



The DCPS Academic Looking Glass

Issue 10

January 17 – February 1, 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 can be accessed on the DCPS website at www.dreamsbeginhere.org.

Elementary Reading (Grades K-5)

ELEMENTARY CORE READING ADOPTION

The reading adoption process for a new elementary core reading series began in November 2006. Throughout the past year we have used a systematic process to inform our decision about new elementary teaching and learning materials for our district. This process was led by Ms. Debbie Raper, a consultant, along with the staff from Academic Services. There were three committees: one composed of teachers, one of instructional coaches and one of administrators that met monthly during the past year to study and think carefully about the critical elements of an effective core reading series. In addition to the monthly committee meetings, these groups solicited input from all teachers using three Zoomerang surveys during this process.

The final three publishers - Houghton Mifflin, MacMillan-McGraw/Hill, and Pearson/Scott-Foresman - were asked to send DVD presentations to all elementary schools in the fall of 2007. For two weeks in October 2007, the three final publishers displayed their materials and resources at eight school sites throughout the district. All teachers were invited to review the materials and resources and give input to Academic Services.

The recommendation for the Superintendent and School Board was made based on three factors: input from the adoption committees and teachers, the professional development plans, and the cost proposals submitted by the final two publishers, Houghton Mifflin and MacMillan-McGraw/Hill. At the January School Board Meeting it was recommended and approved that the Houghton Mifflin Elementary Core Reading Series be adopted for Duval County Public Schools. The materials are being customized for Duval County Public Schools and professional development for teachers will begin in the spring of 2007.

English Language Arts

Grade	Student focus:
6	- Understanding the stages of the fiction plot line - Recognizing the value of preparing a storyboard
7	Recognizing elements which make a fairy tale effective
8	- Recognizing literary merit - Understanding literary analysis
9-12	SpringBoard 9th: Timeline of Events; Comparing Film Versions; Persuasive Prompts; Acting Companies SpringBoard 10th: Community: Culture Clash / A Letter to the District Commissioner / What's the Point? SpringBoard 11th: Defining Justice; Justice Demanded; Exploring Rhetoric; A Close Reading of Speeches; Puritans SpringBoard 12th: Argumentative Essay First Draft; Plot to Life; The Moor; A Husband's Response; Knavery's Plain Face



READ 180



	Student focus:
	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
	NOTE: Administration of third SRI from January 17 to February 1.
Days 91-100	

Science

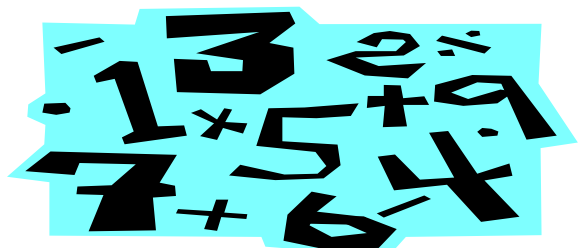
Grade	Student focus:
K	Lab activities that explore the needs of plants and animals.
1	Lab activities and performance task that explores how the Sun provides heat and light to the Earth's land and water.
2	Lab activities that explore needs and characteristics of living things
3	Lab activities that explore and measure physical properties of matter.
4	Lab activities that compare and contrast plant and animal cells.
5	Lab activities that explore how weathering and erosion change the surface of the Earth. Lab activities that explore how slow changes impact the Earth's surface.
6	Lab activities that explore atomic structure.
7	Lab activities that explore salt water, sources of fresh water, importance of water, and sources of water pollution.
8	Lab activities that explore galaxies, and a review of the environment.
9-12	<p>Earth Space: Unit on Astronomy begins with focus on scale, distance, and theories of creation of universe and solar system. Impacts of moon-earth relationship explored.</p> <p>Biology: Cellular organization, function of ATP/ADP, energy production, photosynthesis, respiration.</p> <p>Chemistry: Investigate metals: sources, uses, and reactivity.</p> <p>Physics: Investigate energy: gravitational potential and kinetic, conservation of energy, frictional force, effect of gravity on friction, factors that affect the swing of a pendulum, air resistance, free fall, and Newton's 3rd law of motion.</p>

Mathematics

Grade	Student focus:
K	Develop and use strategies for counting. Relate counting to the quantity of items in a group. Explore one-to-one correspondence. Sort objects into groups by attribute. Collect, record, and represent and discuss data.
1	Observe, describe, compare, and construct 3-D shapes. Develop vocabulary for describing 3-D shapes. Visualize and describe rectangular prisms.
2	Sort, describe, and identify shapes by various attributes. Compose, and decompose two and three dimensional shapes. Describe spatial and numerical relationships among shapes.

