



June 11, 2013

## MEMORANDUM

To: Mary Kate McLaughlin, Chief of Staff  
John Carwell, Education Associate for Charter Schools

Thru: Shelley Rouser, Director of K-12 Initiatives and Educator Engagement

From: Debora Hansen, Education Associate for Visual & Performing Arts

RE: Moyer/K12 Academy Charter School curriculum review

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These documents serve to provide feedback and recommendations from curricular reviews completed for Moyer/K12 Academy Charter School by content specialists at the Delaware Department of Education. The reviews were conducted in the following areas: English Language Arts, Mathematics, Science, Social Studies, Health Education, Physical Education, World Languages and Visual & Performing Arts.

### English/Language Arts-

#### **Middle School**

##### **Scope and Sequence-**

Each grade level scope and sequence does not follow the required percentages of reading and writing according to the NAEP framework; see p. 5 of the CCSS. Review text for appropriate grade level complexity; i.e. *Twelfth Night* in the 7<sup>th</sup> grade unit is more appropriate for high school – both content and lexile.

##### **Units of Instruction-**

#### **6<sup>th</sup> Grade Unit:**

This unit is verbatim from a Teach 21 Lesson Plan site and is not coded correctly for CCSS.

#### **8<sup>th</sup> Grade Unit:**

- 1) The cited CCSS listed do NOT match the unit instruction; i.e. standards are literary and the unit has an informational focus.
- 2) Much of the instruction in the 8<sup>th</sup> grade unit is not grade appropriate, for example: a) picture walks vs. inquiry process using a grade appropriate strategy like SQ3R; b)

instruction of text structure is done at the identification level (grade 3) vs. grade 8, standard RI5.

3) Text being used in the 8<sup>th</sup> grade unit is from Lucy Calkins Writer's Workshop for grades 3-5.

4) The assessments are generic in nature – not standards-based for this grade level and asks for information that was not taught; i.e. “What is rarely or never found in a nonfiction text.”

5) Author's purpose is taught at identification level – grade 3; not grade 8 RI6.

## **High School**

### **Scope and Sequence & Units of Instruction**

All units need more robust assessments that will give students the experiences needed to prepare them for next generation assessments in 2014-15; note SBAC item samples at <http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm> and utilize the comparison documents found on the DOE website at:

<http://www.doe.k12.de.us/assessment/CCSS-comparison-docs.shtml> There were not many opportunities for teachers to utilize the Shifts needed to teach the CCSS; i.e. writing from sources, literary nonfiction, academic vocabulary – see the Publisher's Criteria at:

[http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/files/ela/Publishers\\_Criteria\\_Grades\\_3\\_to\\_12%20revised.pdf](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/ela/Publishers_Criteria_Grades_3_to_12%20revised.pdf)

### **Persuasive Essay Unit:**

Instruction and vocabulary are not always at grade level; i.e. students at this grade level need instruction on claims, counterclaims, assertions, and warrants. The unit was very formulaic - see Appendix A of the CCSS as to the level of instruction needed for argumentation vs. persuasion. Another example is the instruction for the conclusion; students at this grade level do not simply restate the main point and purpose; CCSS W1 calls for a concluding statement or section that follows from the argument presented. See Appendix C for writing samples.

## **Mathematics- Does Not Meet Approval**

### **Middle and High School**

#### **Units of Instruction-**

Key concepts are included in the units but the instructional materials to be used are not clear (the actual core material-there are photocopies of what looks like some type of math textbook but they are incomplete). It is hard to see consistent evidence of scaffolding without seeing the instructional materials that will be used on a day-to-day basis and without detailed lesson plans (lesson plans need to be much more detailed in regards to instructional strategies used on a day-to-day basis). The formative assessments being used are of quality with the majority of them coming from reputable resources such as the “Illustrative Mathematics Project” and NCTM “Illuminations.”

There needs to be more detail, in general, about the instructional strategies as well as the materials that will be used on a day-to-day basis to achieve the instructional objectives and Common Core State Standards for Mathematics.

Math content should be distributed throughout years of study according to CCSS guidelines. For example: Absolute Value graphs should be taught in 10, 11 and 12 grade.

The concept of linear regression does not appear in the submitted curriculum.

### **Science- Meets Approval**

- A memorandum of understanding between Moyer Academy and the Science Coalition indicates that the school intends to utilize these curricular, instructional and professional development resources.

### **Social Studies- Does Not Meet Approval**

#### **Middle School Scope and Sequence & Units of Instruction**

The scope and sequence for the grades 6-8 social studies curriculum **does not demonstrate alignment** to the requirements of the DE Social Studies Standards and the Common Core State Standards for Literacy in History/Social Studies. It does not appear to be a document that has been in a process of refinement during the numerous times it has been examined curricula and provided feedback.

