

Grade 6 Unpacked Math Standards - Geometry

6.G.1.1. Students are able to **identify** and **describe** the characteristics of triangles and quadrilaterals.

Webb level: 1/2

Bloom: Comprehension

Verbs Defined:

Identify: name/classify

Describe: describe

Key Terms Defined:

Triangles: scalene, isosceles, equilateral, right, obtuse, and acute

Quadrilaterals: parallelogram, trapezoid, rectangle, rhombus, and square

Teacher Speak:

Students are able to identify (name and classify) and describe the characteristics of triangles and quadrilaterals.

Student Speak:

I can:

- * classify (identify) a triangle by the number of congruent sides as scalene, isosceles, or equilateral
 - * classify (identify) a triangle by the degree measures of angles as acute, right, or obtuse
 - * the sum of the angles of a triangle equal 180°
 - * name and classify (identify) a quadrilateral by its characteristics
 - parallelogram
 - trapezoid
 - rectangle
 - rhombus
 - square
 - * describe the similarities and differences in characteristics of quadrilaterals
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6.G.1.2. Students are able to identify and describe angles.

Webb Level: 1

Bloom: Comprehension

Verbs Defined:

Identify: name

Describe: explain/classify

Key terms defined:

angles: acute, obtuse, and right

Teacher Speak:

Students are able to identify (name) and describe (explain/classify) angles.

Student Speak:

I can:

- * name and classify (identify) angles as acute, obtuse, or right
 - * explain why an angle is acute, obtuse, or right
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6.G.2.1. Students are able to **use** basic shapes to **demonstrate** geometric concepts.

Webb level: 2/3

Bloom: Application

Verbs Defined:

Use: use

Demonstrate: determine/identify

Key terms defined:**Geometric concepts:**

- **lines of symmetry**
- **congruence** of triangles, squares, rectangles and parallelograms
- **similarity** of triangles, squares, rectangles and parallelograms
- **perpendicular lines** of triangles, rectangles, squares, and trapezoids
- **parallel lines** of rectangles, squares, and parallelograms
- **reflections**

Teacher Speak:

Students are able to use basic shapes to demonstrate (determine/identify) geometric concepts.

Student Speak:

I can:

- * determine/identify (demonstrate) if shapes (triangles, squares, rectangles and parallelograms) are congruent.
- * identify corresponding parts of congruent triangles.
- * determine/ identify (demonstrate) if shapes (triangles, squares, rectangles and parallelograms) are similar.
- * determine/identify (demonstrate) perpendicular lines of triangles, rectangles, squares, and trapezoids.
- * determine/identify (demonstrate) parallel lines of rectangles, squares, and parallelograms.
- * determine/identify (demonstrate) if two shapes are reflected.
- * determine/identify (demonstrate) the lines of symmetry of a shape.

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