Curriculum Sample Template
Max. 8 Pages

Grade Level	1	**Content Area**	MATH
Course Title (grades 9-12 Only)			
Length of Unit	2 days	**Time of Year**	2nd Quarter
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 able to communicate that subtraction involves "taking away". Students can add and subtract one-digit numbers. Students can add within 100.		
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.*	This lesson will implement guided math instruction. It will teach the mathematical concept from concrete/manipulative, through pictorial to abstract/equation to reach a deep understanding of the standard. Technology Integration: The lesson will include instructional videos from Brain Pop. Language: This lesson will be taught in all three languages.		
Standard Number and Description *List the Number* and full description for the required Standard.*	1.NBT.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	**Performance assessment:** The teacher will have students solve 5 subtraction problems using manipulative and explain their thinking (i.e. strategy to solve the problem). (10 points possible) **Written assessment:** The teacher will have the students complete 5 subtraction problems on a provided worksheet.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	**Performance assessment:** 9-10 exceeds 7-8 meet 5-6 approaches 0-4 falls far below		

	Written assessment: 5 exceeds 4 meets 2-3 approaches 0-1 falls far below
Materials/Resources Needed	Base ten blocks, 100s chart, www.brainpopjr.com/math/additionandsubtraction,

* ***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)	**Instruction**	**Student Activities**
1	The teacher and students will review the Making Ten movie from www.brainpopjr.com. The teacher will give each student a 100s chart as well as one on display. The teacher will put 40+20 on the board and model on the 100s chart how to find the answer. Teacher puts 30+30 on the board and has students solve using their 100s chart. The teacher will pass out 9 ten rods to each student and have students show the combination of 40+20 with their ten rods. Class will discuss the strategies used to solve. Teacher will model the number sentence horizontally and vertically. The teacher will write 90-60 on the board. The teacher will remind students that when solving a subtraction problem you are "taking away" and the number is getting smaller. The teacher will focus on the strategy of 90-60: nine tens – six tens is 3 tens, 90-60: 90-80-70-60-50-40-30 (count back), 90-60: I know that 6+3 is 9, so 6 tens plus 3 tens is 9 tens, so 9tens take away 6 tens is 3 tens. The teacher will say and write 10 more subtraction problems on the board and have students solve. Closure: Ask students what they learned today and to share which strategy they liked more and why.	Students manipulate blocks and participate in the activity. Students will solve the given problems using the 100s chart on the first five and base ten blocks on the last five. When solving using base ten blocks, students will draw the blocks and write the numbers. Students will share with the class how they solved the problem. Exit ticket: Students will complete 2-3 subtraction problems and turn in to the teacher.
2	Teacher will review strategies from previous day (100s chart and base ten blocks). Math practice game	Students will participate in practice game

	Ten more ten less: Students use their 100s chart, teacher calls out a number (ex. 50) and students have to find the answer, touch the number and call out the answer. The teacher will then call out "ten more", students will touch and say "60". The student who answers correctly first will pick a number and call out ten more or ten less for the class. Teacher will administer performance assessment to measure mastery of the skill and understanding of the concept. Teacher will administer written assessment to measure mastery of computational fluency.	

Paste Summative Assessment Here:

Name:_____
Date:_____

Directions: Solve the subtraction problems below. Please show your work.

1. 80-30=
2. 40-40=
3. 70-10=
4. 50-20=
5. 90-70=