



# The DCPS Academic Looking Glass

Issue 16

April 24 – May 7, 2008

**The DCPS Academic Looking Glass** is produced bi-weekly to assist principals, teachers, parents, and district staff as a quick reference guide about what students are learning during a sliding two week window.

The learning schedules listed are not comprehensive due to space constraints and should be considered fluid in nature, as teachers are given flexibility in the speed of coverage according to the needs of students. More information on the district's curriculum and past issues of **The Looking Glass** can be accessed on the DCPS website at [www.duvalschools.org](http://www.duvalschools.org).

## Elementary Reading (Grades K-5)

### ASSESSING RESPONSE TO LITERATURE

The fourth and final progress monitoring for writing is taking place April 21<sup>st</sup> - 25th. This is an assessment of the Response to Literature Standards K-8. Students are being asked to write about a book that they have read, discussed and enjoyed this year.

A response to literature asks students to become literary critics of the text, make connections with their reading and to interpret, evaluate, analyze and reflect on what they have read.

Currently, teachers are being asked to score their students' writing in a different way. In the past three assessments, teachers have used a holistic rubric in grades 3-5 to determine students' progress in different genres. Holistic scoring assumes that the skills that make up the ability to write are closely interrelated and that one skill cannot be separated from others. A holistic scoring method results in one score for the entire piece. It is an assessment of learning that reports where students are at a given time.

During this fourth assessment of writing, we are using an *analytic rubric* which assesses each element of the Response to Literature Standard for each grade level. This is an assessment for learning. It allows a teacher to determine student progress on each element and to determine what additional instruction is needed so that a student can work towards meeting the standard. Samples of student work for grade levels K-5 were also given to teachers via email so that they would have a sample of the work that should be expected of students to meet the standard at the grade level they teach.



## English Language Arts

Grade	Student focus:
6	<ul style="list-style-type: none"> <li>- Appreciating drama</li> <li>- Recognizing the importance of speaking</li> <li>- Listening correctly when performing a drama</li> </ul>
7	<ul style="list-style-type: none"> <li>- Appreciating poetry</li> <li>- Recognizing the importance of figurative language in poetry</li> </ul>
8	<ul style="list-style-type: none"> <li>- Appreciating drama</li> <li>- Recognizing that historical events are brought to life through drama</li> </ul>
9-12	<p><b>SpringBoard 9th:</b> Making Predictions; Drawing Inferences; Questioning the Text, Exploring the Issues; Writing Prompts</p> <p><b>SpringBoard 10<sup>th</sup>:</b> Justice and Injustice</p> <p><b>SpringBoard 11<sup>th</sup>:</b> Into the Wild; At What Cost, Searching for the Author and Reflections on Reading</p> <p><b>SpringBoard 12<sup>th</sup>:</b> Presenting the Show; Individual Student Presentations</p>

### READ 180



	Student focus:
<b>Days 151-160</b>	<b>Full implementation for Instructional Model:</b>
	<p><b>Whole-Class Direct Instruction: (20 min)</b></p> <ul style="list-style-type: none"> <li>- Direct instruction to the whole class is provided using the rBook</li> <li>- Workshop in consumable rBook (Note: Completion of each workshop may vary depending on the needs of the students.)</li> </ul>
	<p><b>Small-Group Rotations: (60 minutes)</b></p> <ul style="list-style-type: none"> <li>- 20 minutes of individually paced instructional software</li> <li>- 20 minutes of small group diagnostically informed instruction using the rBook to meet individual needs</li> <li>- 20 minutes of independent reading in which students read books that are Lexile level appropriate or on grade level with the assistance of an audio book</li> </ul>
	<p><b>Whole-Group Wrap-Up: (10 minutes)</b></p> <ul style="list-style-type: none"> <li>- Closure and review of the Read 180 daily experience</li> </ul>



## Science

Grade	Student focus:
K	Lab activities that explore patterns in the seasons.
1	Lab activities that explore physical characteristics, needs, and stages of animal and plant life.
2	Lab activities that explore using science tools to measure and compare objects and materials.
3	Lab activities that explore heat and light from the Sun and patterns of stars.
4	Lab activities that explore how mass, gravity, and friction affect the motion of an object. Lab activities that use scientific tools (spring scales) to measure force.
5	Lab activities that explore how heat is transferred by conduction and convection.
6	Lab activities that explore the skeletal, muscular, and integumentary systems.
7	Lab activities that explore animal adaptations and interactions among organisms.
8	Lab activities that explore chemical bonding, properties of water.
9-12	<p><b>Earth Space:</b> Complete unit by comparing past and present locations of tectonic plates and predicting future locations. Complete chapter challenge by designing a lesson to introduce concept of Plate Tectonics to 6<sup>th</sup> graders. Begin culminating unit on volcanoes and earthquakes.</p> <p><b>Biology:</b> Diversity and interdependence, genetic variation and adaptation, natural selection.</p> <p><b>Chemistry:</b> Investigate the properties of gases and how pressure and temperature affect the volume of gases. Review the kinetic molecular theory. Calculate molar volumes of gases.</p> <p><b>Physics:</b> Investigate sound waves, the Doppler effect, and resonance.</p>

## Mathematics

Grade	Student focus:
K	Represent quantities with pictures, numbers, and words. Repeat a nonstandard unit to quantify length. Become familiar and record strategies for counting six things grouped in different ways. Determine the larger of two amounts, up to 20.
1	Solve and record strategies for combining and separating story problems. Use a thermometer to measure temperature.
2	Collect, organize, describe, and interpret data. Compare data sets. Determine range of a set of data. Make hypotheses based on data. Use data representations to communicate information.
3	Represent numbers graphically and interpret changes in direction. Find net change on graphs. Relate the direction of movement to positive or negative numbers. Use net change to determine an end point.