Mathematics (con't)

Grade	Student focus:
3	Develop familiarity with common equivalent fractions. Use fractions for division.
4	Develop strategies for solving missing information problems. Interpret representations that show change. Make and interpret different graphical shapes.
5	Determine turn sizes for making an equilateral triangle. Distinguish between turns and angles. Distinguish between regular and non-regular polygons.
6	<p>Standard: Explores the process of data investigation, such as posing questions, and collecting data, analyzing data and making interpretations to answer questions.</p> <p>Advanced: Creates tables, graphs and simple symbolic rules that describe the patterns of change. Describe relationships among forms of data representation, words, tables, graphs, and symbolic tables.</p>
7	<p>Standard: Find the slope of a line. Find the y-intercept of a linear equation. Write linear equations given the slope and y-intercept. Conceptualize volume as a measure for filling an object. Conceptualize surface area as a measure of wrapping an object.</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): Use the addition or subtraction property of equality. Solve systems of linear equations by graphing, substitution, and linear combination. Use the field properties to justify algebraic statements. Solve equations involving proportions.</p> <p>Advanced (Algebra I): Graph ordered sets of linear equations in two variables, using slope, point, and plotting. Determine the slope of a line.</p>
9-12	<p>Algebra I: Expand and simplify polynomials; Factor polynomials of first and second degree; Factor and solve quadratic equations</p> <p>Algebra II: Explore graphs of absolute value functions, radical inequalities, and circles; Explore effects of addition, subtraction, and scalar multiplication of matrices</p> <p>Geometry: Determine similarity between polygons; Identify corresponding parts of similar polygons</p> <p>Pre-Calculus: Springboard MIU: Ships in the Fog; Explore and evaluate parametric equations</p>



Social Studies

The 2008 Duval County History Fair “Conflict and Compromise” is a great way for students to bring the past into their present with meaning and scholarship. The 2008 Duval County History Fair is set for Saturday, March 8 at the Gooding Building at Jacksonville University at 9am. If you would like students from your school’s history fair to compete in the Fair, please send in the registration form immediately. You can download all the information and forms from the Social Studies Department Website at http://www.dreamsbeginhere.org/static/aboutdcps/departments/acadprog/social_studies/index.asp

A History Fair project can help students meet numerous social studies, language arts, and arts standards for middle or high school. In fact, for a list of over 30 Sunshine State Standards that can be met through researching and presenting a History Fair project visit <http://www.flheritage.com/museum/programs/historyfair/standards.cfm>

Students can compete as individuals or in groups in the Exhibit, Documentary, Performance or, brand new for this year, Website categories. The Website category should be a fantastic arena for our students to show their social studies and technology-centered knowledge in the coming years! Individual students can also compete in the Historical Paper category.

Prizes will be awarded for each category, to individuals and groups, at both the middle school (6-8) and high school (9-12) levels. The first- and second-place winners will advance to the Florida History Fair competition set for May 1-3 in Tallahassee. Winners in the state fair will advance to the National History Fair this summer in the Washington D.C. area.

Students from Duval Co. have had tremendous success at these high levels of competition. Last year at the Florida History Fair, students from Duval Co. took 1st place in the Middle School Group Documentary category and 1st and 2nd place in the Middle School Group Exhibit category. Let’s continue this tradition of success and get even more students involved in the 2008 Duval Co. History Fair. See you there!



