**Curriculum Correlation**

**Master 32a**

**Geometry Cluster 4: Location and Movement**

**ON**

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| **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 SenseLocation and Movement– 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 SenseLocation and Movement– 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**

**Master 32b**

**Geometry Cluster 5: Location and Movement**

**BC/YT**

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| **Kindergarten** |
| Single attributes of 2D shapes and 3D objects* using positional language, such as beside, on top of, under, and in front of
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| **Grade 1** |
| Comparison of 2D shapes and 3D objects* describing relative positions, using positional language (e.g., up and down, in and out)

(Activity 19) |
| **Grade 2** |
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