

EARLY COLLEGE HIGH SCHOOL AT DSU CSAC Curriculum Recommendations

All of the Following have been addressed on the attached curriculum scope and sequence documents. They are always a work in progress. Thank you for the recommendations.

ELA:

Commendations:

- School principal and lead mentor has joined the Learning Leader Network.
- **Grades 9-10:** The PBL design integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. It also routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. There is an obvious emphasis on cultivating student interest and engagement in reading, writing, and speaking about texts. The addition of the Genius Hour to the research unit is a natural fit, especially with students that have already practiced the self-regulation strategies inherent in the PBL design.

Recommendations:

- Representatives on distribution lists attend literacy cadre/coalition meetings.
- **Grades 9-10:** Please specify anchor/central texts that all students will read in each unit. At this time, it is not clear that all students are given access to grade level reading material that meet the complexity demands of the standards. The academic vocabulary should be derived from these texts. Rubrics are needed for the performance tasks, to ensure they are measuring grade level standards. Not all of the standards are addressed in the 9-10 band between the two grades, according to the framework. Language standards as a whole are not included. Refer to the [Universal Design for Learning Guidelines](#) to integrate appropriate supports in reading, writing, listening and speaking for students who are EL, have disabilities, or read well below the grade level band. It is important to mention that several of these learning guidelines are addressed in the PBL design.
- **Grade 11:** The curriculum framework needs provide a sequence of units that each demonstrate:
 - Alignment to the depth of the CCSS
 - Targets a set of grade-level ELA/Literacy expectations
 - Includes clear and explicit purposes for instruction
 - Selects texts that measure within the grade-level text complexity band are of sufficient quality and scope for the stated purpose
 - Integrates reading, writing, and speaking and listening so that students apply and synthesize their literacy skills
 - Key Shifts in the CCSS
 - Balances different genres of texts across units
 - Balances on demand and process writing and both expect that students draw evidence from texts
 - Instructional Supports
 - Cultivates student interest and engagement in reading, writing, and speaking about texts

- Provides authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection
 - Includes independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading.
- **Course Progression:** Dual enrollment in the college course begins as early as grade 10. Please provide the mechanism that is used to determine that the students are College and Career Ready and have mastered the CCSS in grades 9-12. No course offering was listed in grade 12 other than the dual enrollment courses. Is there a course for students that have not yet demonstrated mastery in the 11th and 12th grade level CCSS according to your provided measure(s)?

Math:

Commendations:

- School staff have been engaged with both the Mathematics Coalition and Mathematics Cadre this past year. Continue to support staff as they engage with these groups.
- School principal and lead mentor have joined the Learning Leader Network.

Recommendations:

- **Course offerings:**
 - Remove Pre-Algebra from high school course offerings, as this is not a high school course. Use RtI structures/blocking models to address gaps in student understanding so that students are accessing on-grade level content.
 - Offer SAT Prep as a mathematics elective course, not a mathematics credit course. SAT prep does not serve as an appropriate senior level coursework.
- **Textbook series:**
 - Review curricular resources to address misalignment to the state standards and develop a plan to address the gaps. The Holt-McDougall series is a traditional series that is not aligned to the state standards. For tools to evaluate mathematics curricular resources, visit <https://www.doe.k12.de.us/Page/2505>
- **Algebra I:**
 - Ensure that the course addresses the full expectation of the standards. In the syllabus, the instructor identifies s “Linear, Quadratic, and Exponential Models” standards are to be addressed, but this is not adequately represented in the unit outline. The unit outline models a traditional Algebra I course, and does not reflect the full intent of the state standards. Modeling standards are not specified and should be a significant component of this course.
 - Ensure that Standards for Mathematical Practice are not listed on the Algebra I syllabus and are emphasized throughout the course.
- **Geometry:**
 - Ensure that Standards for Mathematical Practice are not listed on the Algebra I syllabus and are emphasized throughout the course.
- **Algebra II:**
 - Identify the appropriate content standard clusters and list these statements in the syllabus.
 - Ensure that modeling standards are specified in the syllabus and emphasized throughout the course.

- **Course progression:** (Note: No syllabus for Grade 12 mathematics was provided in the renewal submissions.)
 - Ensure that students are exposed to ALL high school standards regardless of the four-year progression they select. The high school statistics standards were not addressed in ANY of the course syllabi submitted. All students are expected to receive instruction aligned to all of the high school standards, regardless of their four-year high school sequence, including accessing the statistics standards. For example, if students take this pathway Algebra I-Geometry-Algebra II-College Algebra, how are they accessing the statistics standards? **If they are not, the school is not meeting the state requirement for teaching the content standards.**

Social Studies:

Overall Evaluation: Does not meet expectations (see 3rd bullet)

- not currently a member of the Social Studies Coalition.
- update curriculum documents with current [DRC instructional resources](#) by grade level and [updated Social Studies standards](#).
- Year 2 and 3 are both Economics in the Education Program? There are no history courses in the Education Program, although they are listed in the handbook. It seems like US History should be in Year 3, but it's not listed as such. This could be a typo/error of omission.

Science:

Commendations:

- Belongs to the Delaware Science Coalition. Waiting for signature for this year.
- Currently has a NextGen Teacher Leader and participates in the Nextgen Teacher Leader program

Recommendations:

- Utilize your Nextgen Teacher Leader to build capacity in NGSS.
- Start aligning your assessments to be 3 dimensional (practices, crosscutting concepts and core ideas)
- Should be using the NGSS practices and crosscutting concepts in all science disciplines.

Visual and Performing Arts:

Expectations:

New Standards for Visual and Performing Arts were adopted by the State Board of Education in March 2016. The approved scope and sequence documents are now out of date and should be revised to align with the new curriculum. www.deartsstandards.org