

Our Language, Our Story: Curriculum Connections

Division: Junior

Subject: Mathematics

Strand: Geometry and Spatial Sense

Overall Expectations

Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> • identify quadrilaterals and three-dimensional figures and classify them by their geometric properties, and compare various angles to benchmarks • construct three-dimensional figures, using two-dimensional shapes • identify and describe the location of an object, using a grid map, and reflect two-dimensional shapes 	<ul style="list-style-type: none"> • identify and classify two-dimensional shapes by side and angle properties, and compare and sort three-dimensional figures • identify and construct nets of prisms and pyramids • identify and describe the location of an object, using the cardinal directions, and translate two-dimensional shapes 	<ul style="list-style-type: none"> • classify and construct polygons and angles • sketch three-dimensional figures, and construct three-dimensional figures from drawings • describe location in the first quadrant of a coordinate system, and rotate two-dimensional shapes

Virtues and Themes: Possible Connections

<p>Theological Virtue: Love The language of our story speaks of love. Love is visible in our Catholic schools wherever the kindness, service and self-giving of Jesus are found.</p>	<p>The Geometry and Spatial Sense strand presents a number of skills that must be learned. Love's kindness, service and self-giving can play a role in students' mastery of these skills. Students can practice the virtue of love by helping one another in pairs and groups.</p>
<p>Cardinal Virtue: Justice The cardinal virtue of justice asks us to seek the good and meet our obligations to God and neighbour.</p>	<p>The Geometry and Spatial Sense strand addresses: constructing parallel, perpendicular, and intersecting lines; sorting and classifying triangles and quadrilaterals by geometric properties; constructing angle bisectors and perpendicular bisectors; investigating relationships among congruent shapes. Learning this material can seem overwhelming if we feel totally alone. Practicing Justice and its obligations to our neighbour is visible in the support of teachers, E.A.s, parents and fellow students. In the classroom, students can practice justice by reaching out and supporting one another.</p>
<p>Catholic Character Theme: Community The Holy Spirit unites us as a community, and gives each of us gifts to help one another grow as followers of Jesus. Community is visible whenever the friendship, love and kindness of Jesus are present in our Catholic schools.</p>	<p>Tasks students undertake in Geometry and Spatial Sense include: constructing parallel, perpendicular, and intersecting lines; sorting and classifying triangles and quadrilaterals by geometric properties; investigating relationships among congruent shapes; enlarging and reducing to similar shapes; comparing similar and congruent shapes. Students can approach these and all tasks as a community, in the unity of the Holy Spirit. Within this supportive community, connections are made, similarities noted, relationships built and groups formed. Learning is much easier when we do so as a community.</p>
<p>Catholic Character Theme: Discipleship Through Jesus - God the Son - we have a personal relationship with God the Father and the Holy Spirit. This relationship with the Trinity invites us to build right relationships with family, neighbours, friends, and even strangers. This is the work of the Kingdom that Jesus calls us to do as his disciples.</p>	<p>Discipleship asks us to build right relationships with friends and even strangers. In the mathematics classroom these relationships can be developed through small group work or assistance on a one-to-one basis. Just as geometric shapes have similarities and differences, so too each student comes with God-given gifts. Each is called to be Jesus' disciple in unique ways. We see discipleship in our class when students help one another out of love for God, as followers of Jesus.</p>

Support Resources:

Journey Activities

Grade 4	Grade 5	Grade 6

CGE 2e – An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.	CGE 5d – A Collaborative Contributor: Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good. CGE 1g – A Discerning Believer: Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.	CGE 7i – A Responsible Citizen: Respects the environment and uses resources wisely.
Students will: <input type="checkbox"/> Model their treatment of other group members on Jesus' teachings regarding service and ministry to others. <input type="checkbox"/> Discuss the rights of all individuals in the group to feel accepted and to have their contributions valued. <input type="checkbox"/> Consider the design of a building an objects that will enhance quality of life (e.g., a shelter for street people).	Students will: <input type="checkbox"/> Discuss careers and future aspirations. <input type="checkbox"/> Investigate different careers that involve building and designing. <input type="checkbox"/> Reflect on the value of work, and the contributions that people make to society in the context of fulfilling their work requirements in light of the common good.	Students will: <input type="checkbox"/> Design, draw and build three dimensional figures from materials. <input type="checkbox"/> Identify materials and their sources. <input type="checkbox"/> Use safe recycled and recyclable materials. <input type="checkbox"/> Consider the environment when disposing of the finished product. <input type="checkbox"/> Demonstrate an understanding that humans are part of God's creation, and have a special role to play as stewards of creation.

Curriculum Frameworks

<http://www.eoccc.org/onlinefw/onlineframeworks.html>

Grade 3-4 Framework 2. Theme: <i>Peace</i> Framework 4. Theme: <i>Stewardship for Creation</i>	Grade 4 Framework 3. Theme: <i>Mystery, Wonder & Awe</i> Framework 5. Theme: <i>Human Rights and Responsibilities</i>
Grade 4-5 Framework 3. Theme: <i>Peace</i> Framework 5. Theme: <i>Human Rights and Responsibilities</i>	Grade 5 Framework 3. Theme: <i>Mystery, Wonder & Awe</i> Framework 5. Theme: <i>Stewardship for Creation</i>
Grade 5-6 Framework 3. Theme: <i>Community and the Common Good</i> Framework 6. Theme: <i>Dignity of Work and Service</i>	Grade 6 Framework 3. Theme: <i>Community and the Common Good</i> Framework 5. Theme: <i>Stewardship for Creation</i>
Grade 6-7 Framework 3. Theme: <i>Peace</i> Framework 6. Theme: <i>Hope</i>	

Curriculum Support for Catholic Schools

<http://www.eoccc.org/csfc>

Catholic Theme: <i>Community and the Common Good</i> http://www.eoccc.org/csfc/themes/commongood.html	Anchor Concept: <i>Community</i> http://www.eoccc.org/csfc/concepts/acommunity.html
Catholic Theme: <i>Love and Justice</i> http://www.eoccc.org/csfc/themes/lovejustice.html	Anchor Concept: <i>Solidarity</i> http://www.eoccc.org/csfc/concepts/acommunity.html

EOCCC: *Our Language, Our Story 1.0*, 2009.