



The DCPS Academic Looking Glass

Issue 11

February 4 - 15, 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.

Elementary Reading (Grades K-5)

FAST FACTS ON DEVELOPMENTAL READING ASSESSMENT, SECOND EDITION (DRA2)

As the elementary core reading series adoption moves forward, the **DRA2**, actually developed for K-8 use, will become an accompanying instructional tool in all of our elementary schools. The **DRA2** helps students become independent successful readers by giving teachers the right mix of tools needed to assess accuracy, fluency, and comprehension. It also helps teachers identify each student's reading achievement, document progress, and tailor teaching to drive effective reading instruction during Reader's Workshop.

This accurate assessment will:

- Build student's reading skills and confidence by identifying their independent reading levels and helping teachers match students with appropriate text.
- Deliver immediate analysis and instructional suggestions to group students appropriately and better address their needs.
- Target critical points of intervention and compare student progress against benchmark expectations with easy-to-use data analysis.
- Disaggregate **DRA2** data in order to meet accountability requirements.

With the use of DRA2 all of our elementary teachers will be trained and equipped to observe and assess student performance and it will be easier to identify a student's independent reading level and document progress over time. Once each student has an instructional plan, teachers can begin to teach to students' individual needs in flexible groups with a clear focus for instruction.



English Language Arts

Grade	Student focus:
6	- Recognizing the value of preparing a storyboard - Understanding the value of an attention-getting first line for a fiction story
7	- Recognizing elements which make a fairy tale effective - Recognizing the techniques used for building suspense in a fairy tale
8	- Understanding literary analysis - Understanding the value of an attention-getting first line for a fiction story
9-12	SpringBoard 9th: Unit 4 - Compare film versions of various literary works; Emotional Roller Coaster SpringBoard 10th: Community Assessment #2; Cultural Transformations; FCAT WRITES SpringBoard 11th: Acts 1-3: Opening, Narrative Voice, POV, Girl's Truth; Vocabulary, Changing Character, Return to Foil; Proof & Confessions SpringBoard 12th: Honest Iago; Review & Recap Othello Act 3; Emilia's Secret; Share, Discussion & Socratic Seminar for Othello; Who's That Girl?

READ 180

	Student focus:
Days 101-110	Full implementation for Instructional Model:
	Whole-Class Direct Instruction: (20 min)
	- Direct instruction to the whole class is provided using the rBook
	- Workshop in consumable rBook (Note: Completion of each workshop may vary depending on the needs of the students.)
	Small-Group Rotations: (60 minutes)
	- 20 minutes of individually paced instructional software
	- 20 minutes of small group diagnostically informed instruction using the rBook to meet individual needs
	- 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
	Whole-Group Wrap-Up: (10 minutes)
	- Closure and review of the Read 180 daily experience

Science

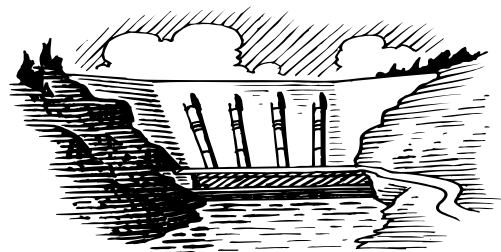
Grade	Student focus:
K	Lab activities that explore the needs of living things and where they live.
1	Lab activities that explore patterns in living and non-living things in the world around us.
2	Lab activities that explore plants, animals, and habitats.
3	Lab activities and a performance task that include measuring, collecting data, and comparing physical properties of matter.
4	Lab activities that compare and contrast the various systems of the human body and how they interact.
5	Lab activities that explore how rapid changes impact the Earth's surface.
6	Lab activities that explore electric current, conductors, insulators, batteries, and units used to measure voltage.
7	Lab activities that explore how rivers, waves, wind and ice act as agents of weathering and erosion.
8	Lab activities that review cycles of matter, levels of organization in ecosystems, energy flow in ecosystems, impact of human activity on the environment, and introduction to heredity.
9-12	<p>Earth Space: Earth's orientation in space and how that changes over time along with potential consequences of impact events.</p> <p>Biology: Role of light, water, carbohydrate, chlorophyll, NADP+, enzymes.</p> <p>Chemistry: Continue to investigate reactivity of metals. Investigate properties of metals and begin coin design performance task.</p> <p>Physics: Begin investigation of magnetic and electric fields and electromagnetism.</p>

Mathematics

Grade	Student focus:
K	Collect, record, and represent and discuss data. Compose survey questions. Sort by like attribute into two groups.
1	Observe, describe, compare, and construct 3-D shapes. Build 3-D constructions from 2-D representations. Visualize, describe, and compare paths between two locations in space and on a grid. Visualize and describe direction of turns.
2	Identify triangles and rectangles based on the number of sides, corners, and square corners. Describe, visualize, construct, and draw rectangular arrays. Use numbers to compare rectangular arrays. Construct arrays to represent numbers and identify halves, thirds, and fourths of the arrays.

