Curriculum Sample Template
Max. 8 Pages

Grade Level	2	**Content Area**	**Mathematics**
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 are familiar with measuring items in feet. They will use this knowledge to apply it to measuring in yards and compare the two.		
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.*	• Direct Instruction: Direct Instruction includes features which support the other instructional elements, such as the ability grouping through the multi-age multi-grade classroom. Students are grouped and re-grouped based on their rate of progress through the program. Frequent assessment is imbedded in direct instruction where curriculum-based assessments help place students in ability groups and identify students who require additional intervention. • Hands-On Project-Based Methods: Hands-On Project-Based Methods with tangible hands-on materials will be applied to relate the curriculum and standards to real life and make them functional. • Cooperative Learning Groups: Students of different abilities will work together in small groups of 2-5 children. They will be taught to learn from one another and share ideas and responsibilities. *Students who are on IEPs may receive modifications or accommodations as stated or may need a slower pace of instruction with more repetition. Students may be given supplementary curriculum and various modalities to assist in grasping the concepts such as visuals, manipulatives, or a task-analysis that will break down the steps needed to assist in comprehension and application of the concept. This also may include those students who may have a difficult time grasping the concepts who are not on IEPs.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	Grade: 2.MD.2 Domain: Measurement & Data (MD) Cluster: Measure and estimate lengths in standard units Standard: #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	12 inch ruler, yardstick, pencils, string, scissors, Singapore 2A textbook and workbook, revised copy of pages 67 and 74, computer		

* ***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	The teacher will use direct instruction by engaging the students by showing a Brain Pop Jr. video. "Today we will review measuring by feet and yards. We will use this knowledge to measure the same items with the two units of length and make comparisons. After we watch the video we will complete the quiz as a class."	The students will watch "Inches and Feet They will then answer question to the quizzes at the end of the videos by showing in sign language the correct letter choice.
2	The teacher will use direct instruction by leading a lesson on measuring using feet and yards as a review using the whiteboard and teacher desk while thinking aloud. The teacher will use a 12 inch ruler and a yard stick. Then think aloud to compare the two units of measurements to each other. The teacher will use name sticks to call on students throughout lesson. "I am going to measure my desk and whiteboard using a 12 inch ruler and a yard stick. We will compare the two units of measurement. Which is bigger? How many feet are in a yard? When measuring my desk and whiteboard would it be better to use the yard stick or ruler? When might you use a ruler instead of a yardstick?	The students will watch and listen to the teacher modeling measuring the same things using yards and feet. The students will show participation by answering questions regarding the lesson.
3	The teacher will model the activity as outlined on pages 59 and 60 of their Singapore textbook. The teacher will call on two students to read using the name sticks then model the activity by re-measuring the desk then cutting two pieces of string, one 1 foot and 1 yard piece. "Please open your textbooks to page 59 and we will review the activity that we will be doing in pairs today.	The students will read and/or follow along to pages 59 and 60 being read aloud then watch the teacher model the activity. The students will then break into pairs and complete the activity. First they will measure the length and width of their desk and answer the questions in the textbook. Then students will measure their height in yards and answer the questions. Next students will cut a piece of string to measure 1 foot. They will measure their desk with it and compare it to their measurement with the yard stick. The students will then cut a piece of string that is 1 yard and lay

	If you have any questions ask your neighbor first then a teacher. We will have 30 minutes to practice this activity.”	then side by side. They will compare them and answer the questions in the textbook.
Summative Assessments	The teacher will use direct instruction by reviewing the material with the students by asking questions from past lessons using the name sticks. Then the teacher will hand out the independent work worksheet. “We will review the material before you complete your independent work. How do feet and yards compare to each other (which is longer, how many feet in a yard)? Give an example of when it would be better to measure in feet? Yards? Will someone please come up and think aloud while measuring my arm in feet? Yards? Now that we have reviewed you will complete your independent work. Please work on your own and complete as much as you can. When you are finished return it to the basket and you may quietly work on a math file folder game.”	Summative Assessment 1: Students will work independently on pages 67 and 74 to show they understand the material. Problems include measuring various objects with feet and yards and filling in the blank for the correct measurement ft. or yd. The final product will be the assessment. Rubric pasted below. Summative Assessment 2: Open response worksheet Summative Assessment 3: Students will complete “Changing Units”
Mastery Level	**A student needs to earn 80% of the points possible to be considered to have mastered the standard.**	
5	Accommodations	Students who are not at a 2nd grade level will complete similar assignment with a reduction in problems. Students who are unable to read will have the questions read aloud to them.

