Trimester	Unit Title	Recommended Instructional Days
3	**Geometry**	**7 - 10 days**

Domain: Geometry

Strand:

2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Major Cluster **Supporting Cluster** **Additional Cluster** **Climate Change Opportunity**

Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance assessments

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reason of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit

Essential Questions:
Lesson 15.1: How can you tell the name of a 3-dimensional shape?
Lesson 15.2: How do you use the words faces, edges, and vertices to describe a cube?

Lesson 15.3: How can you tell the name of a 2-dimensional shape?
Lesson 15.4: How can you tell the name of a 2-dimensional shape?
Lesson 15.5: What information should you give to others if you want them to draw a particular polygon?
Lesson 15.6: What information should you give to others if you want them to sort a particular polygon?
Lesson 15.7: What are the different ways to find the total number of equal-size squares that cover a rectangle?

Essential Understandings:
Lesson 15.1: Identify objects as three-dimensional shapes.
Lesson 15.2: Use attributes to identify a three dimensional shape
Lesson 15.3: Identify figures just by the number of sides and angles.
Lesson 15.4: Identify the number of sides and number of angles of a polygon.
Lesson 15.5: Draw two-dimensional figures.
Lesson 15.6: Sort two-dimensional figures.
Lesson 15.7: Find the total number of same-size squares that will cover a rectangle.

Vocabulary
- cube
- rectangular prism
- sphere
- cylinder
- cone
- edge
- face
- vertex
- vertices
- closed figure
- open figure
- sides
- angle
- quadrilateral
- pentagon
- hexagon
- octagon
- polygon

Suggested Activity Description:
Waggle, On the Spot Videos, Tier 2 and 3 Intervention Resources, Vocabulary Activities, Grab and Go Differentiation Kit, Explore and Guided/Independent Practice related to the NJSLS, Essential Question Discussion and Check-In, Share and Show, Basic Skills Review, Manipulative

Activity, Reteach Activity, Reading Strategies Activity, Making Connections, Multilingual Support, Performance Task, Enrich Activity, Exit Ticket

Interdisciplinary Connections:

Science:
1. Your class is helping to set up a recycling program at school. You've learned that items can be sorted based on their shapes to make recycling easier. Here are some recyclable items and their shapes:
   - Plastic bottles: Cylinder
   - Cardboard boxes: Rectangle
   - Aluminum cans: Cylinder
   - Newspapers: Flat and rectangular
2. Your task is to sort these items into the correct recycling bins. The bins are labeled as follows:
   - Cylinders: For items shaped like cylinders
   - Rectangles: For items shaped like rectangles
   - Flat Items: For flat items
3. Items to Sort:
   - 3 plastic bottles
   - 2 cardboard boxes
   - 4 aluminum cans
   - 5 newspapers
4. How many items go into the Cylinders bin?
5. How many items should be placed in the Rectangles bin?
6. How many items will go into the Flat Items bin?

Social Studies:
1. Your class is learning about your community and the important places in your neighborhood. You will create a simple map using 2-dimensional shapes to represent different locations. Here are the places you need to include:
   - Your school (represented by a rectangle)
   - A park (represented by a circle)
   - A library (represented by a square)
   - A grocery store (represented by a triangle)
   - Your home (represented by a star)
2. On your map, draw and label each place using the correct shape. After you draw all the places, color them in and draw streets connecting them
3. What shape did you use to represent the school?
4. What shape represents the park?
5. Which shape did you use for the library?
6. What shape did you use for the grocery store?
7. How did you represent your home on the map?

Language Arts:
1. Square Fair - (From the Differentiated Centers Kits Grab and Go)
2. Taking Shape - (From the Differentiated Centers Kits Grab and Go)

Spot Light On: Define "include" with examples.

Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*
SEL Competencies: • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making	• Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Identify and apply ways to persevere through alternative methods to achieve goals. • Utilize positive communication and social skills to interact effectively with others. •Develop, implement, and model effective problem solving and critical thinking skills.
Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	**Assessments (Summative)** *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments	**Benchmarks & Summative Assessments:** Chapter/Unit Assessments • Standardized Tests • Project-based Assessments

Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials*

Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core Resources**
Go Math Workbook, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on	Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled	Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for	ST MATH special projects, Enrichment worksheets, Art of

the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI	practice worksheets	English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	Problem Solving, Leveled assessments

Supplemental Resources

Technology:
• Chromebooks • Online math manipulatives
Other:
• Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives

Differentiated Student Access to Content:
Recommended *Strategies & Techniques*

Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core**
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept(s): Creativity and Innovation**	
	Core Ideas:	Brainstorming can create new, innovative ideas.
	Performance Expectation/s:	**9.4.2.CT.2** Identify possible approaches and resources to execute a plan
	Career Readiness, Life Literacies, & Key Skills Practices	
	Act as a responsible and contributing community member and employee. **Attend to financial well-being.** **Consider the environmental, social and economic impacts of decisions.** **Demonstrate creativity and innovation.** **Utilize critical thinking to make sense of problems and persevere in solving them.** **Model integrity, ethical leadership and effective management.** **Plan education and career paths aligned to personal goals.** **Use technology to enhance productivity, increase collaboration and communicate effectively.** **Work productively in teams while using cultural/global competence.**	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	**X**	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*