

**Las Américas ASPIRA Academy Charter Renewal Pages 57 and 58 Appendix**

*All information highlighted in yellow was added by LAAA in response to the Academic Support Team feedback received on 9/17/19.*

<b>Curriculum alignment to the Common Core State Standards and the Next Generation Science Standards</b>		
<b>Item</b>	<b>Description</b>	<b>Evidence</b>
<b>Scope and Sequence</b>	Our K-8 curricular Scope and Sequence document demonstrates clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas.	<a href="#"><u>Scope and Sequence Document</u></a>
<b>English Language Arts</b>		
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>
<b>High Quality Instructional Resources</b>	<p>Teachers College Reading and Writing Project's Units of Study are high quality instructional resources with strong alignment to the Common Core State Standards.</p> <p>The Teachers College Reading and Writing Project's approach to literacy instruction includes best practices from a number of well-known researchers in the area of literacy. The units aim to prepare students to become life-long, confident readers and writers who display agency and independence. The work is informed by research in all of these areas:</p> <ul style="list-style-type: none"> <li>● High volume of high-success, high interest reading</li> <li>● Knowledge-base through nonfiction reading</li> <li>● Comprehension skills and strategies to support reading achievement</li> </ul>	<p><a href="#"><u>Research Base Underlying the Teachers College Reading and Writing Project's Approach to Literacy Instruction</u></a></p> <p><a href="#"><u>Reading Units of Study Common Core Standards Alignment</u></a></p> <p><a href="#"><u>Writing Units of Study Common Core Standards Alignment</u></a></p>

	<ul style="list-style-type: none"> <li>● Value of Interactive Read-Aloud</li> <li>● Foundation Skills/Phonics Instruction</li> <li>● High volume of writing</li> <li>● Literacy-rich content areas</li> <li>● Argumentation across the curriculum</li> <li>● Vocabulary acquisition</li> <li>● A workshop approach that gives access to all students</li> <li>● Support to English Language Learners</li> <li>● Learning Progressions to accelerate student progress</li> <li>● Assessment-based conferring and small group instruction</li> <li>● Demonstration teaching as a scaffold towards greater independence</li> <li>● Emphasis on staff development</li> </ul>	
<p><b>Sample Learning Experiences</b></p>	<p>Reading and writing workshops are deliberately designed to offer a simple and predictable environment so that the teacher can focus on the complex work of observing students' progress and teaching into their needs. Each session begins with a mini-lesson. Students sit with a long-term partner while in the mini-lesson. The mini-lesson ends with the students practicing independently. As students work, the teacher confers with them and leads differentiated small groups. Assessments are aligned to the daily teaching point/objective and the Common Core State Standard, allowing students to demonstrate mastery of the strategy and standard.</p> <p><b>The K-5 Units of Study document organizes our reading and writing curricular scope and sequence by grade level, K-</b></p>	<p><a href="#">Literacy Sample Lesson Plan</a></p> <p><a href="#">Sample Standards Assessment</a></p> <p><a href="#">K-5 Units of Study</a></p>

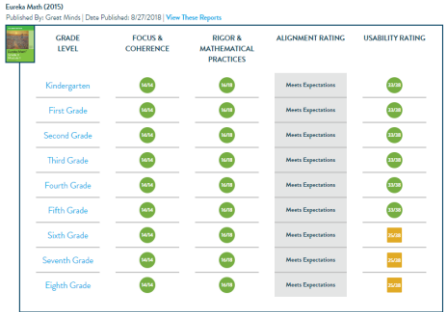
	<p>5 including recommendations and expectations from the Academic Support Team (feedback received 9/17/2019):</p> <ul style="list-style-type: none"> <li>● <b>Unit summary statements</b> are provided for each unit of study. <i>(Recommendation)</i></li> <li>● <b>Unit overview documents with daily teaching points</b> are hyperlinked for each unit of study. <i>(Recommendation)</i></li> <li>● <b>Common Core Standards alignment</b> documents are hyperlinked for each unit of study. <i>(Expectation)</i></li> <li>● <b>Two full units of study</b>, one reading and one writing per grade are hyperlinked. <i>(Recommendation)</i></li> <li>● Corresponding reading <b>anchor texts</b> are listed with lexiles noting the appropriate level of text complexity, for that grade across the year. <i>(Expectation)</i></li> <li>● Additional lesson plans for corresponding anchor texts are hyperlinked showcasing the use of academic vocabulary and language acquisition scaffolds in grade level complex texts, (see W.O.L.V.E.S. Reading lesson plans in grades 3-5). <i>(Recommendation/Expectation)</i></li> <li>● Sample <b>end of unit assessments/rubrics</b> including performance tasks with text dependent questions are provided (one per grade level K-2, one per unit grade 3-5). <i>(Recommendation)</i></li> </ul>	
<p><b>Professional Learning</b></p>	<p>Select teachers have attended various institutes at Teachers College Reading and Writing Project (2011-Present). The institutes feature keynote addresses by authors, world renowned teacher-educators, and others in the field of literacy and learning. Institutes include small and large group</p>	<p>Institutes staff have attended:</p> <ul style="list-style-type: none"> <li>● Summer Reading Institutes</li> <li>● Summer Writing Institutes</li> <li>● Coaching Institute on the Teaching of Writing K-8</li> <li>● Phonics Institute Grades K-2</li> </ul>

