

## NJDOE MODEL CURRICULUM PROJECT

<b>CONTENT AREA: Mathematics</b>	<b>GRADE: K</b>	<b>UNIT: # 5</b>	<b>UNIT NAME: Geometric Shapes</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
<b>1</b>	Count to 100 by ones and by tens.	<b>K.CC.1</b>
<b>2</b>	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	K.G.1
<b>3</b>	Correctly name shapes regardless of their orientations or overall size.	K.G.2
<b>4</b>	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	K.G.3
<b>5</b>	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	K.G.5
<b>6</b>	Compose simple shapes to form larger shapes <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>	K.G.6

### Repeated Standards

**SLOs #1** is a benchmark for standard **K.CC.1** in this unit: **Count to 100 by ones and tens.** (Mastery by the end of this unit)

***Bold type indicates grade level fluency requirements.*** (Identified by PARCC Model Content Frameworks).

### Selected Opportunities for Connection to Mathematical Practices

- 1. Make sense of problems and persevere in solving them.**  
SLO #2 Analyze, describe, and make sense of objects in the environment.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.**  
SLO #5 Use various concrete objects to compose a model of shapes in the environment.

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**CONTENT AREA: Mathematics**

**GRADE: K**

**UNIT: # 5**

**UNIT NAME: Geometric Shapes**

- SLO #6 Use simple concrete shapes to help conceptualize and model larger more complex shapes.
5. Use appropriate tools strategically.
  - 6. Attend to precision.**  
SLO #2 Be able to precisely communicate the names, shapes, and positions of objects to others.
  - 7. Look for and make use of structure.**  
SLOs #5 and #6 Look for a pattern or structure when composing and decomposing shapes.
  8. Look for and express regularity in repeated reasoning.

***Bold type identifies possible starting points for connections to the SLOs in this unit.***

Code #	Common Core State Standards
<b>K.CC.1</b>	Count to 100 by ones and by tens.
K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
K.G.2	Correctly name shapes regardless of their orientations or overall size.
K.G.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
K.G.6	Compose simple shapes to form larger shapes <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>

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