#### **Grade 6 Social Studies**

The Scope and Sequence Document contains sparse information to explain the relationship between the content, chronology, targeted benchmarks, EUs, and EU and the theme or Big Idea. For example, on page 1 of this course sequence, a theme is "Understanding Geography and Mapping." One of the eight EQs is "To what extent are human settlements connected?" No statements exist to connect this theme with the EQ. There are no EQs listed that relate to Geography Standard 2a or 4b, which are listed as learning targets. There are EQs listed that relate to Geography Standard One, which is not listed as a learning target.

This document consists of EUs and EQs cut and pasted from the Clarifications document without an obvious relationship to the content and chronology of a World History course. Three of the five columns in this document use text created by DDOE. This text is misused in the document when explaining what happens instructionally over the course of a year. The other 2 columns rarely have more than 10 words in each.

#### **Grade 7 Social Studies**

The Scope and Sequence Document contains sparse information to explain the relationship between the content, chronology, targeted benchmarks, EUs, and EU and the theme or Big Idea. For example, on page 1 of this course sequence, a theme is

“Beginning Colonization of America.” One of the seven EQs is “What is the evidence for my conclusion?” No statements exist to connect this theme with the EQ.

This document consists of EUs and EQs cut and pasted from the Clarifications document without an obvious relationship to the content and chronology of a World History course. Three of the five columns in this document use text created by DDOE. This text is misused in the document when explaining what happens instructionally over the course of a year. The other 2 columns rarely have more than 10 words in each.

### **Grade 8 Social Studies**

This course is chronologically misaligned. DE Social Studies Standards expect middle school U.S. History to cover from the colonial period to Reconstruction. This course begins in Reconstruction.

The Scope and Sequence Document contains sparse information to explain the relationship between the content, chronology, targeted benchmarks, EUs, and EU and the theme or Big Idea.

This document consists of EUs and EQs cut and pasted from the Clarifications document without an obvious relationship to the content and chronology of a World History course. Three of the five columns in this document use text created by DDOE. This text is misused in the document when explaining what happens instructionally over the course of a year. The other 2 columns rarely have more than 10 words in each.

### **High School Scope and Sequence & Units of Instruction**

The scope and sequence for the HS social studies curriculum **does not demonstrate alignment** to the requirements of the DE Social Studies Standards and the Common Core State Standards for Literacy in History/Social Studies.

### **Attachment 14: HST 102 World History**

The Scope and Sequence Document contains sparse information to explain the relationship between the content, chronology, targeted benchmarks, EUs, and EU and the theme or Big Idea. For example, on page 1 of this course sequence, a theme is “Origins of Civilization.” One of the two EQs is “Why does differentiating between fact and interpretation matter?” No statements exist to connect this theme with the EQ. In fact, this EQ is related to History Standard Three, which is not mentioned as a target for this unit and theme. For example, on page 3 of this document, Unit 4 is entitled “Regional Civilizations and Cultures.” Which civilizations and cultures? No other explanation within this document.

The course chronology begins with the origins of civilization. The DE History Standards and DE World History course outline would expect a HS World History course to begin around the year 1500 A.D. and continue to the fall of communist governments in the

1990s. Semester A of this course appears to consist of non-required instruction in a time period which students are not expected to cover by DE Standards.

This course lists all four Geography standards as learning targets. Curriculum experience in Delaware suggests that teaching the DE Geography standards in a World History context is insufficient to reach proficiency.

### **Social Studies Standards measured in the U.S. History EOC assessment Civics 2a Civics**

It's not clear in which grade this course is commonly taught.

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### **Attachment 14: HST 302 United States History**

The Scope and Sequence Document contains sparse information to explain the relationship between the content, chronology, targeted benchmarks, EUs, and EU and the theme or Big Idea. For example, on page 1 of this course sequence, a theme is "First Contact and Colonization." One of the two EQs is "Why does differentiating between fact and interpretation matter?" No statements exist to connect this theme with the EQ. In fact, this EQ is related to History Standard Three, which is not mentioned as a target for this unit and theme. For example, on page 4 of this document, Unit 4 is entitled "Change and Growth." Which change and growth in American History? No other explanation within this document. A U.S. History syllabus would provide events, chronology, concepts, and trends suitable for instruction. See the U.S. History Syllabus from the Delaware Recommended Curriculum for a sample.

The course chronology begins with colonization, presumably of the New World. The DE History Standards and U.S. History Syllabus would expect a HS U.S. History course to begin around the year 1850 A.D. and continue until 1990. Portions of this course appear to consist of non-required instruction in a time period which students are not expected to cover by DE Standards and would not appear on the U.S. History End of Course exam. A U.S. History syllabus would provide events, chronology, concepts, and trends suitable for instruction. See the U.S. History Syllabus from the Delaware Recommended Curriculum for a sample.

The course only lists History standards as learning targets. The U.S. History End of Course exam requires civics, economics, and geography standards to be integrated. These standards are expected on the EOC exam. (See table to the right.) This could help explain why Moyer students scored at 8% proficiency on the EOC this spring. It's not clear in which grade this course is commonly taught.