Mathematics (con't)

Grade	Student focus:
3	Find the mean, mode, median, and range for a set of data.
4	Name and locate points on the coordinate grid.
5	Explore the relationship between the number of sides a polygon has and the sums of its turns and angles. Collect and organize data. Make line plots and tables to examine and compare data sets.
6	<p>Standard: Create tables, graphs and symbolic rules that describe patterns of change. Describe relationships among forms of data representation.</p> <p>Advanced: Simplify numerical expressions using order of operations. Review the understanding of experimental and theoretical probabilities. Make the distinction between single and specific outcomes. Develop a variety of strategies for evaluating probabilities.</p>
7	<p>Standard: Conceptualize volume as a measure for filling an object. Conceptualize surface area as a measure of wrapping an object. Find volume and surface areas for rectangular prisms and cylinders.</p> <p>Advanced (Pre-Algebra): Distinguish between linear and non-linear relationships. Identify inverse relationships. Use intuitive ideas of change with graphs.</p>
8	<p>Standard (Algebra IA): Conceptualize volume as a measure of filling an object and surface area as wrapping an object. Find volume and surface area of rectangular prisms and for cylinders.</p> <p>Advanced (Algebra I): Find solution sets for equations and inequalities. Use order symbols to compare real numbers. Use the addition and multiplication property to solve simple and compound inequalities. Graph solution sets on number line.</p>
9-12	<p>Algebra I: Simplifying radicals and radical expressions; Apply properties of exponents to algebraic expressions</p> <p>Algebra II: Solve systems using matrices; Explore inverses of matrices; Add, subtract, multiply, and divide rational expressions</p> <p>Geometry: Solve problems related to the interior and exterior angles of polygons; Solve problems related to the properties of special quadrilaterals</p> <p>Pre-Calculus: Explore and analyze properties of piecewise functions and their graphs; Explore effects of shifting, stretching, and reflecting graphs and their inverses</p>



Social Studies

Celebrating diversity will never be restricted to a single month. Every school day is an opportunity to remember the diverse achievements of our past, appreciate each other in the present, and look toward our shared future. However, we do set aside the month of February as Black History Month, a time to give a special focus to many deserving scholars, artists, politicians, and countless everyday people who have risen above the everyday and formed our nation.

There are, of course, many tried and true ways to celebrate Black History month in schools such as research projects, essay contests, educational field trips, and guest speakers, for example. However, here is a list of other activities that were a success in other Duval schools last year. Take a minute and see if any of these ideas could be adapted for your school, or inspire you to try something new!

Great Ideas for Celebrating Black History Month 2008 At Your School!

- A great addition to your morning announcements could be quick bio from the *Book of Black Heroes from A to Z: An Introduction to Important Black Achievers for Young Readers* (ISBN-13: 978-0940975460).
- Have your school create a Black History timeline. Assign a decade to each class and have them fill a poster board with facts and art. Assemble the results in your main hallway for all to enjoy!
- Shine a daily spotlight on a Historically Black College or University. A comprehensive list can be found at <http://www.ed.gov/about/inits/list/whhbcu/edlite-list.html>
- Participate in the African-American History Brain Brawl – a 20 year tradition in Duval County.
- Host a daily Black History Month Quiz in which students can place their answers in a box in the cafeteria. A drawing is held from all the correct answers for a prize.

Whatever your school decides to do- do it well, learn a lot, and have a great time!

WJCT presents African American Lives 2! This two part series traces the genealogy of prominent African American artists, athletes and thinkers. A **teacher training** will be held February 8 from 4-8pm. Contact Beth Culkeen at 358.6391 for more information.

Kingsley Heritage Celebration 2008 will be held February 9, 2008 at 2pm at the Kingsley Plantation. There will be a speaker from Nantes, France (sister city of Jacksonville), as well as a musical performance by the UNF Brass Ensemble, and a poster exhibit on the trans-Atlantic slave trade of the 18th century.

