The DCPS Academic Looking Glass

Issue 14 Mar. 18 – Apr. 9, 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)

MOVING FORWARD: STUDENT WRITING AFTER FCAT WRITING TEST

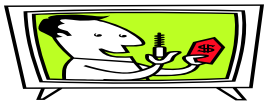
The Florida Comprehensive Assessment Test to measure our students' writing proficiency is over. However, their efforts on this assessment only showcase and require students to write responses to assigned topics in a single testing period. Over time, as a result of our instruction during **Writer's Workshop**, we should now hope to see our students developing…

A sense of self as writers, as well as personal writing processes that work for them
Ways of reading the world like writers, collecting ideas with variety, volume and thoughtfulness
A sense of thoughtful, deliberate purpose about their work as writers
A willingness to linger with those purposes as members of a responsive, literate community
Ways of reading texts like writers
A sense of craft, genre, and form in writing
A sense of audience and an understanding of how to prepare writing to go into the world

How is our student achievement in writing currently measuring up to these writing processes to support them in their continued work as writers? In April, our district-wide writing practice prompt will focus on "*response to literature*". If our students have learned strategies and techniques during their discussion of books, author studies and literature standards, then their writing for literature analysis next month should really reflect some of the elements listed above. (Ray, 2001)

English Language Arts

Grade	Student focus:
6	- Understanding how figurative language is used in poetry
7	- Understanding dramatic format - Recognizing the role of the narrator
8	- Understanding mood and identifying connotation - Recognizing author's purpose - Recognizing great poets by their distinctive styles
9-12	**SpringBoard 9th:** Creating Media Awareness; Representation in Advertisements; Techniques of Persuasion; The Audience of an Ad; Marketing and "Package Deals" **SpringBoard 10th:** FCAT Testing; Justice and Injustice **SpringBoard 11th:** Act 4 – Prediction, Vocabulary, Changing Setting, Visual Similes; Views of Justice; Portfolio Reflection; Act 3 – Just the Facts, Into the Wild, Looking at Structure **SpringBoard 12th:** FCAT Testing & Make-up; Begin Student Research Presentations; "Waco Timeline"; Unit 5 – Unpacking EA #2, "Framing the Investigation"



READ 180

	Student focus:
Days 131-140	**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 and a performance task exploring the needs of living things. Introduction to patterns of day and night.
1	Continue lab activities and investigations on plant growth. Performance task explores the life cycle of plants.
2	Lab activities and a performance task exploring how animals are adapted to survive in their habitat. Introduction to properties of matter.
3	Lab activities and a performance task exploring properties of materials and the transfer of heat energy. Introduction to cycles of Earth's movement.
4	Performance task exploring the role of various organs in the human body system and how the organ functions within that system.
5	Lab activities and performance task exploring how energy flows in aquatic and terrestrial biomes. Performance task exploring using renewable and non-renewable resources to promote energy efficiency.
6	Lab activities and a performance task exploring renewable and nonrenewable energy sources, energy transformations, and electric circuits.
7	Lab activities and a performance task exploring the Florida Everglades, water sources and coastal environments. Introduction to ecosystems.
8	Lab activities and a performance task exploring adaptations in organisms over time and use the principles of genetics. Introduce science ethics.
9-12	**Earth Space:** Theory of Plate Tectonics, exploring how we are moving using satellite and GPS data and direct evidence supporting the theory. **Biology:** DNA replication, transmission, amino acid, proteins, proteins manufactured, packaged, and transported in the cell. **Chemistry:** Energy in petroleum with an investigation of the heat of combustion of paraffin wax and its specific heat capacity. **Physics:** Complete study of magnetism and electricity. If time permits, begin Waves/Optics Unit.

Mathematics

Grade	Student focus:
K	Recognize, observe, and develop vocabulary to describe 2-D and 3-D shapes and relate to real-world objects. Visualize how to move a shape so that it is oriented into a design correctly. Understand the relationships among pattern block shapes.
1	Explore relationships among different combinations of a number. Develop and record strategies for counting and combining using pictures, numbers, and words. Develop a sense of the size of numbers up to 100. Understand when amounts are combined, the result is more than the initial amounts.

Mathematics (con't)

Grade	Student focus:
2	Visualize and represent a path. Determine path length by iterating and counting units. Find the difference between two lengths. Interpret and compare representations of paths on a grid.
3	FCAT Testing; Develop strategies for addition problems. Explore dividing numbers in half evenly. Learn addition combinations. Recognize the value of coins. Explore characteristics of odd and even numbers.
4	FCAT Testing; Develop concepts and language needed to reflect on and communicate about spatial relationships in 3-D environments. Understand geometric perspective.
5	FCAT Testing; Review fractions, decimals, and percents. Learn what a sample is and compare data from a sample to the data in a larger population.
6	**Standard-** Compares experimental results with mathematical expectations of probabilities. **Advanced:** Determine odds for and odds against a given situation. Constructs, interprets, and uses scale drawings such as those based on number lines and maps to solve real-world problems.
7	**Standard:** Read, write and interpret the large numbers that occur in real-life measurements using standard, scientific, and calculator notation. Review the concepts of place value as it relates to reading, writing, and using large numbers notation. **Advanced (Pre-Algebra):** Formulates hypotheses, designs experiments, collects and interprets data, and evaluates hypotheses by making inferences and drawing conclusions based on statistics and tables, graphs, and charts
8	**Standard (Algebra IA):** Describes a wide variety of patterns relationships, and functions through models, such as manipulatives, tables, graphs, equations, and inequalities. Selects the appropriate operation to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, proportions, and percents. **Advanced (Algebra I):** Understanding and using exponential and scientific notation. Adds, subtracts, multiplies, and divides whole numbers, decimals, and fractions, including mixed numbers, to solve real-world problems using appropriate methods of computing, such as mental mathematics and calculator.
9-12	**Algebra I**: FCAT testing; Introduction to functions **Algebra II:** FCAT testing; Synthetic division of polynomials **Geometry:** FCAT testing; Introduction to circles **Pre-Calculus:** Find complex zeros of polynomials by factoring, using Descartes' Rule of Signs, and Upper and Lower Bound Rules; Find horizontal, slant, and/or vertical asymptotes of rational functions, and sketch the graphs.

Social Studies

The DCPS Social Studies Department was awarded a Federal grant about a year and a half ago entitled "Teaching American History". This grant is awarded to school districts around the country and is designed to enable American History teachers to teach American History in a more exciting and engaging manner. The grant is designed to improve teachers' knowledge, understanding and appreciation for American History with the ultimate goal of improving student achievement.

The grant has been achieving these goals through a professional development model that includes presentations by historians, instructional field trips that "bring history alive", and by gaining the involvement of community agencies in art and history that bring personal relevance to American History content.

For the individual teacher, the grant may involve various activities such as taking Masters-level classes, attending workshops, going on extended multi-day field trips and/or writing lesson plans. It also enables teachers to actually get involved in history by participating in such events as hoisting the sails, steering and sailing an 1812 privateer in Chesapeake Bay or by participating in a dinner where Jefferson, Madison, Franklin, et al argue about the advantages and disadvantages of independence circa June 1776.

Following are some of the comments made by teachers so far:

"I have to tell you that the workshop last Tuesday was the best one I have ever been to in 27 years. I can't wait to try it with my classes."

"The Teaching American History grant has fundamentally changed my life and the way I view history. Since becoming a participant, not only have I increased my love of history, but I have transmitted that love of learning and enthusiasm to my students. As a "Colonist", the classes at JU have increased my level of confidence in content knowledge. More specifically, as a result of taking the "History of Slavery in America" class, I petitioned for an African-American history course to be given at my high school (where previously there was no such course). The results have been outstanding! Student interest and participation have exceeded my expectations. I currently teach two sections of <u>full</u> classes each semester, and I hope to reach 100+ students this academic school year. As for the Political Science course, I feel more confident when I look at data and voting patterns and I enjoy sharing this information with my students and creating a "bigger picture" for them."

