Course Alignment Guidance

MOCAP VENDOR COURSE STANDARDS ALIGNMENT

MOCAP courses are required to align with the Missouri Learning Standards (MLS). Not all courses that vendors will include in their course offerings will have associated ML standards. For courses that have no available standards, contractors must submit a course syllabus. A syllabus submission is not required for courses that require MLS alignment.

MISSOURI LEARNING STANDARDS ALIGNMENT OVERVIEW

Vendors are responsible for providing course alignments to standards and submitting the documentation in the DESE Secure File Transfer (SFT) site. Each vendor has their own account in the SFT to upload the information.

Course alignments will be required for:

* English Language Arts
* Math
* Science
* Social Studies
* Personal Finance
* Computer Science
* World Languages (found under “other areas”)
* Music (Fine Arts)
* Theater (Fine Arts)
* Visual Arts (Fine Arts)
* Dance (Fine Arts)
* Media Arts (Fine Arts)
* Health (found under “other areas”)
* Physical Education (found under “other areas”)

*English Language Arts:*

English Language Arts standards are organized and applied by grade level for K-8. Therefore, all of the standards listed for each grade level must be aligned in those respective courses. In high school, English I and English II needs to align to the 9-10 standards. English III and English IV needs to align to the 11-12 standards.

*Math:*

Math standards are organized and applied by grade level for K-8. Standards for high school courses are only available for Algebra I, Algebra II, and Geometry. Other math courses such as Pre-Algebra, Trigonometry, or Calculus do not have course level standards, however, there are standards in the high school level that would be expected to be included (at an understood different level of difficulty and expectation). For example, there are trigonometry standards in the Geometry course so those standards, at a minimum, would need to be found in a Trigonometry course. Lower level courses such as Pre-Algebra may pull standards from lower level math courses such as 8th grade.

*Science*:

Science standards are organized and applied by grade level for K-5. At the middle school level, the standards are organized and applied in a 6-8 grade band. The verification of standards alignment is done by reviewing all three grade levels of courses to see that all of the grade band standards are present. For example, a standard may be in grade 6 and 8, but not in 7. That’s ok as long as all of the standards can be checked off as being present somewhere within the three middle school 6-8 grade band standards. All three courses can be approved. For high school level courses, a recommended list of standards is posted on the DESE website for Chemistry, Physics, Biology, and Physical Science (see Appendix). Courses can include more standards, but these standards are the minimum for each course.

*Social Studies*:

Social Studies is organized and applied by grade level for K-5. Middle School and High School are organized by grade band subject area: 6-8 American History, 6-8 World History, 6-8 Geography, 9-12 American History, 9-12 World History, and 9-12 Government. The grade bands 6-8 and 9-12 are meaning that a student can take any of those three courses during that grade band, but the course needs to meet the standards for the specific area. For example, American History can be taught at any grade level 6-8 or 9-12, but must meet the American History standards for the grade band where it is being taught.

*Personal Finance*:

Personal Finance is a single course alignment and straight forward in its presentation. All standards need to be present in any Personal Finance course.

*Computer Science*:

Computer Science is organized and applied by grade level K-5. Middle school level is organized by grade band 6-8 stating that by the end of 8th grade students will have accomplished all of the grade band standards. If a vendor offers only one Computer Science course, then all of the standards would need to be present in the course. If a vendor offers more than one course, then the standards can be divided between the courses. As long as all of the standards are present in the combined courses, the courses will be in standards alignment. The high school standards are in grade band 9-10 and 11-12. Computer Science I and Computer Science II needs to align to the 9-10 standards. Computer Science III and Computer Science IV needs to align to the 11-12 standards.

*World Languages*:

Missouri foreign language standards are organized and applied by Levels. Any foreign language course needs to meet the level standards of the corresponding level of the course. For example, Spanish I needs to meet the standards of Level 1 in MLS. Spanish II needs to meet the standards of Level II in the MLS. It is the same for any foreign language course.

