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Curriculum Design – EDTL 7100

**Statement of Purpose**

**6th Grade Math – Intervention/Resource Room**

 Students often ask, “Why do I have to learn this?” Since everyone is a consumer and will buy products and services throughout his/her lifetime, they need to have a basic mathematical foundation. The sixth grade math intervention curriculum will help to build math concepts and make individual students more conscience consumers.

 The students in this class will all be identified as having a learning disability in math. Their learning disability is significant and they will be unable to participate in the general education math classroom. This will not be an inclusion. The course is a resource room math class with the intention to build basic math skills, along with integrating grade-level standards at the students’ ability level. Providing this curriculum in the resource room helps to meet the needs of the students’ diverse learning. Sears (2008) refers to research that shows when differentiation is used to meet the diverse learning needs, students are challenged and sufficiently taught, they can increase their test scores on large-scale assessments. Ultimately the goal is to fill the gaps they were missing, get them back to grade-level material, improve scores on the Ohio Achievement Assessment, and help them become mathematical capable citizens.

The purpose of this course is to provide intensive intervention to help differentiate, remediate, and fill in the gaps of basic math concepts. Then students are able to build upon this basic knowledge to introduce new and more challenging topics. Students with learning disability are able to learn more when the pacing, focus, and format of instruction is responsive to their learning needs (Sears 2008). As consumers, they will need to know how to do basic calculation, as well as, interpret and apply.

Engaging the students in active learning throughout the lessons will be an important piece to this curriculum (Chiarelott 2006). Students need to be engaged and on-task in each lesson in order to obtain and process the information being presented. Technology is a great tool for engaging the students and can be incorporated as a visual to the lesson. By using the smartboard as an interactive component students are able to see the concepts being taught in a visually way. Marzano (2007) refers to engagement in five areas: high energy, missing information, the self-system, mild pressure, and mild controversy and competition. I personally like using the high energy approach where I show enthusiasm for the material being learned. As a teacher, you have to sell the content or the students will never buy into anything. I also like using games and competition, so the area of mild controversy and competition would be used for engagement. Games are a great device to get the students to have fun and also learn in the process. The most difficult challenge with games is keeping the competition at a “healthy” level.

Chiarelott, L. (2006). *Curriculum in Context: Designing Curriculum for Teaching and Learning in Context*. Belmont, CA: Thomson Wadsworth.

Marzano, R.J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: the Association for Supervision and Curriculum Development.

King-Sears, M. E. (2008). Facts and fallacies: differentiation and the general education curriculum for students with special educational needs. *Support for Learning, 23* (2), 55-62.