

Curriculum Correlation

Geometry Cluster 4: Location and Movement

ON

Kindergarten
17.2 communicate an understanding of basic spatial relationships (e.g., use terms such as “above/ below”, “in/out”, “forward/backward”; use visualization, perspective, and movements [flips/reflections, slides/translations, and turns/ rotations]) in their conversations and play, in their predictions and visualizations, and during transitions and routines
Grade 1
Geometry and Spatial Sense Location and Movement <ul style="list-style-type: none"> – describe the relative locations of objects or people using positional language (e.g., over, under, above, below, in front of, behind, inside, outside, beside, between, along) (Activities 19–21) – describe the relative locations of objects on concrete maps created in the classroom (Sample problem: Work with your group to create a map of the classroom in the sand table, using smaller objects to represent the classroom objects. Describe where the teacher’s desk and the bookshelves are located.) (Activities 20, 21)
Grade 2
Geometry and Spatial Sense Location and Movement <ul style="list-style-type: none"> – describe the relative locations (e.g., beside, two steps to the right of) and the movements of objects on a map (e.g., “The path shows that he walked around the desk, down the aisle, and over to the window.”) – draw simple maps of familiar settings, and describe the relative locations of objects on the maps (Sample problem: Draw a map of the classroom, showing the locations of the different pieces of furniture.)

Curriculum Correlation

Geometry Cluster 5: Location and Movement

BC/YT

Kindergarten
Single attributes of 2D shapes and 3D objects <ul style="list-style-type: none">using positional language, such as beside, on top of, under, and in front of
Grade 1
Comparison of 2D shapes and 3D objects <ul style="list-style-type: none">describing relative positions, using positional language (e.g., up and down, in and out) (Activity 19)
Grade 2