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

Summative Assessment 1: pg 67 and 74
Total points – 17

Mastery = 14 points

Answer key:
Pg 67
2.
Height – more than 1 m
Reach – less than 1m
Length of desk – less than 1m
Width of desk – less than 1m
Height of desk – less than 1m
3.
Length of chalkboard estimate – measure –
Length of one side of the classroom - estimate - measure –
Pg74
1a) feet
b) inch
c) yards
d) inches
e) feet
2. green
3a._____
b) _____

Summative 1
Grade 2

EXERCISE 25

1. Work with your friends.
   Cut a string which you think is 1 m long.
   Then check the length of your string with a meter rule.

2. You need a meter rule or a string which is 1 m long.
   Put a (✓) in the correct box.

	Less than 1 m	More than 1 m
My height		
My reach		
Length of my desk		
Width of my desk		
Height of my desk		

3. You need a meter rule or a string which is 1 m long.
   Estimate and then measure the following lengths.

	My estimate	My measure
Length of the chalkboard	about _____ m	about _____ m
Length of one side of the classroom	about _____ m	about _____ m

EXERCISE 28

1. Fill in the blanks with in., ft or yd.

   (a) The length of a television is about 2 _____.

   (b) The length of a paper clip is about 1 _____.

   (c) The length of a classroom chalkboard is about 3 _____.

   (d) A pencil is about 7 _____ long.

   (e) Emma is about 3 _____ tall.

2. A green rod is 2 yd long. A yellow rod is 2 m long.

   Which rod is longer? _____

3. A _____ B

   (a) Draw a line 3 in. longer than AB.

   (b) Draw a line 2 in. shorter than AB.

Summative 2
Grade 2

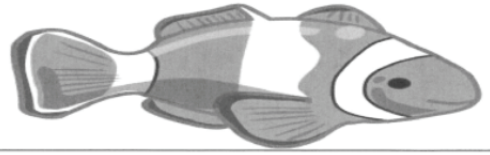
Name:_____ Date: _____

Open Response 2.MD.2

A. Sara likes to use her foot ruler. She knows that one side is in inches and the other side in centimeters.

1. How many inches are on a foot ruler?
2. How many centimeters are on a foot ruler?

B. Mike measured the length of the fish using his ruler. It was 5 inches long. Then he measured the length of the fish in centimeters. How long was the bone in centimeters? Why are the numbers different?



Summative Assessment 2:
Total points – 4
Mastery = 3.5 points

Answer Key:

1. 12 inches
2. 30.48 cm

B. 12.7 cm, there are 2.54 centimeters in an inch

Summative 3: Grade 2

Name_____ Date_____

Changing Units

For the following task, measure an item using one unit of measure and then predict the item's length with different unit of measure. You will then check your prediction by measuring the item and find the difference between your prediction and the actual measurement.

Item to measure	Exact length	Prediction of length	Exact length	Difference of prediction and actual measurement
Unsharpened pencil	____in	____cm	____cm	_____ cm
Unsharpened pencil	____mm	____cm	____cm	_____ cm
Top of desk	____ft	____in	____in	_____ in
Top of desk	____dm	____cm	____cm	_____ cm
Door	____yd	____ft	____ft	_____ ft
Door	____m	____cm	____cm	_____ cm
Book	____in	____cm	____cm	_____ cm
Book	____cm	____mm	____mm	_____ mm
Bulletin board	____yd	____ft	____ft	_____ ft
Bulletin board	____m	____cm	____cm	_____ cm

Summative Assessment 3:
Total points – 40
Mastery = 32 points

Answer key:

7 in	20cm	17.78cm	2,22cm
177.8mm	20cm	17.78cm	2.22cm
3ft	36 in	36in	0in
9.14dm	100cm	91.44.cm	8.56cm
2yd	8ft	6ft	2ft
1.8288m	200cm	185.88cm	17.12cm
12in	30cm	30.48cm	.48cm
30cm	280mm	300mm	20mm
2yd	6ft	5ft	1ft
1.524m	10cm	12.7cm	2.7cm