*Music*
Music is organized and applied by grade level PK-8. The high school level is divided into focus areas Ensembles, Music Technology, Composition and Theory, and Harmonizing Instruments. High school music uses levels of proficiency in each focus area. Vendors will need to identify which focus area the course is designed to teach and demonstrate standards alignment in that focus area according to the level of the course. For example, a Music Theory I course needs to align to the Composition and Theory standards for the “proficient” level. Music Theory II needs to align to the “accomplished” level. Music Theory III and IV needs to align to the “advanced” level. Ensembles and Harmonizing Instruments include two additional levels of “novice” and “intermediate”. These levels will equate to beginner and advanced beginner level courses.

*Theater*

Theater is organized and applied by grade level PK-8 and then performance level in high school. High school theater courses need to align with the standards in the respective performance level. For example, Theater I needs to align to the “proficient” level. Theater II needs to align to the “accomplished” level. Theater III and IV needs to align to the “advanced” level.

*Visual Arts (Art)*:

Visual Arts is organized and applied by grade level PK-8 and then performance level in high school. At the high school level, Art I needs to align to the “proficient” level. Art II needs to align to the “accomplished” level. Art III and IV needs to align to the “advanced” level.

*Dance:*

Dance is organized and applied by grade level PK-8 and then performance level in high school. At the high school level, Dance I needs to align to the “proficient” level. Dance II needs to align to the “accomplished” level. Dance III and IV needs to align to the “advanced” level.

*Media Arts:*

Media Arts includes cinematic arts, animation, imaging, sound design, graphic design, virtual design, interactive design, multimedia, and intermedia. Media Arts is organized and applied by grade level PK-8 and then performance level in high school. At the high school level, Media Art I needs to align to the “proficient” level. Media Art II needs to align to the “accomplished” level. Media Art III and IV needs to align to the “advanced” level.

*Health*:

Health is organized and applied by grade level K-8 and by course in 9-12. If more than one level of Health is offered at the high school level, each course must align with all of the 9-12 standards at an understood different level of difficulty and expectation.

*Physical Education*:

Physical Education standards are organized and applied by grade level K-8 and grade band 9-12. If more than one level of Physical Education is offered at the high school level, each course must align with all of the 9-12 standards at an understood different level of difficulty and expectation. An elective course such as Personal Fitness or Weightlifting would need a course syllabus submitted.

COURSE ALIGNMENT DIRECTIONS
The link to access the Missouri Learning Standards is: <https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards#mini-panel-mls-standards8> . MOCAP will be reviewing course alignment documentation to verify that all of the necessary standards are being addressed in the respective course. This is done by the vendor providing a report that lists the standard with the corresponding information of where in the course the standard is being addressed (unit, lesson, activity, assignment, project, etc.). MOCAP will not be determining whether the course content links provided are effectively teaching that standard. MOCAP will be verifying that the vendor has addressed in some fashion within the course the standards required.

The standards alignment document submitted must list the standards in the order published in the Missouri Learning Standards. The activities of the course that goes with the standard are then provided. In other words, standards alignment is by standard, not by course content and then the standards matched to the course content. The standards alignment report can be in any format, but must be organized and understandable. Here are examples of alignment reports:





If a standard is missing or no course content is linked to a standard, the vendor will receive notification the course has been reviewed and is in need of correction. A report outlining the missing or incomplete standards will be provided. The vendor will have 30 days of being advised of the needed corrections to resubmit the course alignment for approval. The corrected alignment report will also be uploaded to the Secure File Transfer site for review. The corrected report must be correctly labeled as being “revised” or “corrected” with the course name. Once a course has met the criteria for course alignment, the approved course will be added to the MOCAP course catalog. The vendor will be advised the course has been approved for alignment.

