

Geometry: Grade 4

Stage 1 Desired Results

ESTABLISHED GOALS: <u>Competencies:</u> • Students will demonstrate the ability to reason with lines and angles in order to measure, draw, and classify. <u>Content Standards:</u> • 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. • 4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. • 4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. • MP3 Construct viable arguments and critique the reasoning of others. • MP6 Attend to precision.	Transfer	
	<i>Students will be able to independently use their learning to organize and shape their world using points, lines, and angles.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> • geometric attributes provide descriptive information about an object's properties and position in space, and support visualization and problem solving.	ESSENTIAL QUESTIONS • <i>Is symmetry useful?</i> • <i>Why do lines even matter?</i>
Content Area Literacy Standards	Acquisition	
	<i>Students will know...</i> • that symmetry is often required for balance. • basic geometric elements. <u>vocabulary:</u> point, line, line segment, ray, angle, right angle, acute angle, obtuse angle, perpendicular, parallel, right triangle, symmetry, line of symmetry	<i>Students will be skilled at...</i> • drawing an example of a point, line, line segment, ray, right angle, acute angle, obtuse angle, perpendicular lines, and parallel lines. • identifying the following in a given two-dimensional figure: point, line, line segment, ray, right angle, acute angle, obtuse angle, perpendicular lines, and parallel lines. • classifying two-dimensional shapes into the following categories: those with parallel lines, those with perpendicular lines, those with both parallel and perpendicular lines, those with no parallel or perpendicular lines. • classifying two-dimensional shapes into categories based on the presence or absence of acute, obtuse, or right angles. • identifying a right triangle. • identifying line-symmetric figures. • defining lines of symmetry. • drawing a line on a figure to create two symmetric figures. • explaining why a figure is line-symmetric.
not applicable	21st Century Skills	
		• <i>reason effectively</i> • <i>make judgments and decisions</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	not applicable
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	