	<p>sections that are designed to help teachers, coaches and administrators establish rigorous models of best practices.</p> <p>The Professional Development trainings have been designed in house and delivered by administrators, specialists, and instructional coaches who have attended TCRWP Institutes and/or received additional training. These trainings are provided each year to novice literacy teachers and on-going professional development is provided through coaching/feedback sessions to our veterened, more experienced workshop teachers.</p>	<ul style="list-style-type: none"> <li>• Toolkits to Support Reading Comprehension K-8</li> <li>• Saturday Reunion Days</li> </ul> <p>Trainings developed as a result of those institutes:</p> <p><a href="#">Balanced Literacy Professional Development</a> (updated yearly)</p> <p><a href="#">Methods of Staff Development</a></p> <p><a href="#">Phonics Professional Development</a></p> <p>Ongoing coaching support:</p> <p><a href="#">Videos to support units of study implementation</a></p> <p><a href="#">Sample Teacher Coaching Reflection (General Education)</a></p> <p><a href="#">Sample Teacher Coaching Reflection (Special Education)</a></p>
<p><b>6-8 Humanities Curriculum ELA Alignment Documents</b></p>	<p>The <b>instructional materials</b> listed below organize our humanities curriculum by grade level, 6-8 including expectations from the Academic Support Team (feedback received 9/17/2019):</p> <ul style="list-style-type: none"> <li>• The Unit 1 ELA (English Language Arts), SLA (Spanish Language Arts), and SS (Social Studies) Map provides a connection between all three subject areas to form the humanities curriculum.</li> <li>• The ELA and SLA Scope and Sequence lists the standards associated with each assignment. These assignments capture all five of the CCSS categories. (<i>Expectation</i>)</li> </ul>	<p><b>Grade 6:</b></p> <p><a href="#">Unit 1 ELA, SLA, and SS Map</a></p> <p><a href="#">ELA Scope &amp; Sequence</a></p> <p><a href="#">SLA Scope &amp; Sequence</a></p> <p><a href="#">ELA Unit 1</a></p> <p><a href="#">SLA Unit 1</a></p> <p><b>Grade 7:</b></p> <p><a href="#">Unit 1 ELA, SLA, and SS Map</a></p> <p><a href="#">ELA Scope &amp; Sequence</a></p> <p><a href="#">SLA Scope &amp; Sequence</a></p> <p><a href="#">ELA Unit 1</a></p> <p><a href="#">SLA Unit 1.1</a></p>