## Mathematics (con't)

Grade	Student focus:
4	Use landmark numbers to solve problems. Use multiplication and division relationships in order to solve problems. Explore factors of numbers and find multiples.
5	Explore relationships among distance, time, and speed. Determine the number of cubes that fit in a rectangular box. Use multiplication to find the number of cubes in a box.
6	<p><b>Standard-</b> Understanding and describing how the change of a figures dimensions affects its other measurements. Understanding various geometric concepts. Predicting and verifying tessellation patterns.</p> <p><b>Advanced:</b> Understanding various geometric concepts. Predicting and verifying tessellation patterns. Selecting appropriate operations to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, and percents.</p>
7	<p><b>Standard:</b> Using concrete and symbolic representations of rational and irrational numbers in real-world situations. Understanding various geometric concepts.</p> <p><b>Advanced (Pre-Algebra):</b> Understanding concrete and symbolic representations of rational and irrational numbers in real-world situations. Working with various geometric concepts.</p>
8	<p><b>Standard (Algebra IA):</b> Adding, subtracting, multiplying, and dividing whole numbers, decimals, and fractions to solve real-world problems, using appropriate methods of computing. Representing and solving real-world problems graphically, with algebraic expressions, equations, and inequalities.</p> <p><b>Advanced (Algebra I):</b> Understanding and explaining the effects of addition, subtraction, multiplication, and division on whole numbers, fractions and decimals. Using concepts about numbers to build number sequences.</p>
9-12	<p><b>Algebra I:</b> Solve equations involving absolute value; Identify algebraic properties of real numbers and use them to justify algebraic statements; Apply the operations of multiplication &amp; division to rational expressions</p> <p><b>Algebra II:</b> Graph and write equations of ellipses; Graph and write equations of hyperbola; Determine foci and eccentricity of conics</p> <p><b>Geometry:</b> Determine geometric probabilities; Develop the sine, cosine and tangent ratios for right triangles; Solve problems using the trig ratios</p> <p><b>Pre-Calculus:</b> Springboard unit - <i>DVD Promotions</i>; Analyze and explore arithmetic and geometric sequences and series</p>



## Social Studies

As you may know, the 2006 A++ Legislation (**HB7087**) mandates that all 7<sup>th</sup> and 8<sup>th</sup> grade middle school students receive one course in career and education planning or, alternatively, meet the equivalent objectives infused into an existing course. DCPS will meet this state mandate by adopting courses that infuse these career and education planning objectives in the 8<sup>th</sup> grade social studies curriculum.

The courses adopted will be M/J US History and Career Planning (2100015), M/J US History, Advanced and Career Planning (2100025), and Social Studies 6-8 & Career Planning (7821020). The course frameworks for these classes can be found at <http://data.fl DOE.org/crsCode/default.cfm?level=68&category=Social%20Studies>

Among the objectives for this class are the requirements that each student complete a career interest inventory, such as **CHOICES**, which will help them identify future career opportunities, and an **Electronic Personal Education Plan (ePEP)** which will assist students, their families and high school personnel in planning a rigorous high school course of study. Further resources for meeting these objectives can be found at the FLDOE Career and Education website at <http://www.fl DOE.org/workforce/ced/>

In support of this initiative we will:

1. Lead a group of 8<sup>th</sup> grade US History teachers, experienced in writing curriculum, to design a Learning Schedule for these courses.
2. Coordinate with district and FLDOE personnel to provide training to 8<sup>th</sup> grade teachers on best practices for these new objectives.
3. Coordinate with guidance staff to assist with completion of **CHOICES** and **ePEP**.
4. Suggest revisions to the EOC/MAP exams for these courses.

Have your voice heard at the first meeting of the US History Learning Schedule team by emailing me at [austinc4@duvalschools.org](mailto:austinc4@duvalschools.org), so I may share your concerns with the team.

Finally, if you are an 8th grade social studies teacher, please identify yourself by emailing me so that I may form a contact group to keep everyone informed on the progress of this initiative.



