



The DCPS Academic Looking Glass

Issue 13

March 4 - 17, 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)

6th ANNUAL SUPERINTENDENT'S READING CELEBRATION

In an effort to promote reading and enhance the District's reading standard, the Media Services department and each school's media specialist are promoting the Superintendent's Reading Initiative by encouraging all students to become a member of the Superintendent's Star Reader Book Club. Requirements are:

- Number of books read should be recorded by teachers as part of the student's 25 book standard or the million word standard.
- Books read over the summer and verified by the parent or guardian may be used as part of the book count if accepted by the student's classroom teacher.
- The Media Services department will provide the blank certificates, membership cards, and bookmarks as they are requested.

No awards will be given out at the celebration. Each school is responsible for distributing their student awards.

Book Award Levels

- Reading 25 books earns a certificate and an invitation to the park celebration
- Reading 50 books earns the above plus a membership card
- Reading 125 books in grades K-2nd earns the above plus a bookmark
- Reading 75 books in grades 3rd -12th earns the above plus a bookmark

The big reading celebration, with fun activities and additional give-ways for our qualifying student celebrants, will be on Saturday, May 31, 2008 from 10:00 a.m. until 1:00 p.m. at Jacksonville's Metropolitan Park.

English Language Arts

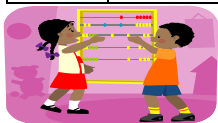
| Grade | Student focus: |
|-------|---|
| 6 | - Appreciating poetry - Understanding theme in a poem |
| 7 | - Appreciating drama - Recognizing that literature is brought to life through drama |
| 8 | - Appreciating poetry - Recognizing figurative language - Understand and distinguish theme from main idea - Identify and distinguish the speaker from the poet |
| 9-12 | SpringBoard 9th: Working with Film Terminology; Reading Film (ES)- Screening Day A & B; FCAT Testing SpringBoard 10th: Cultural Transformations; FCAT Testing SpringBoard 11th: EA #2 - Research a Time Period; Act 4 – Prediction, Vocabulary, Changing Setting, Visual Similes; FCAT Testing SpringBoard 12th: Building the Portfolio – Preparing for the Show: Argumentative Essay, First Draft Peer Review; Reality TV & Other Media; FCAT Testing |

READ 180

| | Student focus: |
|-----------------|---|
| Days 121-130 | Full implementation for Instructional Model: |
| | Whole-Class Direct Instruction: (20 min) <ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> - Closure and review of the Read 180 daily experience |

Science

| Grade | Student focus: |
|-------|---|
| K | Lab activities that explore how plants grow and change. |
| 1 | Lab activities that identify parts of plants. Data collection used to measure how plants grow and change. |
| 2 | Lab activities that explore how plants and animals depend on each other to survive. |
| 3 | Lab activities that explore forms of energy, measuring temperature, and collecting data about the transfer of energy. |
| 4 | Continue various lab activities that compare and contrast the various systems of the human body and how they interact. |
| 5 | Lab activities that explore how adaptations in plants and animals help them compete for survival in different aquatic and terrestrial biomes. |
| 6 | Lab activities that explore magnetic domains, electromagnetism, and energy transformations. |
| 7 | Lab activities that explore types of salt water and fresh water wetlands. |
| 8 | Lab activities that explore meiosis, viruses, and fossils. |
| 9-12 | <p>Earth Space: Stellar evolution and a report on what aspects of space continue to present a danger to Earth.</p> <p>Biology: Sex-linked traits, incomplete dominance, Punnett squares, patterns of inheritance, cell cycle, Mendelian genetics, genetic diversity, DNA/RNA.</p> <p>Chemistry: Investigate petroleum with a distillation of hydrocarbons and discussion of properties of petroleum components. Study chemical bonding, electron shells and use models to build alkanes. Week 25 formative will focus on metals</p> <p>Physics: Investigate resistance, Coulomb's and Ohm's Laws, and resistance.</p> |



Mathematics

| Grade | Student focus: |
|-------|--|
| K | Recognize, observe, and describe 2-D shapes. Relate 2-D shapes to real-world objects. Visualize moving a shape so that it is oriented correctly to fit into a design. Find combinations of shapes that fill an area. Develop vocabulary to describe 2-D shapes. |
| 1 | Find number combinations up to 20. Find the total of two or more single-digit numbers. Explore relationships among different number combinations. Develop strategies for counting and combining using pictures, numbers, and words. Use equations to describe groups of objects or pictures. |
| 2 | Make symmetrical patterns and designs. Use objects to perform geometric transformations (Ex. flips, slides, and turns). Use nonstandard unit to measure length. Communicate need for using a standard unit. |