	<ul style="list-style-type: none"> <li>● In the first column of the ELA and SLA Scope and Sequence, grade-level appropriate anchor texts are indicated in each language. <i>(Expectation)</i></li> <li>● The ELA and SLA Unit 1 from each grade level demonstrates a focus on high quality texts, text specific tasks, and student engagement in the lesson. <i>(Expectation)</i></li> <li>● Within the unit plan, summative assignment descriptions include the culminating speaking and listening, language, and writing tasks expected by the grade-level standards. <i>(Expectation)</i></li> </ul>	<p><a href="#">SLA Unit 1.2</a>  <a href="#">SLA Unit 1.3</a>  <a href="#">SLA Unit 1.4</a></p> <p>Grade 8:  <a href="#">Unit 1 ELA, SLA, and SS Map</a>  <a href="#">ELA Scope &amp; Sequence</a>  <a href="#">SLA Scope &amp; Sequence</a>  <a href="#">ELA Unit 1</a>  <a href="#">SLA Unit 1</a></p>
<p><b>RTI Process</b></p>	<p>Our RTI process includes a universal screening assessment administered 3 times per year. This helps in identifying students in need of reading intervention and providing it to them immediately. Intervention data is evaluated every six weeks by a team of teachers, specialists, and administrators.</p> <p>High-quality, research-based interventions are used, along with weekly or biweekly progress monitoring. Lists of the intervention tools we use for Tier 2 and 3 and progress monitoring are provided. All student data is recorded in Data Service Center I-Tracker.</p>	<p>Screening:</p> <ul style="list-style-type: none"> <li>● <a href="#">RTI Cycle Calendar</a></li> </ul> <p>Diagnostics Testing:</p> <ul style="list-style-type: none"> <li>● <a href="#">Fall Testing Calendar</a></li> <li>● <a href="#">Winter Testing Calendar</a></li> <li>● <a href="#">Spring Testing Calendar</a></li> </ul> <p>Interventions:</p> <p><a href="#">LAAA Intervention Menu</a></p> <ul style="list-style-type: none"> <li>● <a href="#">Ready Common Core</a> (Comprehension)</li> <li>● Wilson Reading</li> <li>● <a href="#">Foundations</a> (phonics, high frequency words, fluency, vocabulary): multisensory and systematic approach</li> <li>● Sharon Walpole</li> <li>● Leveled Literacy Intervention: LLI is a small-group supplemental literacy intervention system</li> </ul>

		<p>designed to help struggling K-2 students quickly achieve grade-level competency. It emphasizes systematic and explicit instruction in phonological awareness, phonics, fluency, comprehension, and the expansion of oral language skills. In the course of 12-18 weeks, students participating in LLI increase their literacy by participating in daily lessons that utilize a series of leveled texts developed to align with the F &amp; P Text Level Gradient</p> <ul style="list-style-type: none"><li>● <a href="#">Achieve 3000</a>: The efficacy of the program has shown that when students used it with fidelity, their lexile scores did increase. The platform focuses on content-area knowledge, academic and cross-disciplinary vocabulary. Literacy skills and targeted test practice to bridge gaps for students as they work to succeed across curriculum and prepare for the rigor of state assessments.</li></ul> <p>Progress Monitoring tools:</p> <ul style="list-style-type: none"><li>● Ready Assessment Book</li><li>● AIMSweb</li></ul>
--	--	--

		<ul style="list-style-type: none"> <li>● Walpole</li> <li>● Foundations</li> <li>● Read Works</li> <li>● Teen Biz Boost</li> <li>● Common Lit</li> </ul>
--	--	--