CAREER TECHNICAL EDUCATION COURSES

At this time, courses that are electives that typically are taught in vocational programs where a CTE (Career Technical Education) credit can be earned, will be electives only and not come under the CTE umbrella. In the future, MOCAP will work with the appropriate DESE department in checking alignments to CTE course requirements to make those courses available to districts who might want to use them in a CTE program. The following links are available for course expectations and model curriculum requirements:

Skilled Technical Services: <https://dese.mo.gov/college-career-readiness/career-education/skilled-technical-sciences/skilled-technical-sciences>

Family Consumer Science and Human Services: <https://dese.mo.gov/college-career-readiness/career-education/family-consumer-sciences-human-services#mini-panel-fcs-hs5>

Agriculture Education: <https://dese.mo.gov/college-career-readiness/career-education/agricultural-education/agricultural-education>

Business, Marketing, IT: <https://dese.mo.gov/college-career-readiness/career-ed-programs/business-marketing-it-ed/curriculum/business-competencies>

COURSES WITHOUT ALIGNMENTS

There will be courses where standards are not available for course alignment. For those courses, vendors need to submit a course syllabus that includes the following information:

1. Title of course
2. Course description
3. Course goals and objectives
4. Student learning expectations
5. Academic prerequisites
6. Software and technology skills needed
7. Instructor’s communication and response policies
8. Expectations for student/group activities
9. Assignments and due dates
10. Course readings, required and recommended
11. Grading rubrics with explanations
12. Course assessment plan
13. Instructional/teaching strategies (lecture, asynchronous discussions, real-time e.g. face-to-face or teleconference, independent reading, etc.)
14. Course policies including those for earning academic credit, disability services, attendance and participation, academic misconduct, and acceptable use of technology

The same procedure will be used to review a course syllabus as course standards alignment. MOCAP will be verifying that the syllabus has all of the above information in the syllabus. If a course syllabus is missing any of the components, the vendor will be notified and provided with a report outlining the missing components. The vendor will have 30 days to resubmit the course syllabus with corrections. Courses that have standards alignment will not be required to submit a course syllabus.

TEST PREP COURSES

Test prep courses such as ACT, SAT, HiSET or GED do not have an approval process by the test publishing companies. ACT and SAT have standards posted on their websites that outline what areas will be assessed on the respective tests. Vendors should submit, as part of the course syllabus that would be required for these courses, information that demonstrates the test review course addresses the tested areas.

The HiSET assessment is used in Missouri public schools that participate in the Missouri Options Program as an alternative route to a high school diploma. There is not an approval process for any review course to prepare students to take the HiSET. Vendors need to submit, as part of the course syllabus that would be required for these courses, how their review course addresses the areas that are being tested.

ADVANCED PLACEMENT COURSES (AP)

AP courses go through an approval process with the College Board using a specific set of standards. A MLS course alignment would not be required. Vendors need to submit documentation of their College Board approval such as their letter informing of a course approval. The approval documentation must include the name of the vendor and be currently active on the College Board website.