Mathematics (con't)



| Grade | Student focus: |
|-------|--|
| 3 | Understand how a pattern for a rectangular box folds to make the box. Understand the structure of rectangular prism arrays of cubes. Counting and grouping quantities to make 100. Become familiar with number patterns on the 100 chart. |
| 4 | Use coordinates to name and locate positions on a grid system. Describe geometric figures such as rectangles and squares in several ways. Understand how Geo-Logo commands reflect the properties of geometric figures. |
| 5 | Use tools for measuring length, weight, volume, and time. Recognize appropriate measurement units. Measure and compare lengths using metric and customary measurement units. |
| 6 | <p>Standard: Compares experimental results with mathematical expectations of probabilities.</p> <p>Advanced: Uses manipulatives to obtain experimental results, compares results to mathematical expectations, and discusses the validity of the experiment.</p> |
| 7 | <p>Standard: Compares experimental results with mathematical expectations of probabilities. Make the distinction between single, specific outcomes and sets of outcomes.</p> <p>Advanced (Pre-Algebra): Compares experimental results with mathematical expectations of probabilities. Determines odds for and odds against a given situation.</p> |
| 8 | <p>Standard (Algebra IA): Selects the appropriate operation to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, proportions, and percents, including the appropriate application of the algebraic order of operations.</p> <p>Advanced (Algebra I): Understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, and absolute value.</p> |
| 9-12 | <p>Algebra I: Simplify rational algebraic expressions; Classify and compare numbers into subsets of real numbers</p> <p>Algebra II: Analyze polynomial functions to determine the nature of the roots and the end characteristics of the graph; Solve polynomial equations and inequalities; Analyze polynomial graphs to the equation; Divide n-th degree polynomials using synthetic division</p> <p>Geometry: Find the surface area and volume of prisms, pyramids, cylinders, and cones</p> <p>Pre-Calculus: Use the Leading Coefficient Test to determine the end behavior of graphs of polynomial functions; Determine the zeros of polynomial functions and use zeros write polynomial equations; Find complex solutions of quadratic equations</p> |

Social Studies

We have some incredible opportunities to celebrate excellence in the teaching of social studies. Please nominate your colleagues, encourage your colleagues to pursue these opportunities, or pursue them yourself – we do not want to let our humility stand in the way of recognizing excellence in our discipline!

FCSS Teacher of the Year Awards

Sponsor - The Florida Council for the Social Studies

The FCSS Teacher of the Year Awards honor outstanding elementary, middle/junior high, and high school teachers from each of Florida’s school districts. Standards include professionalism, teaching/testing methods, and student-teacher relationships.

2008 Preserve America

HISTORY TEACHER OF THE YEAR AWARD

Sponsor - The Gilder Lehrman Institute of American History

Any full-time middle or high school teacher who teaches American history (including local and state history) as his or her primary subject, or one of the subjects they are responsible for in the classroom is eligible for this \$1000 award

Excellence in Teaching History Award

Sponsor - Pearson Prentice Hall

This \$500 award recognizes a Florida elementary, middle, or high school teacher of history who encourages an appreciation and respect for history, involves students in the historical process, and evidences mastery of the subject matter.

Global Education Award

Sponsor - ProQuest Learning Systems

The purpose of this \$1000 award is to honor a current elementary or secondary teacher who conveys to his/her students an appreciation of diverse cultures, and infuses a global awareness via the instructional process throughout the school year

Warren Tracy Beginning Teacher Award

Sponsor - McDougal Littell

An applicant must currently be teaching social studies if an elementary teacher or teaching social studies for most of the day if a 6-12 teacher. He/she can have no more than three years experience in the classroom when applying for this \$250 award.