<b>Mathematics</b>																																																				
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>																																																		
<p><b>High Quality Instructional Resources</b></p>	<p>The curriculum analysis group EdReports gave our math curriculum, EngageNY (a.k.a. Eureka Math), very high marks. There are no additional resources needed to support the 3 yellow ratings in middle school as all 3 ratings received are in the usability area and our teachers have been trained and are proficient in navigating the resources.</p>	<p><a href="#">EdReports page</a></p>  <table border="1"> <thead> <tr> <th>GRADE LEVEL</th> <th>FOCUS &amp; COHERENCE</th> <th>BIG IDEAS &amp; MATHEMATICAL PRACTICES</th> <th>ALIGNMENT RATING</th> <th>USABILITY RATING</th> </tr> </thead> <tbody> <tr><td>Kindergarten</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td></tr> <tr><td>First Grade</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td></tr> <tr><td>Second Grade</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td></tr> <tr><td>Third Grade</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td></tr> <tr><td>Fourth Grade</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td></tr> <tr><td>Fifth Grade</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td></tr> <tr><td>Sixth Grade</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td><td>Not Met Expectations</td></tr> <tr><td>Seventh Grade</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td><td>Not Met Expectations</td></tr> <tr><td>Eighth Grade</td><td>Met Expectations</td><td>Met Expectations</td><td>Met Expectations</td><td>Not Met Expectations</td></tr> </tbody> </table>	GRADE LEVEL	FOCUS & COHERENCE	BIG IDEAS & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING	Kindergarten	Met Expectations	Met Expectations	Met Expectations	Met Expectations	First Grade	Met Expectations	Met Expectations	Met Expectations	Met Expectations	Second Grade	Met Expectations	Met Expectations	Met Expectations	Met Expectations	Third Grade	Met Expectations	Met Expectations	Met Expectations	Met Expectations	Fourth Grade	Met Expectations	Met Expectations	Met Expectations	Met Expectations	Fifth Grade	Met Expectations	Met Expectations	Met Expectations	Met Expectations	Sixth Grade	Met Expectations	Met Expectations	Met Expectations	Not Met Expectations	Seventh Grade	Met Expectations	Met Expectations	Met Expectations	Not Met Expectations	Eighth Grade	Met Expectations	Met Expectations	Met Expectations	Not Met Expectations
GRADE LEVEL	FOCUS & COHERENCE	BIG IDEAS & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING																																																
Kindergarten	Met Expectations	Met Expectations	Met Expectations	Met Expectations																																																
First Grade	Met Expectations	Met Expectations	Met Expectations	Met Expectations																																																
Second Grade	Met Expectations	Met Expectations	Met Expectations	Met Expectations																																																
Third Grade	Met Expectations	Met Expectations	Met Expectations	Met Expectations																																																
Fourth Grade	Met Expectations	Met Expectations	Met Expectations	Met Expectations																																																
Fifth Grade	Met Expectations	Met Expectations	Met Expectations	Met Expectations																																																
Sixth Grade	Met Expectations	Met Expectations	Met Expectations	Not Met Expectations																																																
Seventh Grade	Met Expectations	Met Expectations	Met Expectations	Not Met Expectations																																																
Eighth Grade	Met Expectations	Met Expectations	Met Expectations	Not Met Expectations																																																
<p><b>Sample Learning Experiences</b></p>	<p>Our math lessons consist of a warm up, launch, exploration, share out, and closure. Teachers create a cognitive need for the exploration during the launch and during the exploration students grapple with the mathematics then negotiate mathematical meaning during the share out and closure.</p>	<p><a href="#">Sample unit/lessons</a>  <a href="#">Sample assessment</a>  <a href="#">Structure of our math lessons</a></p> <p><b>Grade Level Overviews:</b>  <a href="#">Grade K</a>  <a href="#">Grade 1</a>  <a href="#">Grade 2</a>  <a href="#">Grade 3</a>  <a href="#">Grade 4</a></p>																																																		

		<a href="#">Grade 5</a> <a href="#">Grade 6</a> <a href="#">Grade 7</a> <a href="#">Grade 8</a>  <b>Exemplar Units:</b> <a href="#">Grade K</a> <a href="#">Grade 1</a> <a href="#">Grade 2</a> <a href="#">Grade 3</a> <a href="#">Grade 4</a> <a href="#">Grade 5</a> <a href="#">Grade 6</a> <a href="#">Grade 7</a> <a href="#">Grade 8</a>
<b>Professional Learning</b>	<p>During the 2018-2019 school year we partnered with the Delaware Math Coalition as they helped us as we began implementing a new curriculum (EngageNY) as well as a new warm up structure (Number Talks). Furthermore, we hired a math supervisor in August of 2018 to support our teachers in improving their math instruction. The supervisor would meet with math teachers on a bi-weekly basis to initiate a coaching cycle of plan, observe, debrief.</p>	<p>Slides:</p> <p><a href="#">LAAA Math PD August 2018 Day 1</a>  <a href="#">LAAA Math PD August 2018 Day 2</a>  <a href="#">LAAA Number Talks for Teaching Content September 2018</a>  <a href="#">LAAA Math PD November 15 2018</a>  <a href="#">LAAA Math PD Jan 2 2019</a>  <a href="#">LAAA Math PD Feb 4 2019</a></p>
<b>RTI Process</b>	<p>Our RTI process includes a universal screening assessment administered 3 times per year. This helps in identifying students in need of math intervention and providing it to them</p>	<p>Screening:</p> <ul style="list-style-type: none"> <li>• <a href="#">RTI Cycle Calendar</a></li> </ul> <p>Diagnostics:</p> <ul style="list-style-type: none"> <li>• <a href="#">Fall Testing Calendar</a></li> </ul>



