REFERENCES: