Curriculum Sample Template
Max. 8 Pages

Grade Level	Second Grade	**Content Area**	Math
Course Title (grades 9-12 Only)			
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will be able to do the following: Read and order numbers up to 100, handle and use measuring tools to measure lengths of objects and record the measurements. They can compare numbers and determine which is larger or smaller. Write and record data on a graphic organizer.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	Method of Instruction: Small group instruction, learning groups based on the RTI model or teacher selected groups based on level of mastery from unit assessment. Scholars will work in partners and independently. This unit aligns to the Core Knowledge Sequence for Math, to the sequence for Saxon Math, and to the 2010 AZ Math Standards. The domain of Measurement will be taught at the Second Grade level. The skill of measuring objects and numbers is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 Mathematics Standards (CCSS). The content knowledge of measurement is spiraled throughout the Core Knowledge Sequence from Kindergarten to 6th Grade. Cooperative learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**2. MD.2.** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		
Materials/Resources Needed	White board, graphic organizers, scholar white boards and markers, rulers, yard sticks, meter stick and metric ruler, classroom objects to measure.		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instructional Strategies	Student Activities
1	**Anticipatory Set:** Teacher will display many measuring devices on a table and ask each scholar to come up and select one tool (Ruler, metric ruler, yard stick and a tape measure) and return to their table. **Lesson:** Scholars will practice measuring the same object using different tools. **Guided Practice**: The teacher will first name each item on the table for the scholar's review. Teacher will ask scholars to pick a partner to work with; the partner must be one that has a different measuring tool than the scholar's. Instruct the scholars to take out a sheet of paper and a pencil. The teacher will instruct the partners to use the measuring tools they have and measure the paper and the pencil using both objects. Modeling: The teacher will select measure a pencil using a yardstick and then a ruler to demonstrate how the partners will measure their items. The teacher will circulate to each group and check for understanding of the activity and provide support to the scholars who need extra tutoring. The teacher will ask each scholar to name the measuring tools and explain which tool worked the best. **Independent Practice**: Teacher will instruct each scholar to select two different measuring tools that they have not already used and measure 3 more objects in the classroom using the two different tools. **Closure**: Teacher will instruct scholars to go to the learning circle and discuss the tools and items they used to measure. Teacher will use a question and answer strategy with each scholar. Scholar explanation will create a deeper level of comprehension of the standard.	1. Scholars will walk to the table and select a measuring tool and return to their table. 2. Listen to the teacher explain the name of the different tools. 3. Scholars will pick a partner who has a different measuring tool than they do. 4. Watch the teacher model how to measure both items twice using both tools 5. Scholars will take turns measuring the pencil and the paper using both tools with their partner. 6. The scholars will discuss with each other which tool best measured the pencil and which tool best measured the paper. 7. Scholars will independently measure three objects in the classroom with different measuring tools than they had used with their partner. 8. Walk to the learning circle and participate with peers in the discussion.
2	**Anticipatory Set**: Teacher will ask scholars in a whole group setting what they learned in the previous lesson. **Lesson**: Scholars will measure a variety of items two times using two different units of measure.	1. Scholars will participate in a group discussion about what was learned in the previous lesson.

	Guided Practice: Modeling: Teacher will demonstrate how to measure larger items such as a door, the length of the classroom, or a scholar body using a yard/meter stick and a ruler. Have a question / answer discussion about which tools would be the most effective and why. Write scholar responses on the white board using the proper units of measure. Teacher will ask scholars to get into the learning groups and together measure five large items inside the classroom. The scholars will record their measurements on their personal white boards using the proper units of measure. **Independent practice:** The teacher will hand each scholar a graphic organizer with five objects on it. Each scholar will independently measure the item two times using two different units of measure. Record the unit of measure on the paper accurately. This activity will be used as the first assessment item. The teacher will use the results of the activity as a measure of the scholar's comprehension of the standard. **Closure**: The teacher will collect the graphic organizers from the scholars and determine who needs more tutoring.	2. Scholars will observe the teacher measuring a larger item with a yard stick and a ruler. Scholars will also use metric units to measure items and practice naming the units of measure: millimeters, centimeters and meters. 3. Participate in whole class discussion. 4. Scholars will get into small learning groups for the independent practice. 5. Scholars will work in cooperative groups to measure five items with two different units of measure. Record the measurements on their white boards. 6. Scholars will complete the measurements on the graphic organizer assessment independently. 7. Turn assessment into the teacher.
3	**Anticipatory Set**: The teacher will pass back the graded graphic organizers to each scholar for review. **Lesson**: Scholars will describe how the two measurements relate to the size of the unit chosen. **Guided Practice**: The teacher will assign learning groups based on the results of the assessment item. The teacher will provide each small group with direct instruction and tutoring from the previous lessons for the scholars not comprehending the concepts. Modeling: The teacher will instruct the scholars how to relate the two units of measure to the object. . They describe the relationship between the size of the measurement unit and the number of units needed to measure something. For instance, a student might say, "The longer the unit, the fewer I need." Multiple opportunities to explore provide the foundation for relating metric units to customary units, as well as relating within customary (inches to feet to yards) and within metric (centimeters to meters). In the small group the teacher will pass out a sheet with the objects and measurement on it. The scholars will work together and write a	1. Scholars will review their assessments from the previous lesson and participate in discussions in their small learning groups. 2. In small learning groups, listen to the teacher provide direct instruction on how to relate the units of measurements to each other and to the objects being measured. 3. Practice writing statements with support from the teacher. **Tier 1**: Work independently and with their peers. They will practice writing five statements together with little support from the teacher **Tier 2**: Work with the teacher on writing statements. Write their own from a model provided by the teacher **Tier 3**: Fill in the model statement with key words. Teacher will tutor these scholars from the previous lessons.