	<p>immediately. Intervention data is evaluated every six weeks by a team of teachers, specialists, and administrators.</p> <p>High-quality, research-based interventions are used, along with weekly or biweekly progress monitoring. Lists of the intervention tools we use for Tier 2 and 3 and progress monitoring are provided. All student data is recorded in Data Service Center I-Tracker.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Winter Testing Calendar</a></li> <li>● <a href="#">Spring Testing Calendar</a></li> </ul> <p>Interventions:</p> <ul style="list-style-type: none"> <li>● Ready Common Core</li> <li>● Zearn</li> <li>● Touch Math</li> </ul> <p>Progress Monitoring Tools:</p> <ul style="list-style-type: none"> <li>● AIMSweb</li> <li>● Ready Common Core</li> <li>● Ready Assessment Book</li> <li>● Khan Academy</li> <li>● Zearn</li> <li>● Touch Math</li> </ul>
--	--	--

<b>Science</b>		
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>



<p><b>Sample Learning Experiences</b></p>	<p>Scopes/units in grades K-8 follow a 5E model (Engage, Explore, Elaborate, Evaluate). In Engage students are able to explore the phenomena that goes along with the topic. In Explore students are able to participate in a variety of labs or experiments that will help answer the investigative phenomena. In Elaborate students are able to access cross-curricular activities to enhance their understanding. Finally, in Evaluate students have the opportunity to communicate what they have learned from the investigations into the phenomena.</p>	<p><a href="#">K-2 Lesson</a>  <a href="#">3-5 Lesson</a>  <a href="#">6-8 Lesson</a></p>
<p><b>Professional Learning</b></p>	<p>The Professional Development trainings have been provided by STEMscopes. STEMscopes provided time for educators to learn how to implement STEMscopes, the NGSS standards and 5E Model into their lesson plans.</p> <p>Based on the recommendation, the Director of Curriculum and Instruction and Instructional Technology Coach who support science instruction attended the NGSX trainings on September 24th and 25th. They plan to continue the training on October 28th and November 22nd. At the training Science and Engineering Practices were covered, the team gained valuable knowledge on how to address the Science and Engineering Practices in the classroom using various strategies that they plan to share with educators throughout the NGSS rollout at ASPIRA. The Instructional Team plans to share these strategies with science educators as it correlates directly to the “Sensemaking Practices” in the Science Practices Continuum that will be implemented this school year. <i>(Recommendation)</i>.</p>	<p><a href="#">STEMscopes PD Agenda</a></p>

<p><b>Accessibility</b></p>	<p>STEMScopes lessons are integrated with the SIOP model to support English Language Learners in science.</p> <p>Teachers are provided with a toolbox of interventions for students with disabilities, which include: communication development, physical development, cognitive development, social or emotional development, adaptive development, and tiered intervention support.</p>	<p><a href="#">ELL Supports</a></p> <p><a href="#">Interventions/Scaffolds for Special Education Students</a></p>
<p><b>Monitoring of Science Instruction</b></p>	<p>Our teachers are observed by their supervisors twice a year using the Educator Effectiveness Framework. In between the observations teachers work closely with an Instructional Coach. During the coaching sessions coaches use the Six Steps to Effective Feedback model, observing on a biweekly basis and providing specific actionable feedback items for educators to use. This is a sample of a coach's feedback to science teacher focusing on accessibility for all learners. Additionally, this school year the coach will be working with science teachers on the Science Practices Continuum. This continuum is adapted from the Instructional Leadership for Science Practices (<i>Recommendation</i>).</p>	<p><a href="#">Sample Feedback Form</a></p> <p><a href="#">Science Continuum 2019-2020 SY</a></p>

<p style="text-align: center;"><b>Social Studies</b></p>		
<p style="text-align: center;"><b>Item</b></p>	<p style="text-align: center;"><b>Summary</b></p>	<p style="text-align: center;"><b>Evidence</b></p>
<p><b>Scope and Sequence</b></p>	<p>Our K-8 curricular Scope and Sequence document demonstrates clear alignment with the Delaware Social Studies Standards.</p>	<p><a href="#">Scope and Sequence Document</a></p>

## K-5 Instruction

K-5 Social Studies units include a combination of the Delaware Recommended Curriculum, shared reading texts, and Rozzy Learning.

### 3rd Grade History Summary

During Social Studies lessons, the Social Studies Standards are driving the objective and agenda so that Social Studies is in the forefront and literacy is in the background. Below is a specific example of literacy practices being promoted by using complex text, (including research based practices to best support language learners and students within a dual immersion setting) ensuring students are writing, speaking, and listening, but the Social Studies content and skills drives the lesson. (*Expectation*)

During the 3rd Grade History, Delaware History, students develop awareness of major events and people in Delaware History (H.3.K-3b) using the text Delaware by Dottie Brown. In the first lesson, students read to learn about the Lenape including where they lived, their source of food, and major events that happened along the Delaware Bay. In the second lesson, students read to learn about the first European settlers in Delaware including the first European explorer that explored Delaware and who took over the Swedes' and Dutch's settlements. In the third lesson, students learn about how Delaware developed and changed over time, specifically how Great Britain taxed the colonists and what the colonists did in response to these taxes. In the fourth lesson, students learn about how Delaware changed including how people were moving to this state and businesses were growing, and their stance on Slavery during the early 1800's. The ELA CCSS

### Social Studies Forefront Examples:

#### 3rd Grade History:

[Delaware History](#)

#### 4th Grade Geography:

[City Histories in Maps](#)

#### 5th Grade Economics:

[J.A. Biztown Financial Literacy](#)

### ELA Forefront Examples:

#### 4th Grade Reading Unit 3:

[Reading History: The American Revolution](#)

#### 5th Grade Writing Unit 2:

[The Lens of History: Research Reports](#)

[SS Coalition MOU](#)

(RI.3.3) is in the background using strategies to help students describe relationships between a series of historical events.

#### **4th Grade Reading Unit 3 Summary**

On the other hand, below is an example in which the ELA curriculum and pedagogy drives instruction, so the Common Core State Standards (CCSS) take the forefront in planning. The curriculum and lessons involve social studies content, but they aren't driving the objective. (*Expectation*)

The 4th Grade Reading Unit, Reading History: American Revolution, guides students to learn to read like historians. In the first part of the unit, or bend, students embark on a research project about the events leading up to the American Revolution. Students build their knowledge about the era by reading accessible texts, and learning how researchers pay attention to text structures in order to organize their notes and their thinking. As students narrow their research focus to a subtopic, they then synthesize new information into what they already know, paying special attention as historians do, to the people, geography, and chronology of the event they are studying. Students are introduced to primary sources, and strategies for tackling these more difficult texts. By the end of the bend, students celebrate their new learning by sharing that learning with each other. The second part of the unit moves the chronology forward to the eve of the American Revolution. Students continue their research in preparation to debate the question of independence from Great Britain. During this bend, students learn about multiple points of view in order to gain a more complete picture of events in the past. Students will prepare to take sides on this great question, with some of them researching the viewpoint of the Patriots and others researching the Loyalists' perspective. As they gather their evidence and angle it to support their side, students hone their skills of supporting a position with reasons and solid evidence.

