

Charter Renewal
Math Curriculum Review Questions

1. What effect does the rearrangement/elimination of modules have on the intended coherence of the grade-level?

Grade 4: The rearrangement of the modules does not directly affect the coherence in the grade level because the fractions unit still occurs after the place value and operational units. These two units are prerequisites to the Fractions and Decimals units. The movement of the Geometry unit does not directly affect any of the standards in the other units. Module 7 is another multiplication unit that primarily focuses on the standard units of measurement, this unit is taught through the use of Zearn, independently and concurrently with Module 3 which focuses on multiplication and division. Module 7 shares standards: 4.OA.1-3 and 4.NBT.5-6 with Module 3. When looking at types of problems within Module 3 we implement problems where students have to use customary units of measurement. This allows students to work with standards 4.MD.1-2 which is the primary focus of Module 7. This also exposes students to customary units of measurement before the Smarter Balanced Assessment, when if they were not exposed to these standards earlier in the year they would not have before the spring assessment. In regards to Module 2 this is taught concurrently with Module 1, the focus of Module 2 is metric measurements. When students are learning about the place value chart and that the place value to the left is 10 times than the one on the right, the teacher is using this model to teach changing place value units which ties in with the changing of metric units. Later in Module 1 students are solving addition and subtraction computationally as well as through word problems, problems that consist of metric measurements are used in this unit to teach standards 4.MD.1-2.

Moving forward, we will be doing a deeper analysis of 4th grade math. We will be looking into your suggestion of possibly the order of units being the root cause as well as other reasons for why our 4th grade math scores are lower than 3rd grade scores.

Kindergarten: The rearrangement does not directly affect the coherence of the grade-level because it is allowing for major work of the grade to happen without large breaks to occur in between learning. The splitting up of the geometry unit also allows for students to cycle back to previously taught concepts and apply them to the new knowledge of three-dimensional shapes.

2. What evidence was used to determine that the rearrangement/elimination was needed and appropriate to support student learning?

Charter Renewal
Math Curriculum Review Questions

Grade 4: Students were not completing the Fractions and Decimals units prior to the Smarter Balanced state test. We changed to order so that priority standards were taught first and before they would be tested on them during testing season.

Kindergarten: When looking at the school calendar, the kindergarten teachers felt as though there were too many long breaks for holidays when the addition and subtraction unit occurred within Eureka's scope and sequence because of this they pushed this unit back to start after winter break. The reason for the separating of Module 2 was so that there was room in the pacing to push Module 4 to after January. It was also allowing for students to practice with two-dimensional shapes before tackling three dimensional shapes.

3. What effect does the rearrangement/elimination have on the major work of the following grade level?

Grade 4: The new arrangement of units has pushed the major work of the grade to the front of the year. This allows for more of the major work of the grade to happen throughout our first two and into our third trimester of the year. This also puts the other work of the grade to happen after state testing.

Kindergarten: The new arrangement allows the addition and subtraction unit to not be broken up into chunks due to multiple holiday breaks during that time of year. Module 2 which is the Two-Dimensional and Three-Dimensional shapes unit has been split into two units, Module 6 has been incorporated into both of these units.

4. What evidence do you have which suggests that the rearrangement/elimination is or is not working for student learning?

Grade 4: We see evidence that this rearrangement is working because students have a better understanding of fractions and decimals before reaching the Smarter Balanced assessments. Students have also seen success on the State of Delaware Post-test.

Charter Renewal
Math Curriculum Review Questions

Kindergarten: We see evidence of this arrangement working because students are ready for first grade. Students are able to spend time on major work of the grade without large breaks of time.