**APPENDIX**

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| --- | --- | --- | --- |
| HIGH SCHOOL SCIENCE COURSES |  |  |  |
| Please remember that ALL Science courses MUST include ALL 4 ETS standards. |
|  |  |  |  |  |  |
| Chemistry |  | Physics |  |
|  |  |
| PS1.A | 9-12.PS1.A.1  |  | PS2.A | 9-12.PS2.A.1 |  |
| 9-12.PS1.A.2  |  | 9-12.PS2.A.2 |  |
| 9-12.PS1.A.3  |  | 9-12.PS2.A.3 |  |
| 9-12.PS1.A.4  |  | PS2.B | 9-12.PS2.B1 |  |
| 9-12.PS1.A.5  |  | 9-12.PS2.B.2 |  |
| PS1.B | 9-12.PS1.B.1  |  | PS3.A | 9-12.PS3.A.1 |  |
| 9-12.PS1.B.2 |  | 9-12.PS3.A.2 |  |
| 9-12.PS1.B.3 |  | PS3.C | 9-12.PS3.C.1 |  |
| PS1.C | 9-12.PS1.C.1  |  | PS4.A | 9-12.PS4.A.1 |  |
| PS3.A | 9-12.PS3.A.1 |  | 9-12.PS4.A.2 |  |
| 9-12.PS3.A.3 |  | PS4.B | 9-12.PS4.B.1 |  |
| PS3.B | 9-12.PS3.B.1 |  | 9-12.PS4.B.2 |  |
| PS4.A | 9-12.PS4.A.1 |  | ESS1.A | 9-12.ESS1.A.1 |  |
| 9-12.PS4.A.2 |  | 9-12.ESS1.A.2 |  |
| ESS2.C | 9-12.ESS2.C.1 |  | 9-12.ESS1.A.3 |  |
| ESS2.D | 9-12.ESS2.D.1 |  | ESS1.B | 9-12.ESS1.B.1 |  |
| ESS3.A | 9-12.ESS3.A.2 |  | ESS1.C | 9-12.ESS1.C.1 |  |
| ESS3.D | 9-12.ESS3.D.1 |  | 9-12.ESS1.C.2 |  |
|  |  |  | ESS2.A | 9-12.ESS2.A.1 |  |
| Biology (EOC) |  | 9-12.ESS2.A.2  |  |
|  | 9-12.ESS2.A.3  |  |
| LS1.A | 9-12.LS1.A.1 |  | 9-12.ESS2.A.4 |  |
| 9-12.LS1.A.2  |  |  |  |  |
| 9-12.LS1.A.3 |  |  |  |  |
| LS1.B | 9-12.LS1.B.1 |  | Phyiscial Science (EOC) |  |
| LS1.C | 9-12.LS1.C.1 |  |  |
| 9-12.LS1.C.2 |  | PS1.A | 9-12.PS1.A.1 |  |
| 9-12.LS1.C.3 |  | 9-12.PS1.A.2 |  |
| LS2.A | 9-12.LS2.A.1 |  | 9-12.PS1.A.3 |  |
| LS2.B | 9-12.LS2.B.1 |  | 9-12.PS1.A.5 |  |
| 9-12.LS2.B.2 |  | PS1.B | 9-12.PS1.B.1 |  |
| 9-12.LS2.B.3 |  | 9-12.PS1.B.2 |  |
| LS2.C | 9-12.LS2.C.1 |  | 9-12.PS1.B.3 |  |
| 9-12.LS2.C.2 |  | PS1.C | 9-12.PS1.C.1 |  |
| LS3.A | 9-12.LS3.A.1 |  | PS2.A | 9-12.PS2.A.1 |  |
| LS3.B | 9-12.LS3.B.1 |  | 9-12.PS2.A.2 |  |
| 9-12.LS3.B.2 |  | 9-12.PS2.A.3 |  |
| 9-12.LS3.B.3 |  | PS2.B | 9-12.PS2.B.1 |  |
| 9-12.LS3.B.4 |  | 9-12.PS2.B.2 |  |
| LS4.A | 9-12.LS4.A.1 |  | PS3.A | 9-12.PS3.A.1 |  |
| 9-12.LS4.A.2 |  | 9-12.PS3.A.2 |  |
| LS4.B | 9-12.LS4.B.1 |  | PS3.B | 9-12.PS3.B.1 |  |
| 9-12.LS4.B.2 |  | PS3.C | 9-12.PS3.C.1 |  |
| LS4.C | 9-12.LS4.C.1 |  | PS4.A | 9-12.PS4.A.1 |  |
| 9-12.LS4.C.2 |  | 9-12.PS4.A.2 |  |
| 9-12.LS4.C.3 |  | ESS1.A | 9-12.ESS1.A.1 |  |
| ESS2.E | 9-12.ESS2.E.1 |  | 9-12.ESS1.A.2 |  |
| ESS3.A | 9-12.ESS3.A.1 |  | ESS1.B | 9-12.ESS1.B.1 |  |
| ESS3.C | 9-12.ESS3.C.1 |  | ESS2.A | 9-12.ESS2.A.3 |  |
| 9-12.ESS3.C.2 |  | 9-12.ESS2.A.4 |  |
| ESS3.D | 9-12.ESS3.D.2 |  |  |  |  |
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| This is a list of suggestions where some of the new expectations could be placed in |
| traditional science courses. It is meant solely as a starting point for districts who |
| are aligning courses with our new science expectations. Special thanks to Wentzville |
| School District Science Content Leader, Mrs. Aydelott and her teachers for making |
| this document better and more useful to all of our Missouri science educators. |