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Curriculum Design

**Statement of Purpose First Grade Geometry**

 First Grade students are expected to master basic Geometric skills by the end of First Grade. Some of these skills include identifying two and three dimensional shapes and the attributes of each shape. There are vocabulary words that can be difficult within this curriculum. Some of these words include attributes, defining, non-defining, open, and closed. In order to be successful with the First Grade curriculum, students must be able to define these words as well as use them to demonstrate understanding. This curriculum design gives First Grade students the opportunity to master the required skills as indicated by the Core Content Standards.

 First Grades students enter First Grade with basic shape knowledge. Most students are able to identify the basic shapes (square, rectangle, triangle, circle, etc.). This curriculum design digs deeper and uses Bloom’s Taxonomy. Bloom’s Taxonomy is demonstrated throughout this unit when students identify defining and non-defining attributes of shapes (memory/recall), sort shapes by their attributes (application), and build, draw, and construct shapes when given attributes (synthesis). The levels in this curriculum are designed to build upon one another, just as in Bloom’s Taxonomy (Chiarelott, 2006).

 This curriculum is the building blocks in Geometry for First Grade students. First Grade students must be able to master these Geometric skills to further their success in education.

References

Chiarelott, Leigh (2006). *Curriculum in Context.* Thomson Wadsworth.