The "Teaching American History" Grant is making an impact by helping teachers and students love and appreciate American History in a greater way.

Keystone

(Career Research and Decision Making)

	Student focus:
Week 27 (Sessions 59-60)	**Career Choices Text and Workbook** Getting Experience Managing change The Employee of the 21st Century Resume **Portfolio Artifact** Resume Transferable Skills Chart **Student Activity** Continued work on career research paper (peer editing) Research career information on Florida Choices website (see ePEP lesson plans)
Week 28 (Session 61)	**Career Choices Text and Workbook** Getting Experience Job Applications **Portfolio Artifact** Application **Student Activity** Continued work on career research paper (peer editing) Research career information on Florida Choices website (see ePEP lesson plans)

Advanced Placement (AP)

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

	Student focus:
English Language & Composition	Research/MLA AP Exam Review
AP English Literature	Poetry (Compare and Contrast) AP Exam Prep
Statistics	Inference for Proportions Chapter 12 Formative Assessment Inference for Tables: Chi-Square Procedures
US History	Quarter Exam US and Early Cold War: The 1950's The Turbulent 1960's AP Exam Prep
Human Geography	AP Exam Prep Quarter Exam and Test Glaciations Alteration of Ecosystem Major Urban Hearths

Advancement Via Individual Determination (AVID)

WHAT'S THE "WRITE" PATH FOR AVID?

The Write Path is college preparatory materials developed through 20+ years of **AVID** implementation and research

The Write Path creates an integrated reading and writing program for college preparatory and other classrooms complete with teacher and student materials including teacher guides, student guides, and numerous reproducibles. The Write Path builds literacy in the content areas through sequential practice and evaluation. Each series focuses on reading and writing skills, through the use of graphic organizers, interactive note taking, questioning techniques, individual and group activities, essay organization, discussion groups, and more. Extensive use of student models, rubrics, and other evaluative methods will assist teachers in building student confidence and success. The Write Path starts with what a student knows, beginning with personal writing and moves into technical and analytical writing.

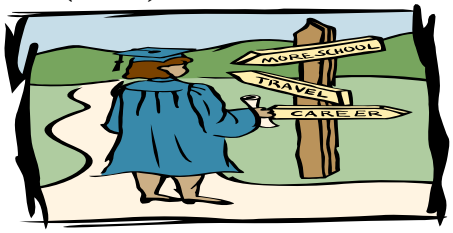
The Write Path material is included in the School's **AVID** Library and is available to use school-wide.

Write Path I

English Language Arts (7-12)
English Language Development (7-12)
History / Social Science (7-12)
Mathematics (7-12)
Science (7-12)

Write Path II

English Language Arts (10-12)
History / Social Science (9-12)
Life and Physical Science (9-12)
Mathematics (10-12)



Fast Facts About... Compass Odyssey

CompassLearning Odyssey is a web-delivered, curriculum software system providing aligned learning opportunities in the four, core content areas. Teacher reviews are enthusiastic because Compass prescribes an **automatic, individualized** learning path for each student based upon provided Florida Explorer assessments or imported MAP RIT scores. **What a great instructional support and timesaver!**

Students are assigned unique, learning activities based upon identified deficits. Each student has a portfolio which shows student time-on-task, activity and test scores, and mastery and non-mastery of Sunshine State Standards. In the 2008-09 school year, students will have **24/7** access to their results allowing them to self-monitor progress and assume more responsibility for course completion.

Performance data can be disaggregated at the student, class, grade and school levels as well as by NCLB categories. **CompassLearning Odyssey** solutions may be used for targeted intervention for credit and grade recovery at the middle and high school levels and for developing academic readiness via advanced placement courses. This allows schools to make data-driven instructional decisions and group students for differentiated instruction based upon mastery level.

Parents also reap benefits since **CompassLearning** generates individualized, student progress reports. The reports can be printed and sent home; keeping parents updated with lesson and activity results for their children.

What's Happening Now? Landmark Middle School is excited about their use of **Compass Odyssey** as a powerful tool for whole group instruction with Exceptional Education students (ESE).

What's Coming Up? Administrator and teacher summer training