Keystone (Career Research and Decision Making)

	Student focus:
Week 21 (Sessions 48-49)	Career Choices Text and Workbook <ul style="list-style-type: none"> - Your Ideal Career-Learning More About My career - A Typical Day at Work - Understanding Styles to Best Fit Careers - Evaluating Choices/Make a Decision - Possibilities – “The Road Not Taken” by Robert Frost Student Artifacts: <ul style="list-style-type: none"> - Career Research Project - 10 Careers That Match My Style Portfolio – Career Decision Making Chart
Week 22 (Sessions 50-51)	Career Choices Text and Workbook and College Ed Workbook <ul style="list-style-type: none"> - Setting Goals and Objectives - Information is Power - Decisions Step-by-Step - Making Informed Decisions - Becoming A professional - ePEP and Major Area of Interest should be completed on FCATS.org Student Artifacts: Career Research Project Portfolio – Setting Goals and Objectives



Advanced Placement (AP)

Schedules for other DCPS offered AP courses will be listed as they become available.

	Student focus:
English Language & Composition	Argumentation: <ul style="list-style-type: none"> - Inductive Reasoning - Deductive Reasoning - Measure of Persuasion
AP English Literature	<ul style="list-style-type: none"> - AP Exam Preparation - Fiction & Drama (5th full length work)
Statistics	Introduction to Inference
US History	Emergence of America as a World Power: <ul style="list-style-type: none"> - American Imperialism - War in Europe - World War I Home Front AP Exam Preparation
Human Geography	<ul style="list-style-type: none"> - Modern Agriculture & Cash Crops - Environmental Impact of Agriculture - AP Exam Preparation - History of Economic Development

Advancement Via Individual Determination (AVID)

AVID DATA REPORT

AVID schools embrace academic achievement and excellence with a focus on continuous improvement, an inspiring workplace, and most importantly an engaging and positive learning environment for every student.

What process is used to ensure that the authenticity of AVID's vision and purpose remain current and aligned with the district and school expectations for student learning and school effectiveness?

AVID schools receive AVID site data collection materials, which are used as part of the certification process in identifying key characteristics and benchmarks for middle and high schools. The AVID Site Data Report provides feedback, validating opportunities for future growth and program success for AVID schools. AVID site teams use the report to examine the sample questions below, which are inclusive in determining the overall certification rating of the 11 AVID Essentials for the school.

Middle School

1. What was the percentage of AVID students who enrolled in high school credit-bearing algebra, or a higher level college-preparatory mathematics course?
2. What was the percentage of AVID students who were enrolled in at least one honors course?
3. What was the percentage of AVID students who were enrolled in world languages?
4. What was the percentage of AVID students who were completing their second year of AVID?
5. What are the numbers of AVID eighth-graders who have taken or are currently taking algebra or the equivalent?

High School

1. What is the total number of AVID students reported by grade level?
2. What are the percentages of AVID students enrolled by ethnicity?
3. What is the total number of AVID sections offered at the site? What are the averages for AVID?
4. What is the average number of tutor hours per week?
5. What is the percentage of AVID students enrolled in a college-preparatory program?
6. What is the percentage of students on track for four-year college graduation?
7. What is the number and percentage of AVID students enrolled in at least one AP course?
8. What is the number of previous AVID seniors who were in the program for at least three years?

Fast Facts About Destination Success

Duval County Public Schools is pleased to announce the availability of *Destination Success* for **all** elementary students within the Riverdeep Learning Village. *Destination Success* is a standards aligned supplemental Reading and Math curriculum software package. *Destination Success* contains a Learning Management System which provides instructional learning paths that can be automatically prescribed following a pre-test or by teacher selection to ensure that each student is provided the individualized curriculum support he or she needs.

The strength of *Destination Success* lies in the methodical, step-by-step tutorials that firmly scaffolds student learning. The combination of animation video, audio, and content embedded into the learning experience makes it possible for students to see concepts in action. One of the hallmarks of *Destination Success* is its unwavering focus on real-world situations and problems. Students immediately relate skills to their everyday lives and to the world they see around them.

Destination Success adds the following benefits:

- Teachers can select and assign lessons within *Destination Success* that support their current classroom instructional efforts
- Content can be easily embedded within lesson plans
- Content can be used for intervention strategies, safety nets, mentoring programs, and Team Up
- Off-campus connectivity provides all elementary students with 24/7 home and community access (libraries, faith based organizations, etc.)
- Usage by teachers during whole-class or teacher led group instruction
- Reading content available for K-8
- Math content available for K-Algebra

For teacher and student access information, go to the main Duval County webpage and click on the link that says "[Curriculum/Riverdeep](#)". You will find a gateway to resources, tutorials, scope and sequence, guides, and other tools for *Destination Success* implementation. For additional support, email riverdeep@duvalschools.org or call the Riverdeep Helpdesk at 348-7740.

Remember, all paths lead to Destination Success!

