







| Trimester | Unit Title | Recommended Instructional Days |
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| 3 | Classify Two-Dimensional and Three-Dimensional Figures | 7-9 days |
| Domain: Geometry | | |
| <p>Strand:</p> <p> 5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p> <p> 5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>Key:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Major Cluster</div> <div style="text-align: center;"> Supporting Cluster</div> <div style="text-align: center;"> Additional Cluster</div> <div style="text-align: center;"> Climate Change Opportunity</div> </div> | | |
| Mathematical Practices: | | |
| <ol style="list-style-type: none"> 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 we identify and classify triangles and quadrilaterals?

Lesson 15.2: How can we classify triangles?

Lesson 15.3: How can we classify and compare quadrilaterals?

Lesson 15.4: How can we identify, describe, and classify three-dimensional figures?

Essential Understandings:

Lesson 15.1: Identifying and classifying triangles and quadrilaterals involves recognizing their properties and attributes.

Lesson 15.2: Classifying triangles requires understanding their side lengths and angle measures.

Lesson 15.3: Classifying and comparing quadrilaterals involves analyzing their sides, angles, and symmetry to distinguish between shapes like squares, rectangles, rhombuses, and parallelograms.

Lesson 15.4: Identifying, describing, and classifying three-dimensional figures requires understanding their faces, edges, and vertices.

Vocabulary

- equilateral triangle
- isosceles triangle
- regular polygon
- scalene triangle
- polyhedron
- prism
- base
- lateral face
- pyramid
- apex

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:

Language Arts:

1. Problem #9 on TB page 557.
2. Problem #9 on TB page 563.
3. Problem #9 on TB page 569.

4. Connect to Reading on TB page 574.
5. Problem #11 on TB page 575.

Science:

1. Connect to Science on TB page 562.

Spot Light On: *Use random response strategies.*

| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> |
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| SEL Competencies: • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making | <ul style="list-style-type: none"> • 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) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i> |
| <p><u>Formative Assessments:</u> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments</p> | <p><u>Benchmarks & Summative Assessments:</u> Chapter/Unit Assessments • Standardized Tests • Project-based Assessments</p> |

| Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i> | | | |
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| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| 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 |
| Supplemental Resources | | | |
| <p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks • Online math manipulatives <p>Other:</p> <ul style="list-style-type: none"> • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives | | | |
| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | 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 | 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 |

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| | 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. | | |
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| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | Disciplinary Concept(s): Work Productively in Teams | | |
| | Core Ideas: | The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. | |
| | Performance Expectation/s: | 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. | |
| | Career Readiness, Life Literacies, & Key Skills Practices | | |
| | <p>Act as a responsible and contributing community member and employee.</p> <p>Attend to financial well-being.</p> <p>Consider the environmental, social and economic impacts of decisions.</p> <p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Model integrity, ethical leadership and effective management.</p> <p>Plan education and career paths aligned to personal goals.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p> | | |

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| 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> | |