

# Jay Curriculum: Unit Cover Page

**Unit title:** Area, Perimeter, Volume

**Grade Level:** 3

**Content Area(s):** Math

**Date Created:**

**Designed By:**

**Year 1  
Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

**Year 2  
Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

**Year 3  
Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

**Year 4**

- Full Implementation
- Benchmarks Established

**Standard(s)/Performance Indicators:**

F 1, 2  
H 1

**Unit:** Area, Perimeter, Volume

**Brief Summary of Unit/Topic**

**Summary:**

Students will find areas, perimeters and volumes (unit, square unit, cubic unit)

**Stage #1: Identify Desired Results**

**Essential Question/s:**

**General understanding/s (What is worth being familiar with?)**

Perimeter, area and volume can be measured in customary and metric units.

**Students will know:**

Customary and metric units can be used to measure perimeter, area and volume

**Students will be able to:**

Measure perimeter, area, and volume using customary and metric units

**Enduring Understanding/s:**

F1, F2, H1

## Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u>  <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <a href="#">aligned scoring guide</a> .)
Centimeter grid paper; ¼ inch grid paper; markers; color cubes				
Scott Foresman/Addison Wesley Unit 3 Math Series				
QUIZZES, TESTS, PROMPTS:				
Free Response				
Multiple Choice				
Alternative Chapter Assessment				
Mixed Response				
Open Ended Response (Addison Wesley Assessment Sourcebook)				
OTHER:				
Math journals				
Oral performances				
Check lists				
Teacher observations				
Rubric (teacher created or Math series created)				
Interview				
STUDENT SELF ASSESSMENT:				
Portfolios				
Written responses				

\*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

### **Stage #3: Plan learning experiences & instruction**

**What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):**

- Graphing using centimeter grid paper
- Graphing software in (lab)
- Geoboards
- Estimating area (playground classroom) pg. 344 – teacher
- Planting – use school garden area to decide space-area, perimeter, for each type of plant
- Pg. 346 B – Teacher Manual (Estimating Volumes)
- Use small boxes and cubes – build something to figure out volume. Given teacher guidelines (criteria) – design rubric to assess the work.

### **REFERENCES:**