

Richmond Public Schools
Curriculum Framework
Grade 7 Honors (7/8)

| Strand: Measurement and Geometry | |
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| 8.8 The student will construct a three-dimensional model, given the top or bottom, side, and front views. | |
| Suggested Pacing | |
| | |
| Related Standards | |
| Spiral Down: | Spiral Up: |
| Essential Questions | Common Misconceptions |
| <ul style="list-style-type: none"> How are the use of the three views applicable in real-life? | <ul style="list-style-type: none"> Sketching the views: students have difficulty identifying the views of the figure from a drawing; it is helpful to have students create the figure using blocks so that they can actually see the views (front, top, and side) |
| Understanding the Standard | Essential Knowledge and Skills |
| <ul style="list-style-type: none"> A three-dimensional object can be represented as a two-dimensional model with views of the object from different perspectives. Three-dimensional models of geometric solids can be used to understand perspective and provide tactile experiences in determining two-dimensional perspectives. Three-dimensional models of geometric solids can be represented on isometric paper. The top view is a mirror image of the bottom view. | <ul style="list-style-type: none"> Construct three-dimensional models, given the top or bottom, side, and front views. Identify three-dimensional models given a two-dimensional perspective. Identify the two-dimensional perspective from the top or bottom, side, and front view, given a three-dimensional model. |
| Vocabulary | Instructional Activities Organized by Learning Objective |
| | Textbook |

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|-------------------------------------|--------------|-----------------|--|
| Three-dimensional Model | Mirror image | Geometric Solid | Notes |
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| Assessment | | | Resources |
| | | | <ul style="list-style-type: none">● Print● Technology-based |
| | | | Station Activities |
| Cross-Curricular Connections | | | Tiered Differentiations |