

SD Common Core State Standards Disaggregated Math Template

Domain:	Geometry	Cluster:	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	Grade level:	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	5.G.4 Classify two-dimensional figures in a hierarchy based on properties

Student Friendly Language:
I can draw and identify points, lines, line segments, and rays in two dimensional figures.
I can draw and identify angles (acute, obtuse, right) in two dimensional figures.
I can draw and identify parallel and perpendicular line segments in two-dimensional figures.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Parts of two-dimensional figures There are different types of angles 	<p>Lines, line segments, and rays can be identified by their different characteristics.</p> <p>Angles can be classified according to their measures.</p> <p>Two-dimensional figures can be used to find points, lines, line segments, rays, acute angles, right angles, obtuse angles, parallel and perpendicular lines.</p>	<p>Label points, lines, line segments, rays, angles, parallel and perpendicular lines to two-dimensional figures.</p> <p>Draw examples of lines, lines segments, rays, angles (right, acute, and obtuse), parallel and perpendicular lines</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">points</td> <td style="width: 25%;">lines</td> <td style="width: 25%;">line segments</td> <td style="width: 25%;">rays</td> </tr> <tr> <td>angles</td> <td>parallel and perpendicular line segments</td> <td>two-dimensional figures</td> <td></td> </tr> </table>	points	lines	line segments	rays	angles	parallel and perpendicular line segments	two-dimensional figures	
points	lines	line segments	rays					
angles	parallel and perpendicular line segments	two-dimensional figures						
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?								
Use line segments and angles to sketch plans for constructing and building.								
Drawing a map and/or giving directions.								

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<p>3.G.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>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.</p>	<p>5.G.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>

Student Friendly Language:
<p>I can group shapes based on the types of lines they have. I can group shapes based on the types of angles they have. I can tell the difference between right triangles and other triangles.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Lines can be classified by their relationship to each other. • Angles can be classified and named by their measurement/size 	<p>Two-dimensional figures may be classified using different characteristics, such as parallel or perpendicular lines or by angle measurements.</p> <p>Benchmark angles (90°, 180° and 360°) can be used to approximate the measurements of angles.</p>	<p>Use line models to determine if lines are parallel.</p> <p>Use geometry software to create and measure different sized angles.</p> <p>Create artwork using parallel and perpendicular lines.</p> <p>Sort polygons based on line and angle types and justify sorting rules.</p> <p>Draw and name figures with specific types of lines and/or angles.</p>

Key Vocabulary:
lines, parallel, perpendicular, angles, acute angle, obtuse angle, right angle, right triangles
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Apply angles to the building of things like computers, cars, buildings, or simple machines that make our lives easier. Use angles to enhance artwork. Use different types of lines (parallel, intersecting, perpendicular) to plan and map community roads and traffic flow.</p>

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	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.	

Student Friendly Language:
<p>I can identify a line of symmetry in a variety of figures.</p> <p>I can draw a line(s) of symmetry.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • two-dimensional figures • line- symmetric figures 	<p>Lines of symmetry divide an object in half.</p> <p>Figures may have zero lines of symmetry.</p> <p>Figures may have more than one line of symmetry.</p>	<p>identify lines of symmetry in figures</p> <p>fold various shapes along a line of symmetry to make matching parts</p> <p>construct figures with geoboards or dot paper to show lines of symmetry</p> <p>draw a line(s) of symmetry on a variety of figures</p>

Key Vocabulary:
<p>symmetry, identical, two dimensional, congruent, line-symmetric figures</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Complete an art project that requires symmetry.</p> <p>Design, cut and sew a quilt with symmetrical figures.</p> <p>Use symmetry in interior design, landscaping or building projects.</p>