






Trimester	Unit Title	Recommended Instructional Days
3	Define Two-Dimensional Shapes	8-10 days
<b>Domain: Data Literacy; Number and Operations - Fractions; Measurement</b>		
<p><b>Strand:</b></p> <p> <b>3.G.A.1</b> Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>Key:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <b>Major Cluster</b></div> <div style="text-align: center;"> <b>Supporting Cluster</b></div> <div style="text-align: center;"> <b>Additional Cluster</b></div> <div style="text-align: center;"> <b>Climate Change Opportunity</b></div> </div>		
<p><b>Progress Indicator:</b> ◇ Tests ◇ Homework / Classwork ◇ Projects ◇ Formative assessments ◇ Summative assessments ◇ Performance assessments</p>		
<b>Mathematical Practices:</b>		
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reason of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>		
<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CLKS within Unit</b>		
<p><b>Essential Questions:</b>                  Lesson 14.1: What characteristics and properties can we use to identify and describe various two-dimensional shapes?</p>		

Lesson 14.2: What are the different types of angles in plane shapes, and how can we describe their sizes and positions?

Lesson 14.3: How can we describe line segments that are sides of polygons?

Lesson 14.4: How can we use sides and angles to help you describe quadrilaterals?

Lesson 14.5: What techniques can we use to accurately draw various types of quadrilaterals based on their properties?

**Essential Understandings:**

Lesson 14.1: Two-dimensional shapes can be identified and described by their attributes, which help us recognize and differentiate them.

Lesson 14.2: Angles in plane shapes can be described by their size, which helps us understand the shapes' structures and properties.

Lesson 14.3: Line segments in polygons are defined by their lengths and relationships, such as parallel and perpendicular, which help us understand the overall shape of the polygon.

Lesson 14.4: The properties of sides and angles in quadrilaterals provide a basis for classification and description, helping us recognize and distinguish between different types of quadrilaterals.

Lesson 14.5: Accurate drawings of quadrilaterals involve using specific techniques, guided by an understanding of their properties, to create precise and accurate representations.

**Vocabulary:**

- endpoints
- line
- line segment
- plane shape
- point
- ray
- right angle
- angle
- vertex
- intersecting lines
- parallel lines
- perpendicular lines
- parallelogram
- quadrilateral
- rectangle
- rhombus
- square
- trapezoid

**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 NJSL, 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. See Cross-Curricular box on Teacher Edition page 697.

**Social Studies:**

1. See Cross-Curricular box on Teacher Edition page 697.

**Language Arts:**

1. Problem #9 on TB page 697.
2. Problem #8 on TB page 703.
3. Problem #5 on TB page 709.

**Art:**

1. Problem #7 on TB page 691.

**Spot Light On:** *Ask challenging questions equitably of all students.*

**Social and Emotional Learning: *Competencies***

- SEL Competencies:
- Self- awareness
  - Social Awareness
  - Self- Management
  - Relationship Skills
  - Responsible Decision-Making

**Social and Emotional Learning: *Sub-Competencies***

- 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.

<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments		<b>Benchmarks &amp; Summative Assessments:</b> Chapter/Unit Assessments • Standardized Tests • Project-based Assessments	
<b>Differentiated Student Access to Content:</b> <b>Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
Go Math Workbook, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI	Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets	Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	ST MATH special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments
<b>Supplemental Resources</b>			
<b>Technology:</b> • Chromebooks • Online math manipulatives <b>Other:</b> • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives			
<b>Differentiated Student Access to Content:</b> <b>Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
Deliver instruction utilizing varied learning styles including audio, visual,	Utilize a multi-sensory (VAKT) approach during instruction,	Extend time requirements, preferred seating, positive reinforcement, check	Create an enhanced set of introductory activities, integrate

and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	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.	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.	active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related
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<b>NJSLS CAREER                  READINESS, LIFE                  LITERACIES &amp; KEY                  SKILLS</b>	<b>Disciplinary Concept(s):</b> Education and Career	
	<b>Core Ideas:</b>	With a growth mindset, failure is an important part of success.
	<b>Performance Expectation/s:</b>	<b>9.4.12.CI.1:</b> Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<b>Act as a responsible and contributing community member and employee.</b> <b>Attend to financial well-being.</b> <b>Consider the environmental, social and economic impacts of decisions.</b> <b>Demonstrate creativity and innovation.</b> <b>Utilize critical thinking to make sense of problems and persevere in solving them.</b> <b>Model integrity, ethical leadership and effective management.</b> <b>Plan education and career paths aligned to personal goals.</b> <b>Use technology to enhance productivity, increase collaboration and communicate effectively.</b> <b>Work productively in teams while using cultural/global competence.</b>	

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>
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