Curriculum Sample Template

Max. 8 Pages

Grade Level	Kindergarten	**Content Area**	Math
Course Title (grades 9-12 Only)	Mathematics K		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Students understand how to work in precision partnerships effectively. • Students are familiar with, and have begun to use, the 8 CCSS mathematical practices.		
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 unit is built on the framework of the SIOP Model and incorporates all 8 of the SIOP Model components. Sentence framing and precision partnering are instructional strategies which promote the use and mastery of academic language. Instructional technology is incorporated by teacher and students. The core curriculum is implemented with fidelity. All teachers also actively engage in rigorous questioning that uses the answer as the starting point, requiring students to use evidence and reasoning to justify how they found their answers and why they believe they are correct. A wide variety of algorithms and methods are honored, and process is highly valued. All math instruction grades K-8 explicitly teaches, models, and honors the 8 CCSS mathematical practices: 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	Domain: Measurement & Data Cluster: Describe and compare measurable attributes Standard: #2: Directly compare two objects with a measureable attribute in common, to see which object has "more of" / "less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*		

Materials/Resources Needed	• Pictures comparing the size of various objects

* ***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	1. Teacher will select two students to come to the front of the room. Teacher will ask the class if they notice any similarities or differences between the two students. Teacher will record student answers on the board. 2. Teacher will focus on the difference between the two students' heights asking who is taller and who is shorter. Teacher will ask students to talk with a partner to try to come up with some more words that can be used to describe tall and short (i.e. tall = big, short = little). Teacher will accept student answers. 3. Teacher will ask a few more students to come to the front of the room to see if they are taller or shorter than a classmate. Teacher will ask students to make predictions with their partner about who will be taller/shorter prior to students leaving their seats.	1. Students will share what they notice is either the same or different about the two students. 2. Students will discuss with a partner what other words can be used to describe tall and short. Students will volunteer their answers for the whole class. 3. Students will discuss their prediction with their partner and indicate whether they guessed correctly by showing thumbs up or thumbs down.
2	1. Teacher will display a picture of two people of different heights on the board and ask students to remember what they talked about during day one of the unit. 2. Teacher will ask students if they can think of other things that can be compared that are different sizes. Teacher will accept student answers. 3. Teacher will display a series of pictures to compare objects of different sizes to who taller/shorter, longer/shorter, more/less, etc. Teacher will ask students to think of other words that could be used to compare the size of two objects using the pictures. Teacher will list student answers below	1. Students will volunteer to share what they remember for the previous day's lesson. 2. Students will think-pair-share their ideas; first independently brainstorm, then discuss with a partner, and last volunteer to share ideas with the whole class. 3. Students will volunteer additional words that can compare size such taller/shorter, longer/shorter, more/less, etc. and indicate which set of words can go with each set of pictures.

	the pictures on the board.	
3	1. Teacher will display the same pictures comparing objects as day two of the unit and ask students to suggest some of the comparing words that they came up with to describe the objects. 2. Teacher will ask students to vote on which set of words they would like to use. Based on class votes, teacher will model on the board how to divide their paper into two sections and write the two comparing words at the top of the page. Teacher will ask students to share some items that could be compared using the two words and will draw pictures to match student suggestions. 3. Teacher will distribute paper and tell students that they will be creating their own comparison of objects using the set of words that they choose.	1. Students will volunteer to share the comparing words that they remember from day two of the unit. 2. Students will vote for the set of comparing words that they would like to use to compare things. Students will suggest different items that could be compared using the words for the teacher to draw a picture of. 3. Students will complete their own comparison of objects using two words of their choice and add pictures as modeled by the teacher.
4	1. Teacher will ask students to recall different sets of comparing words that they have been using this week. 2. Teacher will distribute assessment and monitor independent completion by students.	1. Students will volunteer to share comparing words that they remember from the previous days of the unit. 2. Students will complete assessment independently.

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

Comparing Measurement Units Assessment

Strand: Measurement & Data

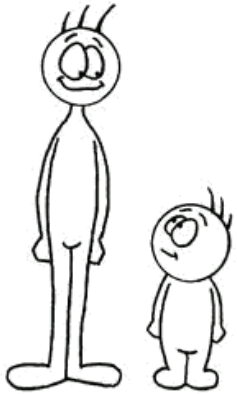
Cluster: Describe and compare measurable attributes

Standard: #2: Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

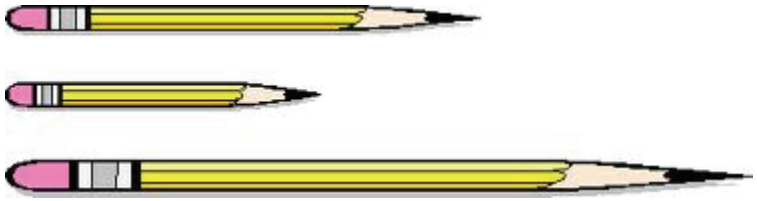
Essential Student Question: Can you compare two objects and describe the difference?

Circle the correct answer.