	<p>The bend culminates with a reenactment of the Second Continental Congress, with students debating the heady question of independence for America. At the end of the unit, students attend the Museum of the American Revolution and/or Colonial Plantation.</p> <p>During the 2017-2018 school year, we had three teachers attend the Delaware Social Studies Coalition. The focus the past two years has been on creating assessments which is captured in the “sample assessments” section. This year, the coalition is focused on developing a deeper understanding of the standards for grades 4, 5, and 7. We have signed the MOU and plan to use the information gained at the trainings for each grade to revise and enhance our curriculum as necessary.</p>	
<p><b>6-8 Instruction</b></p>	<p>The Delaware Middle School Immersion Advisory Committee found through examination of MS immersion models a focus on Social Studies as the overwhelming choice for immersion continuation. Social Studies standards focus on world cultures and world economies which allow for natural cultural comparisons and connections to be made in our SLA Humanities. As stated above in the literacy section of this document, texts in ELA and SLA are selected purposefully to match and extend the social studies content forming the Humanities Curriculum.</p> <p>The ELA and SLA Unit 1 documents show that there is a shift in what is driving instruction (Language Arts vs. Social Studies).. Looking at the unit documents, there are lessons in which the language arts curriculum and pedagogy are driving instruction, so the Common Core State Standards (CCSS) take the foreground in planning. The curriculum and lessons may involve social studies content, but they aren’t driving the</p>	<p><b>Grade 6:</b>  <a href="#">Unit 1 ELA, SLA, and SS Map</a>  <a href="#">English SS Scope &amp; Sequence</a>  <a href="#">Spanish SS Scope &amp; Sequence</a>  <a href="#">ELA Unit 1</a>  <a href="#">SLA Unit 1</a></p> <p><b>Grade 7:</b>  <a href="#">Unit 1 ELA, SLA, and SS Map</a>  <a href="#">English SS Scope &amp; Sequence</a>  <a href="#">Spanish SS Scope &amp; Sequence</a>  <a href="#">ELA Unit 1</a>  <a href="#">SLA Unit 1.1</a>  <a href="#">SLA Unit 1.2</a>  <a href="#">SLA Unit 1.3</a>  <a href="#">SLA Unit 1.4</a></p>

objective. On the other hand, there are some lessons that the social studies standards are driving the objective and agenda so that social studies is in the forefront and CCSS ELA for the social sciences is in the background. Below is an example from the 8th grade unit of study Ancient Empires, specifically the lessons around [Ancient Greece](#) demonstrating the shifts between the focus on ELA and social studies. (*Expectation*)

- Slides 6-25 - Social Studies Standards are driving the instruction. These slides provide the historical background of Ancient Greece that students need in order to understand the cultural aspect of their literature.
- Slides 26-33 - ELA CCSS are driving the instruction through exposure to Ancient Greek mythology. As part of the CCSS RL8.9, students are expected to analyze classical literature while making connections to modern works. Therefore, it is essential to merge the SS and ELA concepts.
- Slides 34 - 43 - Social Studies Standards are driving the instruction through the introduction of The Golden Age in which students are again exposed to the historical content of Ancient Greek conflict, as required by the Geography S4-b: Students will explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories.
- Slides 45 - 49 - ELA CCSS are driving the instruction by focusing on a short story on Alexander the Great.
- Slides 51 - 53 - Social Studies Standards are driving the instruction providing a conclusion to the concept through a summary of the legacy left by Ancient Greece, including the concept of the epic hero. This concept of

**Grade 8:**

[Unit 1 ELA, SLA, and SS Map](#)

[English SS Scope & Sequence](#)

[Spanish SS Scope & Sequence](#)

[ELA Unit 1](#)

[SLA Unit 1](#)

[SS Coalition MOU](#)



	<p>the epic hero is then driven by the ELA CCSS SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest, through the summative assignment associated with Ancient Greece.</p> <p>Within the same unit during Spanish Humanities, students are continuing to gain a deeper understanding of the standards when learning about ancient empires. For example:</p> <ul style="list-style-type: none"> <li>• When learning about the Chinese Empire the Social Studies Standards are driving instruction. At the same time, students are reading the Myth of Mulan and the Delaware World Readiness Standards for Learning Languages (DWRSL) are driving instruction.</li> <li>• When learning about the Roman Empire the Social Studies Standards are driving instruction. At the same time, students are reading The Ides of March and the DWRSL Standards are driving instruction.</li> <li>• When learning about Mesopotamia the Social Studies Standards are driving the instruction. At the same time, students are reading the Epic of Gilgamesh and the DWRSL Standards are driving instruction.</li> </ul> <p>This year, the Delaware Social Studies Coalition is focused on developing a deeper understanding of the standards for grades 4, 5, and 7. We have signed the MOU and plan to use the information gained at the trainings for each grade to revise and enhance our curriculum as necessary.</p>	
<b>Sample Assessment</b>	K-8 assessments are aligned to state standards focusing on student achievement of standards.	K-5 Sample:

