

From: [Moar, Susanne](#)
 To: [1490Comments](#)
 Cc: [Susanne Moar](#)
 Subject: MLS proposed standards K-5 Science
 Date: Sunday, February 28, 2016 11:37:11 AM

Thank you for your work on these standards
 Below is my feedback. Please let me know if you have any questions.

Physical Science	Grade	
PS1A Structures and Properties of Matter	First	Use of the word mass is not developmentally appropriate in the elementary grades. Add boundary or note to distinguish. For teachers only, not for students.
PS2B Types of Interactions	Fourth	Use of the term newtons is not developmentally appropriate in elementary grades to assess as quantifiable data . Introductory use of this area of measurement is the intent.
PS3 A Definitions of Energy PS3B Conservation of Energy and Energy Transfer PS4 B Electromagnetic Radiation	First	<p>This shows up in three concept areas. What does the * indicate = no key</p> <p>*Identify the source of energy that causes an increase in the temperature of an object (e.g., Sun, stove, flame, light bulb.</p> <p>It should not be in PS3 A - Energy as a concept is not appropriate until Grades 3-5 PS3 B is the best fit. It helps answer <i>How is energy transferred between systems.</i> <i>PS4B is about electromagnetic radiation as it comes from light waves, not radiant heat transfer.</i></p>
PS4 A Wave properties	K-2	Sound waves in 3 consecutive grades these are too similar to repeat as it will not allow for in-depth study. Keep it in one grade (FIRST)
PS4-A Wave properties	First	There should be some introductory exploration with light, but it is completely left out. Wave technology is huge in our future as it is present in ways to communicate and use advanced devices, so neglecting this is not a good decision. Why no introduction of light?. They need to know this to

		<p>understand how shadows influence studies of space in upper grades. Adding the following would help build background knowledge needed in intermediate grades. 1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated. 1-PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.</p> <p>In grade 3, in the MLS draft, we are asking students: <i>ESS1-B Explain how the sun’s position in the sky and the Earth’s rotation affect the length and directions of shadows</i> but there are no standards to explore light at all prior to this time.</p>
<p>Earth Science ESS1-B Earth and the Solar System</p>	<p>Third</p>	<p>Referencing the above standard. <i>ESS1-B Explain how the sun’s position in the sky and the Earth’s rotation affect the length and directions of shadows</i></p> <p>This is a stand alone standard that is not connected to anything else in space science. Either add the light standards here, so they can explore light waves to support the above standard to make an in-depth study more purposeful. Or note that they study shadows in 5th.</p>
<p>Life Science LS3 D Biodiversity and Humans.</p>	<p>second</p>	<p>With LS1 A about structure and function of different animals, it would only make sense to also include</p> <p><i>LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</i></p> <p>If they are studying in LS1 A how plants and animals are different, they need to make the connection that they are different because of influence of the habitats that they live in. Rainforest plants vs desert plants for example.</p>
<p>Life science 3-LS4-1</p>	<p>Third and Fourth</p>	<p>the below standard is left out, but is a background piece for a 4th grade standard> 3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and</p>

<p>Earth Science 4-ESS1-1</p>		<p>environments in which they lived long ago.</p> <p>This supports greatly and provides the background needed for an identified standard in 4th grade.</p> <p>4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in landscape over time.</p> <p>In third grade they could look at fish fossils and in fourth grade they will note that the fish fossils are now in a desert and that this must have once been an body of water.</p>
<p>Engineering</p>	<p>K-5</p>	<p>the opportunity to include standards that have an engineering component could be more present. In the original drafts, there were no science and engineering standards. Now that there are, more ETS standards should be identified.</p> <p>K-PS2-2 Analyze data to determine if the design solution works as intended to change the speed or direction of an object with a push or a pull.</p> <p>2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p> <p>3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.</p> <p>4- PS4-3 Generate and compare multiple solutions that use patterns to transfer information.</p>

Susanne Moar

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From: [Gail Wiemann](#)
To: [1490Comments](#)
Subject: Proposed Government Standards
Date: Sunday, February 28, 2016 4:45:14 PM

I would like to see more specific standards in each of the key concepts and understandings. Many seem too broad and general. It is hard to get students prepared for the Missouri Government EOC when the state standards don't give specific examples of what will be tested.

For example: 1. History: Continuity and Change: Historical Foundations A. Trace the evolution of government in the English colonies to explain American colonists' expectations for self-rule.

My questions: Mayflower Compact? Virginia House of Burgesses?

Other Questions: Do we teach the Magna Carta? Roman Influence on English Government? Which Enlightenment Ideals? Which works and concepts to focus on?

Thank you for your time and consideration,

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Gail Wiemann
De Soto Sr. High
Government and History Teacher

"The mission of the De Soto 73 School District is to ensure learning, growth, and success for all students in a safe environment."

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From: [Natalie Fallert](#)
To: [1490Comments](#)
Subject: English MLS Comments
Date: Sunday, February 28, 2016 7:44:15 PM

I have reviewed the MLS for K-5, and I feel there are HUGE holes in the curriculum.
As a high school English teacher

English

My biggest concern comes with the crossover from 5th to 6th. They are not even in the same format - one is vertical and one is horizontal! There are also holes between the two, so within a school district there will have to be added information at the K-5 level in addition to the MLS in order to prepare kids for 6th grade. I feel that MOST of the information at the K-5 level is a DOK 1-2 not the expected 3 or 4. There are VERY few literature terms mentioned in the K-5 i.e. irony, conflict, man vs man, etc. If these are not mentioned by name then will they not be tested on the MAP? If they will be tested how will a teacher know what terms they are responsible for at each grade level. There are very few mentions of these terms. Another issue with the K-5 is the speaking and listening portion. If find it unacceptable that we remove literature terms and higher order thinking, but we are going to put in that a child needs to be able to follow specific directions like "get your pen and head to the carpet" in 4th grade - seriously! This has to be a state standard that it must be "taught" in English?

At the HS level one of my biggest issues would come with the fact that the Language standards have been completely removed. How in the world are we supposed to prepare our students for the ACT by removing Language expectations. If a new teacher in 10th or 11th grade got ahold of these and actually followed them and didn't break down sentence structure and writing or didn't understand the importance of drilling some of those ACT skills then their children will not be prepared for the State ACT or college!

I have more, but they are on the actual document in PDF form, but the file is too big to email.

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Natalie Fallert

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Coach: Track

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From: [Sharon Coward](#)
To: [1490Comments](#)
Subject: Science standards
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Our Science Standards should be based on the Next Generation Science Standards.

Sent from my iPad