Keystone

(Career Research and Decision Making)

	Student focus:
Week 19 (Sessions 43-45)	Career Choices Text and Workbook: <ul style="list-style-type: none"> - Your Ideal Career-Understanding Your Career Options - Making informed Decisions - High School’s Importance in Career Decision Making NEFE Workbook: <ul style="list-style-type: none"> - Making Cents of Your Career - Skills: the Currency of Your Career - ePEP and Major Area of Interest should be completed on FCATS.org - Student Artifacts: Begin Career Research Project - Portfolio – Career Interest Survey
Week 20 (Sessions 46-47)	NEFE Workbook: <ul style="list-style-type: none"> - Your Ideal Career-Getting Educated About Education - Beyond Salary: The Value of Benefits College Ed Workbook: <ul style="list-style-type: none"> - Exploring Careers & Majors - The Power of Choice - ePEP and Major Area of Interest should be completed on FCATS.org - Student Artifacts: Career Research Project – Planning for My Career , Venn Diagram on Careers Chosen - Portfolio – Setting Priorities

Advanced Placement (AP)

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

	Student focus:
English Language & Composition	<ul style="list-style-type: none"> - Introduction to Argumentation - Argumentation: Inductive Reasoning
AP English Literature	<ul style="list-style-type: none"> - Fiction & Satire - AP Exam Preparation - Research Skills
Statistics	<ul style="list-style-type: none"> - Sampling Distributions - Chapter 8 & 9 Assessment
US History	<ul style="list-style-type: none"> - Populism and Progressivism - AP Exam Preparation
Human Geography	<ul style="list-style-type: none"> - Agricultural Hearths - Agricultural Revolutions - Agriculture & the Cultural Landscape

Advancement Via Individual Determination (AVID)

THE CATALYST FOR SCHOOL-WIDE CHANGE

Imagine the best school in the world – one where every child is successful. Now envision what would it take to create the school imagined? **AVID** is one of the catalysts for having a dream and sharing the vision that will result in school-wide change.

*“When **AVID** becomes a school-wide program, it enables schools to improve teaching and learning throughout the entire system, and the entire community will realize the power of a world-class education for all students. In doing so, a democratic society will be nurtured and sustained.”*

AVID’s profile of an effective school-wide program has six main elements. Successful school-wide programs:

1. Start with an inclusive planning process and a plan that involves all stakeholders, produce a working document that motivates and guides staff, students, parents, and the entire learning community, toward common challenging goals.
2. Encircle an academic focus driven by the shared vision of the school’s academic mission and goals, so that the program upgrades the core of instruction.
3. Include a comprehensive and sustained professional development which reflects the individual needs of the school.
4. Embrace cultural inclusiveness.
5. Place high value on parent and community involvement. School volunteer programs and partnerships with local businesses and community groups are also essential to school-wide success, providing opportunities for students and parents to become involved in the community.
6. Use a variety of assessment tools to focus on students’ successes so they can substantiate their progress.



Special Services (Exceptional Education and Student Services)

STUDENTS WITH DISABILITIES: WHAT’S IN A LABEL?

For many, many years, once students with disabilities were identified and found eligible for exceptional education services, “where” they were able to receive those services was driven by the ‘label’ of their disability. *“If you were _____, then you only went to _____.”* As our knowledge and understanding of disabilities has become more relevant and sophisticated, both nationally and locally, we have begun to understand that services provided to students should **really** be about the specific needs and supports required to help all students achieve success – not about the label on their foreheads!!! When we are discussing individuals with disabilities, our energies should be focused on identifying the ‘areas’ of their lives in which they have unique need for support. As we serve children with disabilities, wouldn’t it make more sense to say, *“This particular group of students is served together because we have determined that they have similar/common needs.”*? Whether it be for academic supports, behavioral interventions, physical/medical strategies, or some combination, these ‘commonalities’ would be the appropriate rationale for ‘how’ we determine the service delivery model for students with disabilities – regardless of the eligibility label.

As DCPS makes the transition from ‘categorical’, label-driven decision-making to service delivery models that acknowledge the common needs and supports of individual students, we have begun to change our classroom terminology to reflect the ways in which our students are now served. For example:

- Classrooms previously referred to as **Trainable Mentally Handicapped** (TMH) Self-Contained are now **Supported Academics** classrooms.
- Classrooms previously referred to as **Emotionally Handicapped** (EH) Self-Contained are now **Behavior Supports** classrooms.
- Classrooms previously referred to as **Severely Emotionally Disturbed** (SED) Self-Contained are now **Day Treatment** classrooms.
- Classrooms previously referred to as **Profoundly Mentally Handicapped** (PMH) are now **Participatory** classrooms.
- Classrooms previously referred to as **Developmentally Delayed** (DD) are now **Varying Exceptionalities V.E./Pre-K** classrooms.
- Classrooms previously referred to as **Hearing Impaired** (HI) are now **Deaf/Hard of Hearing** classrooms.