Please contact the Social Studies office at 390-2675 for more information. You may also visit the FCSS awards website at <http://www.fcss.org/index.cfm/fuseaction/Awards.Home>



Keystone

(Career Research and Decision Making)

| | Student focus: |
|-------------------------------------|---|
| Week 25 (Sessions 56-57) | Career Choices Text and Workbook <ul style="list-style-type: none"> - Skills for Successful Living - The Steps in Career Planning - “Is it worth staying in school?” - The Economics of Bad Habits - Career Planning & Alternatives - Understanding the 10 Year Plan Possibilities <ul style="list-style-type: none"> - “A Dream Deferred” by Langston Hughes Portfolio Artifact <ul style="list-style-type: none"> - Career Alternatives Student Activity <ul style="list-style-type: none"> - Career Research Paper (peer editing) - Research career information on FCATs.org (see ePEP lesson plans) |
| Week 26 (Session 58) | Career Choices Text and Workbook <ul style="list-style-type: none"> - Attitude is everything - Work is an aggressive act - The six “E” of excellence Student Activity <ul style="list-style-type: none"> - Career Research Paper (peer editing) - Research career information on FCATs.org (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 | <ul style="list-style-type: none"> - AP Exam Prep (Synthesis Essay Practice) - Research/MLA Documentation Skills |
| AP English Literature | <ul style="list-style-type: none"> - End of Quarter Review and Exam - Research/Drafting - Poetry (Compare and Contrast) |
| Statistics | <ul style="list-style-type: none"> - Inference for Distributions - Chapter 11 Formative Assessment - Inference for Proportions |
| US History | <ul style="list-style-type: none"> - Second World War: <ul style="list-style-type: none"> o Rise of Facism o Fighting a Multi-front War - US and Early Cold War: The Origins - AP Exam Prep (Multiple Choice) |
| Human Geography | <ul style="list-style-type: none"> - Manufacturing Belts - Fordist vs. Post-Fordist - Deindustrialization |

Advancement Via Individual Determination (AVID)

AVID PARENTAL SUPPORT

Students benefit from being involved in the **AVID** program, because **AVID** is the one class that supports all other classes. Parental involvement is another key to students' academic success. **AVID** provides parents with the opportunity to learn and use various educational strategies to support their students throughout middle and/or high school. These strategies are taught via the *AVID Parent/Family Nights*.

Helpful points for parents:

- Discuss upcoming events and mark it on the calendar
- Discuss with student selection of tutoring group they will join on tutoring
- Periodically review the assignment and grade sheets
- Occasionally review a page of notes
- Use questions developed by students to help review for tests
- Share your strategies to be organized and encourage student to take time to keep binders organized
- Discuss how your student is able to enhance the classroom environment via **SLANT**:
 - Sit in the front
 - Lean forward
 - Ask questions
 - Nod your head
 - Talk to the teacher
- Assist your student to successfully accomplish writing assignments by following the 8 steps in the writing process:

- Step 1** Pre-write
Brainstorm Lists
Cluster ideas into categories
 - Step 2** Quick-write about your ideas
 - Step 3** Plan what you will write
Graphic Organizer
Informal or formal outline
 - Step 4** Write a draft
 - Step 5** Form a reader-response group;
provide meaningful critique to the writer
 - Step 6** Edit your draft
 - Step 7** Prepare the final draft
 - Step 8** Turn in the writing package; include all evidence of the writing process
- Provide a distraction-free study environment for your student

Teachers + Parents = Academically Successful Students

Fast Facts About... Health Education

“Clearly no knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved.”

~ National School Boards Association

Duval County Public Schools' Comprehensive Health Education program is guided by standards that are critical to the healthy development of children and youth. The District's curricula are based on the National Health Education Standards and are aligned with the Florida Sunshine State Standards. Our School Board has demonstrated a strong commitment to the Comprehensive Health Education program. With many health-related challenges facing our society today, it is more important than ever that youth and children gain the necessary health-related knowledge and skills, while developing attitudes necessary to allow them to make health-enhancing decisions now and throughout their lives. When students practice the behaviors exemplified in the Health Education Sunshine State Standards, they are physically, mentally, socially, and emotionally empowered to attain their highest level of academic achievement, thereby ready to succeed in our challenging society.

Florida Statutes require instruction in Health Education for students in grades K-12. To keep abreast of the research and current trends in this area, the National Health Education Standards have recently been revised and adopted, which has led to a need to revise the Sunshine State Standards for Health Education. They are currently being revised after which, the DCPS Health Curricula will be revised to align with these changes.

Through the teaching of Health Education, the goal is to create a health literate person who is ...

- A critical thinker and problem solver
- A responsible, productive citizen
- A self-directed learner
- An effective communicator

Adapted from the Joint Committee on National Health Education Standards and the Council of Chief State Schools Officers

