Curriculum Sample Template

Max. 8 Pages

Grade Level	1	**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 must know vocabulary for measurement and lengths, how to line up an object with another such as ruler to measure and apply it to new assignments		
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: 1.MD.2 Domain: Measurement & Data (MD) Cluster: Measure lengths indirectly and by iterating length units Standard: #2 - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.		
Materials/Resources Needed	Singapore textbook and workbook 1a, paperclips, table, textbook, feet, hands, paper, pencil		

* ***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).*

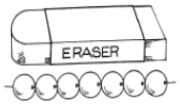
Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	The teacher will use direct instruction by reviewing vocabulary terms with the students and asking "who can tell me what shorter versus longer means?", "who can tell me what taller verse shorter means?" The teacher will use hands on manipulatives and ask the students to "pick 2 items from the room and tell which one is shorter, longer or taller" The teacher will ask the students to " return to their desks and measure them with paper clips to see if they are right"	The students will answer teacher questions and pick items from the room to practice measuring telling which one is shorter, longer or taller.
2	After students review measurement terms and how to use and instrument to measure an item, the teacher will use Singapore text book 1a pgs 82-83 to further enhance understanding. The teacher will read question 1 "the length of the book in the picture is blank units?" Then she will ask question in 2 the length of the chain is blank units? The teacher will use hands on manipulatives by passing out paper clips for the students to measure their hand and feet with. The teacher will ask "which is longer your hand or your feet?"	The students will follow along in the book looking at the picture and using paper clips to measure the pictures in the book and thus be able to tell the teacher which one is longer or shorter and how many units. The students will then take the paper clips and measure their hand and feet. They will write down how many units and which is longer. They will ask a buddy to see if they agree.
Summative Assessment	Summative Assessments Next the teacher will ask the students to "return to their desks to work independently on exercise 58 in Singapore workbook 1 a numbers 1-4."	Summative Assessment 1: The students with take out their workbook, a piece of paper and a pencil to write down their answers. They will use the pictures in the book to answers how many units and item is. Summative Assessment 2: Students will complete, "Length in Centimeters" Summative Assessment 3: Students will complete, "Measurement in Centimeters"
Mastery Level	**A student needs to earn 80% of the points possible to be considered to have mastered the standard.**	

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

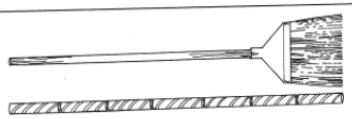
Summative Assessment 1:
Total points – 11
Mastery = 9 points

EXERCISE 58

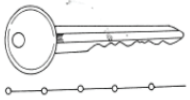
1. Fill in the blanks.



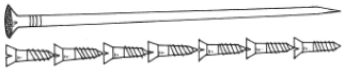
The eraser is as long as _____ beads.



The broom is as long as _____ straws.



The key is as long as _____ pins.



The nail is as long as _____ screws.

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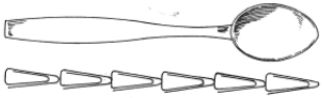
2. Fill in the blanks.

Use as 1 unit.

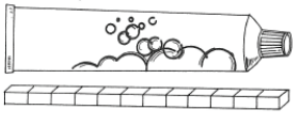
The length of the pen is _____ units.

Use as 1 unit.



The length of the spoon is _____ units.

Use as 1 unit.



The length of the tube is _____ units.

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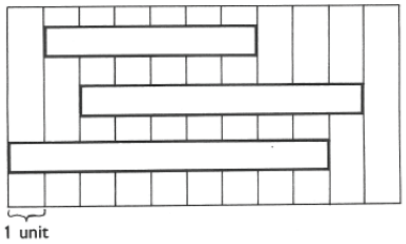
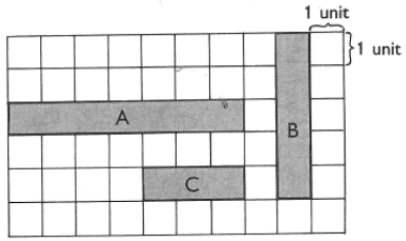
3. Color the tape which is 8 units long.



4.



(a) Tape A is _____ units long.

(b) Tape B is _____ units long.

(c) Tape C is _____ units long.