### **Attachment 14: HST 402 U.S. Government and Politics**

The Scope and Sequence Document contains sparse information to explain the relationship between the content, chronology, targeted benchmarks, EUs, and EU and the theme or Big Idea. For example, on page 1 of this course sequence, a theme is “Global Views of Government Develop over Time.” One of the three EQs is “To what extent does the structures and traditional processes of government minimize the dangers of change?” No statements about specific structures or processes of government connect this theme with the EQ. It’s not clear in which grade this course is commonly taught.

This document consists of EUs and EQs cut and pasted from the Clarifications document without an obvious relationship to the content of a HS Civics course. Three of the five columns in this document use text created by DDOE. The other 2 columns rarely have more than 10 words in each.

**Attachment 14: HST 412 U.S. and Global Economics**

The Scope and Sequence Document contains sparse information to explain the relationship between the content, chronology, targeted benchmarks, EUs, and EU and the theme or Big Idea. For example, on page 1 of this course sequence, a theme is “Foundations and Systems of Economics.” One of the nine EQs is “How do government policies affect markets?” No statements about which policies might affect which markets connect this theme with the EQ. It’s not clear in which grade this course is commonly taught.

This document consists of EUs and EQs cut and pasted from the Clarifications document without an obvious relationship to the content of a HS Economics course. Three of the five columns in this document use text created by DDOE. The other 2 columns rarely have more than 10 words in each.

<b>Social Studies Standards measured in the U.S. History EOC assessment</b>	
<b>Civics 2a</b>	<b>Civics 2b</b>
<b>Economics 1a</b>	<b>Economics 2a</b>
<b>Geography 1a</b>	<b>Geography 3a</b>
<b>History 1a</b>	<b>History 2a</b>
<b>History 2b</b>	<b>History 2a</b>

**Units of Instruction**

**Health Education- Meets Approval**

Scope and sequence documents and units of instruction were gleaned from the curriculum link to the Delaware Department of Education website.

### **Physical Education- Meets Approval**

Scope and sequence documents and units of instruction were gleaned from the curriculum link to the Delaware Department of Education website.

Note: the developer listed should give credit to the original unit developer – Libby Thomas, School Health Consulting

### **World Languages-Partially Approved**

Moyer Academy submitted Scope and Sequences for French 1 and 2 and Spanish 1 and 2. The scope and sequence presented demonstrates partial alignment to the requirements of the DE World Language Standards and GLEs.

#### **Scope and Sequence-**

The scope and sequence explanation points out the different modes of communication as part of the language learning trajectory, but these modes are not clearly evident from the rest of the document. It is unclear how these different modes are being addressed as part of the course. The theme/big ideas/concepts repeat five statements about language learning rather than looking at the different themes/big ideas/concepts that are presented in each unit. While the majority of units are focused on fluency, some such as semester 1, Unit 6 (French) and Spanish Units 6 and 7 are clearly focused only on form (e.g., common –ir verbs). This does not follow a proficiency model in which students are exposed to what they can do with the language to communicate. Unit 17 has a misspelling – *Soleil*.

#### **Units of Instruction-**

Unit 21: At Home (French and Spanish) – the unit summary describes only the interpretive and presentational modes of communication, whereas the interpersonal is absent from the description. In the subsequent assessment evidence, there are interpretive and presentational tasks, but no interpersonal tasks. All activities in the collaborative tasks (p. 14) are presentational in nature. The same comments also apply to the Spanish version of this Unit.

Unit 22: Vacation (Spanish) – the same comments apply to this unit of instruction as well.

### **Visual & Performing Arts-Does Not Meet Approval**

#### **Middle School & High School**

#### **Scope and Sequence-**

Standard 6 – Making connections between visual arts and other disciplines appears minimally in 8<sup>th</sup> grade curriculum and not at all in grades 6 and 7. The Learning targets cited in the scope and sequence documents do not correlate with the learning targets cited in the units of instruction. For example in the 7<sup>th</sup> grade unit “The Building Blocks of

Art” cites Standards 1-5 with 37 Proficiency Level expectations to be measured. In comparison the unit cites Standards 1 & 2 as the learning targets with five PLEs to be measured. This appears to be true also in the High School unit “Understanding Art”.

**Units of Instruction-** Units were developed by a teacher(s) who are no longer employed with the school. Feedback was provided on these units of instruction (3/16/11) but it appears that no refinement has occurred since that time. Links between learning goals, learning targets, and assessments are unclear. It is unclear how students will receive feedback in threaded discussions. Research shows that on-line learners need a highly skilled mentor/coach to provide feedback to remain engaged. The focus of instruction and evidence of student learning is on reflection and not on art making. Rubrics combine quantitative (the student did or did not submit a painting) measures with qualitative (the painting met the objectives) of the lesson.

No Performing Arts Curriculum was submitted. Is the school no longer utilizing the World Drumming curriculum developed by Tyree Miller?

**Meets Approval-**

- **Science**
- **Health Education**
- **Physical Education**

**Does Not Meet Approval-**

- **English Language Arts**
- **Mathematics**
- **Social Studies**
- **Visual & Performing Arts**

**Partially Approved**

- **World Languages**