	statement relating the objects to the units of measure. Scholars will also relate units of measure for example: It takes more inches than feet to measure larger objects. Independent Practice: The scholars will select two items from their graded graphic organizer and write statements relating the objects to the units of measure. The teacher will circulate to each scholar to check for understanding. **Closure:** The teacher will give each scholar the Assessment #2. The teacher will determine extra lessons based on the results.	4. Scholars will select two items and write their own statements. The tier 2 and 3 scholars may still need support from the teacher. 5. All scholars will take the unit assessment.
4	**Anticipatory Set:** The teacher will review concepts from the unit and ask scholars if they have any questions. **Assessment:** Each scholar will take the unit assessment **Closure:** Collect all assessments.	1. The scholars will participate in a class review of concepts taught in the unit. They will ask questions for clarification is necessary. 2. Each scholar will independently take the assessment and turn it into the teacher.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Assessment Item 1: This assessment is a unit benchmark assessment to inform the teacher who needs extra support in measuring items with different measuring tools. The assessment will be worth 10 points. Any scholar scoring below an 8 will be tutored during the next lesson.

Directions: Scholars will measure each item two times using two different units of measure.
Record the measurements and put and "X" in the column where the unit of measurement is most appropriate for the item measured.

Items	**Yard stick**	**Ruler with inches**
1. Math book		
2. Teacher's desk		
3. Paper clip		
4. Pink eraser		
5. Rectangle learning rug		

Scoring: Each answer is worth one point for a total of ten points on the assessment.
10 =100%; 9 = 90%; 8 = 80%; 7 = 70%; 6 = 60%

Mastery: The scholar will demonstrate mastery with a score of 8 / 10

Rubric:

1.	< 1 yard	12 inches	2 points
2.	2 yards	72 inches	2 points
3.	< yard	1 inch	2 points
4.	< yard	2 inches	2 points
5.	4 1/2 yards	162 inches	2 points

Assessment Item 2: This unit benchmark assessment will determine the level of mastery a scholar has regarding writing a relating statement of one object as it relates to two different units of measurement. The assessment will provide the scholar with the object and two measurements using two different units of measure. The scholar will write one statement accurately relating the two measurements. The assessment will consist of two questions for a total score of 10 points. Mastery will indicate a score of 10.

Directions: Read the following situation and write a statement relating the two units of measurement in the story problem.

1. Sally had just bought a brand new gardening wagon. She measured it to make sure it would fit into the garage. She used a ruler and it measured 36". She measured it a second time using a yard stick and it measured exactly 1 yard. Write a statement relating the two measurements.

2. John was going camping and he wanted to take his fishing rod but didn't know if it would fit in his car. Name two items he could use to measure his new fishing pole.

Scoring: This assessment is worth 10 points. 5 points for each question answered correctly.
Mastery: The scholar will master the assessment with a score of 10

Assessment Item 3: Unit Assessment
This assessment will determine scholar mastery of the standard:

2MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

The assessment will consist of five questions that require the scholar to measure an item two times using different units of measurement and write a statement relating the two units of measurement . The first two questions will indicate basic mastery of knowledge. The last three problems will assess the depth of mastery of the standard and the final question will address the rigor in the standard.

Scoring: This assessment will be worth a total of 100 points. Each question is worth 20 points for a total of 100 points.

90 – 100	A	
80 - 89	B	Mastery
70 - 79	C	Additional tutoring required
60 - 69	D	

Mastery: A score of 80 or better will indicate mastery.

Second Grade Unit Assessment

Name _____

Directions: Read each question completely and answer each question to the best of your knowledge. Each question will be worth 20 points for a total of 100 points.

1. **Measure your textbook and your pencil using a yardstick and a ruler. Record your measurements in the table below.**

Item	Ruler 12 inches	Yardstick 1 yard
Pencil		
textbook		

2. **Using the table above select the statement that is true.**
   a. **The longer the unit the bigger the number**
   b. **The longer the unit the smaller the number**
   c. **The yardstick is shorter than the ruler**

3. **A notebook measures 14 inches and about 1 foot. Write a "T" if the statement is true and "F" if the statement is false.**

   _____ It takes less inches than feet to measure the notebook.

4. **A pink eraser measures 5 centimeters and 2 inches in length. Write a statement relating the two measurements.**

5. **Write a story problem using 1 object and 2 units of measure. Solve the problem and explain your answer.**

Rubric:

1. **Both items must be measured and a reasonable answer must be recorded.**
   Pencil < yard 6 or 7 inches (inches may vary depending on the length of the scholars pencil

2. **B The longer the unit of measure the smaller the number**

3. **False**

4. **It takes more centimeters than inches to measure the pink eraser. An inch is longer than a centimeter.**

5. **Ten points will be awarded for writing the problem and solving and ten points will be awarded for the explanation.**

   Mary is measuring her bed and she will use a ruler and a yardstick. The length of the bed is 2 1//2 yards or 90 inches. It takes fewer yards than inches to measure the bed. (10 points)

   An inch is a small unit of measure where as a yard is a larger unit of measure. It takes fewer yards than inches to measure an item. (10 points)

Mastery: 80 /100