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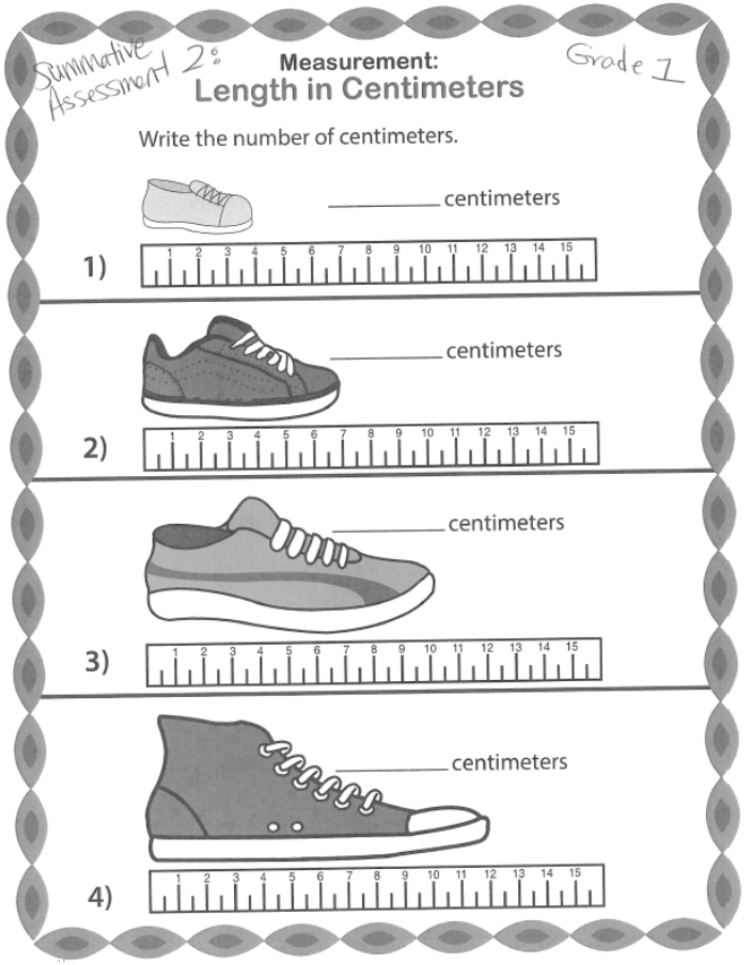
1. A) 7 beads b) 7 straws c) 5 pins d) 7 screws
2. A) 5 units b)6 units c)12 units
3. The middle bar should be colored
4. A) 7 units b) 5 units c) 3 units

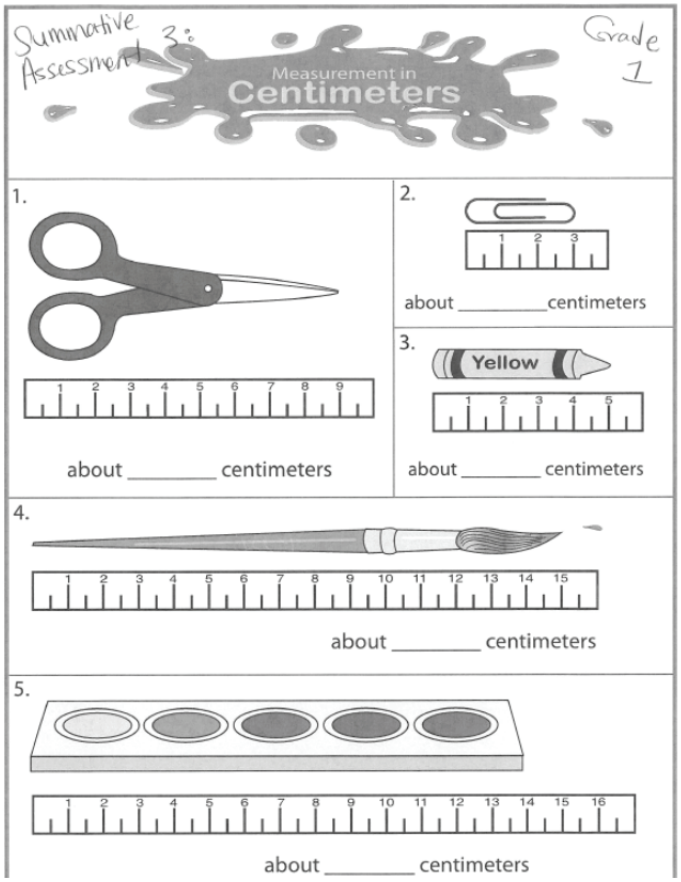
Summative Assessment 2:

Total points – 4
Mastery = 3.5 points



1. 4 centimeters
2. 7 centimeters
3. 10 centimeters
4. 12 centimeters

Summative Assessment 3:
Total points – 5
Mastery = 4 points



1. 9 centimeters
2. 3 centimeters
3. 5 centimeters
4. 15 centimeters
5. 14 centimeters