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Curriculum Design – EDTL 7100

**Sequencing Rationale**

The intervention math curriculum would be based off the difficulty learning-related model. Since my students are in need of remediation and reteaching, the difficulty learning-related model would be best fit for the students. The math unit for this curriculum would be based on teaching and building upon basic mathematical concepts.

1st Unit: Basic Mathematical Computations (Addition, Subtraction, Multiplication, and Division). I would start with the basic concept of place value to give the students the understanding of the value of digits. They need to understand place value in order to begin addition, subtraction, multiplication, and division problems. My students have been taught the traditional ways to compute these basic math functions. They all have gaps in these skills, so remediated these topics are beneficial. In my curriculum, there will be more of a focus on using place value to compute. They will use place value coins and expanded-form as a way to calculate instead of the tradition methods. Being able to performance these basic math operations on a daily basis is so vital to living in the real-world as a consumer.

2nd Unit: Working with data and graphs. Then the students are lead into a unit on data and graphs that incorporates the skills learned in unit one. The students will need to look for the key words in the word problems, (i.e. sum, difference, how many more, etc.) to determine which computation to apply. The students will work with different types of graphs and tables. They will need to analyze the graphs or tables and answer word problems.

3rd Unit: Measurement. Next the students will cover a unit on measurement. They will use a ruler to find exact measurement and also estimate measurements. Students will learn to use referents as a form of estimation with measurement. For example, how many meters tall is the doorway? This would be equivalent be asking how many baseball bats tall is the doorway? They will then take their knowledge of measurement and apply it to real-world design. They will measure and create logos, and find the dimensions of a scale drawing.

4th Unit: Two-Dimensional Objects, Perimeter, & Area. Lastly, students will be introduced the concept of area of shapes and perimeter. They will learn that area is space found within the shape and they will start by counting out the square units. Then they will be introduced to formulas to find area. Students will learn to input values for the variables and solve for the area. They can use the counting method as a means to check their answer, in case they are incorrect in their calculations. Perimeter will be taught and students will compare the perimeter and area. They will see that shapes can take on different forms and be able to compare their perimeter and area.