	<p>The sample assessments for K-5 have been created in conjunction with the Delaware Social Studies Coalition during the 2017-2018 school year.</p> <p>6-8 assessments focus on equal mastery of both ELA and Social Studies standards. These assessments are a blend of text analysis, writing, and project-based learning. Within project assessments there is cross-curricular aspect that aligns with content areas such as Spanish, Science and/or art.</p>	<p><a href="#">G3 Production and Allocation of Goods</a>  <a href="#">G3 Obtaining Goods in an Ancient World</a></p> <p>6-8 Sample:  <a href="#">Informational Text Analysis-Summative</a>  <a href="#">Cross Curricular Assessment-Summative</a></p>
<p><b>K-5 Schedule</b></p>	<p>The school allocates enough time to teach the required Social Studies Standards in grades K-5 with an increasing amount of time allocated at each grade level, with the most amount of time spent in grades 4-5. K-2 has 30 minutes allocated per day, grade 3 increases to 35 minutes per day, and grades 4-5 to 40 minutes per day. When this document was originally submitted, teachers created the schedule prior to students returning to school; therefore, teachers needed time to adjust their new schedules with their new students. The information listed to right is the most up to date times in which social studies is taught. It is important to note that starting in second grade teachers are departmentalized; therefore, they have allocated two sections of social studies for two different classes of students. <i>(Expectation)</i></p>	<p>Kindergarten</p> <ul style="list-style-type: none"> <li>● 2:25pm-2:55pm (30 minutes)</li> </ul> <p>1st Grade</p> <ul style="list-style-type: none"> <li>● 2:45pm-3:15pm (30 minutes)</li> </ul> <p>2nd Grade</p> <ul style="list-style-type: none"> <li>● Block 1 - 12:55pm - 1:25pm (30 minutes)</li> <li>● Block 2 - 2:55pm - 3:25pm (30 minutes)</li> </ul> <p>3rd Grade</p> <ul style="list-style-type: none"> <li>● Block 1 - 10:05am -10:40am (35 minutes)</li> <li>● Block 2 - 2:45pm-3:20pm (35 minutes)</li> </ul> <p>4th Grade</p> <ul style="list-style-type: none"> <li>● Block 1 - 11:00am-11:10am and 1:00pm – 1:30pm (40 minutes)</li> </ul>

		<ul style="list-style-type: none"> <li>Block 2 - 2:40pm-3:20pm (40 minutes)</li> </ul> 5th Grade <ul style="list-style-type: none"> <li>Block 1 - 11:10am - 11:25am and 12:00pm-12:25pm (40 minutes)</li> <li>Block 2 - 2:45pm -3:25pm (40 minutes)</li> </ul>
<b>6-8 Schedule</b>	<p>In grades 6-8, one hour per day is provided for the instruction of English and Social Studies, as well as one hour dedicated to SLA and Social Studies, as they are embedded/blended together to support the humanities approach described above. While there is not a separate, scheduled daily block of time for Language Arts and Social Studies in the schedule, the amount of time spent in Language Arts compared to Social Studies over the course of the school year makes it clear that the school allocates enough time to teach the Language Arts and Social Studies Standards. This information can be found in the scope and sequence documents and a specific example listed below. <i>(Expectation)</i></p>	8th Grade Example: <a href="#">ELA Scope and Sequence</a> <a href="#">SS Scope and Sequence</a>

<i>Visual and Performing Arts</i>		
Item	Summary	Evidence
<b>Visual Arts</b>	Links for example rubrics are within each curriculum map.	<a href="#">Grade K Curriculum Map</a> <a href="#">Grade 1 Curriculum Map</a>

		<a href="#">Grade 2 Curriculum Map</a> <a href="#">Grade 3 Curriculum Map</a> <a href="#">Grade 4 Curriculum Map</a>  <a href="#">3rd Grade Self-Portrait Rubric</a> <a href="#">4th Grade Recycled Sculpture Rubric</a> <a href="#">4th Grade Recycled Sculpture Peer Feedback Form</a> <a href="#">4th Grade Recycled Sculpture Formative</a>
<b>Performing Arts</b>	<a href="#">Links for example unit plans are within music scope and sequence.</a>	<a href="#">Music Scope and Sequence</a> <a href="#">Primary Performance Scoring Rubric</a> <a href="#">K-2 Music Assessment</a> <a href="#">Musical Theater Unit 1 Assessment</a> <a href="#">Musical Theater Unit 1 Quiz</a>