Curriculum Map

Course Title: Math **Grade:** 2nd

Unit (Name/Number): Geometry	**Pacing:** Refer to Pacing Guide in RCC manual.
Essential Question(s): How can shapes and solids be described, compared, and used to make other shapes?	

Content/Key Concepts	**Standards**	**Key Vocabulary**	**Learning Activities/Resources**	**Evidence of Learning** (Assessments; Performance Tasks)
Analyze and draw two and three dimensional shapes having specified attributes. ● Recognize and draw shapes having specified attributes. ● Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. ● Describe, classify, and sort plane and solid geometric shapes according to the number and shape of faces and the number of sides, edges, and/or vertices. ● Recognize and represent geometric shapes and solids in structures in the environment. ● Manipulate, draw, construct, and represent (e.g., on a geoboard) two dimensional shapes ● Name characteristics of two-dimensional shapes and three-dimensional figures. ● Describe the similarities and differences between two two-dimensional shapes or two three-dimensional figures.	Common Core 2.G.A.1, 2.G.A.2 **PA Core Standards** **CC.2.3.2.A.1**	**Imperative to use exact vocabulary** ● sphere ● pyramid ● cylinder ● cone ● cube ● rectangular prism ● solid surface ● flat surface ● face ● edge ● vertex ● plane shapes ● circle ● square ● triangle ● rectangle ● polygon ● angle ● side ● quadrilateral ● rhombus ● pentagon ● hexagon ● trapezoid ● parallelogram	RCC Lesson 26: Recognize and Draw Shapes (S/A) RCC Lesson 27 (Area) CC not PA Core? (S/A) sample assessment questions	**Assessment Options:** RCC Lesson Quizzes RCC Interim Assessment **District Assessment:** RCC Unit Assessment **Enrichment Activity:** Math in Action: Recognize and Use Shapes (may use calculators) ***Standards for Mathematical Practice:*** **(SMP)** 1. ***Make sense of problems and persevere in solving them.*** 2. ***Reason abstractly and quantitatively.*** 3. ***Construct viable arguments and critique the reasoning of others.*** 4. ***Model with mathematics.*** 5. ***Use appropriate tools strategically.*** 6. ***Attend to precision.*** 7. ***Look for and make use of structure.***

Use the understanding of fractions to partition shapes into halves, quarters, and thirds. ● Partition circles, squares, and rectangles into two, three, or four equal shares. ● Recognize that equal shares of identical wholes need not have the same shape ● Match the fraction to the corresponding model. (e.g., concrete and/or pictorially) ● Represent a given fraction using drawings or concrete materials.	Common Core 2.G.A.3 **PA Core Standards CC.2.3.2.A.2**	**Imperative to use exact vocabulary** ● equal ● unequal ● halves/one half ● thirds/one third ● fourths/one fourth	RCC Lesson 28: Understand Halves, Thirds, and Fourths in Shapes (S/A) sample assessment questions	

M = lessons that have a **major emphasis** in the Common Core Standards
S/A = lessons that have **supporting/additional** emphasis in the Common Core Standards