## Keystone

### **(Career Research and Decision Making)**

	<b>Student focus:</b>
<b>Week 31 (Sessions 64)</b>	<b>Career Choices Text and Workbook</b> <ul style="list-style-type: none"> <li>- The 10 year plan</li> <li>- My career research</li> <li>- My high school plan</li> </ul> <b>Student Activity</b> <ul style="list-style-type: none"> <li>- Continue to work on any of the following portfolio artifacts:               <ul style="list-style-type: none"> <li>o Identity Project</li> <li>o College Post Cards</li> <li>o ePEP</li> <li>o Budget Project</li> <li>o Career Research Paper</li> <li>o Job Project</li> </ul> </li> </ul>
<b>Week 32 (Session 65)</b>	<b>Career Choices Text and Workbook</b> <ul style="list-style-type: none"> <li>- The 10 year plan</li> <li>- My post high school plan</li> <li>- Beyond my initial plan</li> </ul> <b>Portfolio Artifact</b> <ul style="list-style-type: none"> <li>- 10 Year Plan</li> </ul> <b>Student Activity</b> <ul style="list-style-type: none"> <li>- Continue to work on any of the following portfolio artifacts:               <ul style="list-style-type: none"> <li>o Identity Project</li> <li>o College Post Cards</li> <li>o ePEP</li> <li>o Budget Project</li> <li>o Career Research Paper</li> <li>o Job Project</li> <li>o 10 Year Plan</li> </ul> </li> </ul>

## Advanced Placement (AP)

**Learning schedules for other DCPS offered AP courses will be listed as they become available.**

	<b>Student focus:</b>
<b>English Language &amp; Composition</b>	- AP Exam Review (Exposition, Rhetorical Strategies, Style, Argumentation and Persuasion, etc.)
<b>AP English Literature</b>	- AP Exam Prep - Research
<b>Statistics</b>	- Review for the A.P. Exam Themes I – IV - National AP Statistics Exam
<b>US History</b>	- AP US History Review - AP Practice Exam
<b>Human Geography</b>	- AP Exam Prep - World Cities - Globalization and Summative Review

## Advancement Via Individual Determination (AVID)

### WRITE PATH: MATHEMATICS

*Why is writing integral to a College Preparatory Mathematics Program?*

The **Write Path: Mathematics** incorporates the use of writing, inquiry, and collaboration in the math classroom. Other strategies include helping students read textbooks effectively, note taking in mathematics, and the use of rubrics. The **Write Path: Mathematics** is designed as a resource guide for teachers and students in courses ranging from Pre-algebra to Calculus.

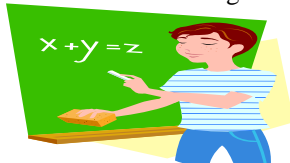
Students almost always ask why writing is so heavily emphasized as they prepare for college. They are particularly surprised when writing is required in mathematics courses. They expect to memorize formulas and symbols and believe that writing belongs in their English courses. The question, “*Why so much writing?*” can be answered in three basic ways:

1. Writing promotes clear thinking.
2. Writing promotes effective and long-term retention of what has been learned.
3. Writing provides individuals and groups in a complex world with a voice and a record.

Students need to understand that writing is the single most powerful tool for thinking, learning and participating in the broad culture of a society. Mathematicians, like everyone else, write about their ideas, discoveries, and understanding of one another’s work. For students, mastery of high-school mathematics qualifies them for success in college and post-college academic and career opportunities. Effective writing requires a set of skills that can be refined with practice and good coaching. Writing lessons provide practice with different kinds of writing and give students repeated opportunities to use and internalize the steps of the writing process. As students are provided with additional writing opportunities, both they and their instructors will discover that writing improves learning dramatically.

Writing allows teachers to have insight into their students thinking and learning in ways that non-written problem solving cannot. Students may need frequent reminders that writing, like any exercise, is necessary and important.

The value of teacher and student efforts in writing is indisputable. By not skipping the writing process to speed up the learning of mathematics, the depth of student understanding widens and increases retention time, both of which encourage the pursuit of high-level mathematics.



## Golden Nuggets from Guidance Services

### CHOICES AND ePEP

Selecting a Major Area of Interest (MAI) and taking courses associated with that major is now a graduation requirement for students entering 9<sup>th</sup> grade in 2007-2008 and after. Students must take at least four credits in their Major Area of Interest. Over the past several months our 8<sup>th</sup> and 9<sup>th</sup> grade students have been participating in activities to investigate career interests, select a major, and begin to develop a 4-year plan for high school.

**CHOICES** is an online career interest inventory that allows students to answer questions about their interests and explore careers that match the interest profile they develop. The **Electronic Personal Educational Planner (ePEP)** is an interactive online planning tool that will allow students to select their MAI and plan for high school courses.

Students may revisit their **CHOICES** account at any time. There are a variety of career exploration activities they can do through the site, in addition to those done at school.

This year, students will be creating a typical 9<sup>th</sup> grade schedule on their **ePEP**. Next year, students will revisit their **ePEP** during the Keystone course or with their School Counselor to update the courses they are actually taking and to plan for grades 10-12. The **ePEP** is the same portal they will use to track their Bright Futures scholarship eligibility through high school.

Both of these programs are available on the [www.FACTS.org](http://www.FACTS.org) website.

District Guidance has trained middle and high school counselors, 10<sup>th</sup> grade Keystone teachers, and designated middle schools teachers on using the **CHOICES** and **ePEP** websites.