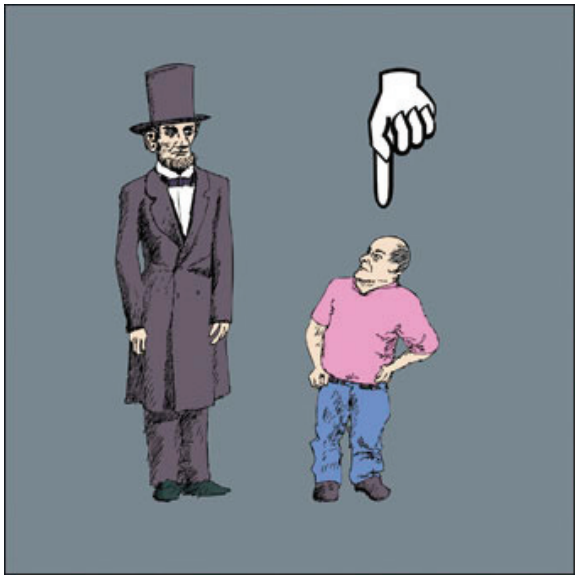
1. Who is **taller**?



2. Which pencil is **longer**?

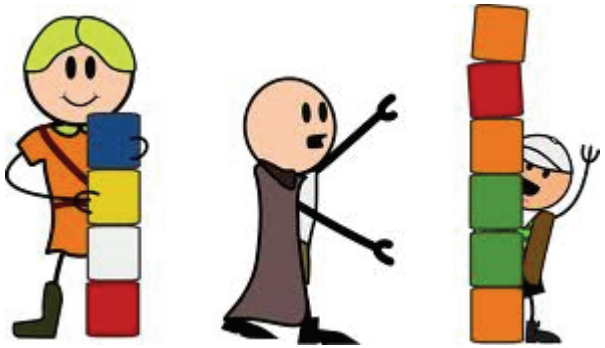


3.



shorter or taller

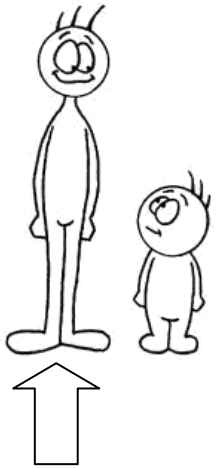
4.



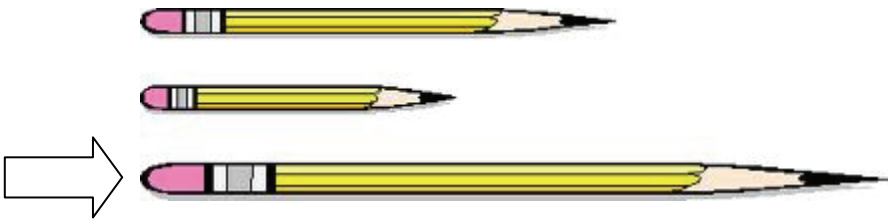
more or less

Comparing Measurement Units Assessment Answer Key

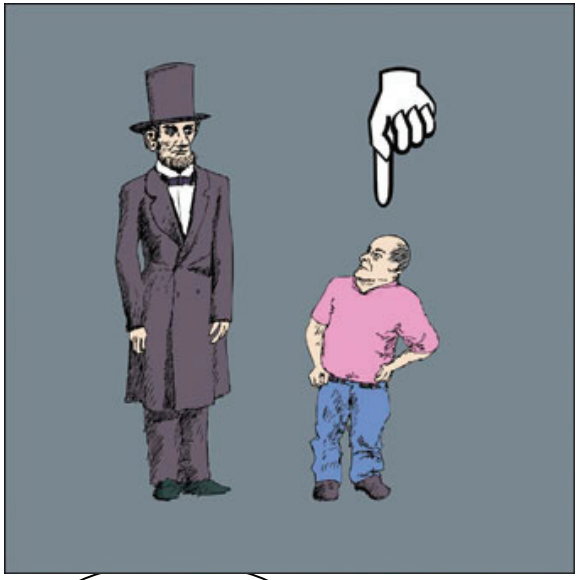
1. Who is taller?



2. Which pencil is longer?

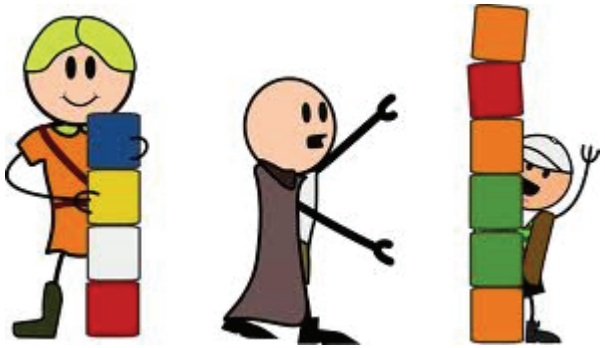


3.



shorter or taller

4.



more or less

Comparing Measurement Unit
Scoring Summary

Students receive 25 points for each of the four items on the summative assessment:

The 100 points possible assessment will reflect the school's grading scale:
90 -100 = A – Mastery
80 – 89 = B - Mastery
70 – 79 = C – Needs Screening for Remediation
60 – 69 = D – Needs Remediation
0 – 59 = F – Needs Intensive Remediation