

Jay Curriculum: Unit Cover Page

Unit title: Customary and Metric Linear Systems

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 4

- Full Implementation
- Benchmarks Established

**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

Standard(s)/Performance Indicators:

F 1, 2

Unit: Customary and Metric Linear Systems

Brief Summary of Unit/Topic

Summary:

Students will learn about length by measuring customary linear lengths (nearest inches, feet, yards, miles) and by metric linear lengths (centimeters, meters, and kilometers).

Stage #1: Identify Desired Results

Essential Question/s:

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

Measurement in customary linear units

Measurement in metric linear units

Students will know:

Units of customary linear length (inches, feet, yards, miles)

Units of metric linear length (centimeter, meters, and kilometers)

Students will be able to:

Measure appropriately in both customary and metric systems

Enduring Understanding/s:

F1

F2

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: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Standard rulers, yardsticks, measuring tapes, centimeter rulers, meter stick, color cubes, chart paper, play \$, Paper clips				
QUIZZES, TESTS, PROMPTS:				
Free Response				
Multiple Choice				
Alternative Chapter Assessment				
Mixed Response				
Open Ended Response (Addison Wesley Assessment Sourcebook)				
OTHER:				
Math journals				
Oral performances				
Checklists				
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):

- P. 436B Teacher's Manual – flow chart on how to use a ruler – F1, F2
- P. 436 Measuring lengths of everyday objects using nonstandard units
- Using everyday objects to measure
- Use a cube (dice) to roll a number (# of feet) and tell the equivalent inches
- Scavenger Hunt – estimating objects that are an inch, foot, & mile long.
- Pg. 447 Your Choice – an activity the children choose and then are assessed.

REFERENCES: