The DCPS Academic Looking Glass

Issue 18 | Last Issue of the School Year | May 22 – June 5, 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)

PREPARING FOR THE USE OF OUR COMPREHENSIVE CORE READING SERIES AND READING ASSESSMENT

As we look forward to next school year and the use of the new elementary Comprehensive Core Reading Series, *Houghton Mifflin*, there will be opportunities for teachers this summer to take a closer look at the program and its materials. These orientation opportunities will last a *half-day* only and will be held at two of our elementary schools. The sessions for the month of June will be held at Andrew Robinson Elementary School. The sessions for the month of July will be held at Hendricks Avenue Elementary School. The dates scheduled for these events are:

- **Kindergarten teachers:** June 18th or July 16th
- **First and second grade teachers:** June 19th or July 17th
- **Third, fourth and fifth grade teachers:** June 20th or July 18th

Teachers will need to register on the Schultz ERO (Electronic Registrar Online System) at www.schultzcenter.org to secure a seat at a session and be accounted for attendance.

The assessment results and observations from the DRA2 should be used in conjunction with the core reading series materials to support Reader's Workshop instruction. The DRA2 will be an assessment component expected to be used to help inform teachers' reading instructional plans for our students. *Pearson Learning* has provided our district access to a website that shares valuable information about the DRA2. This is another opportunity to stay informed and ahead of the game for next school year. Please visit: www.brainshark.com/pearsonschool/dra2-mw and click on both the "Content" and "Attachments" tabs to listen to and download this pertinent and helpful information.

English Language Arts

Grade	Student focus:
6	- Understanding the importance that monologues play in moving a drama forward and developing characterization - Recognizing the importance of following dramatic form when writing a scene for reader's theater
7	- Evaluating literary merit - Understanding the value of using sound devices in developing the mood of a poem
8	- Recognizing the importance of using factually accurate information and following dramatic form when writing a scene
9-12	**SpringBoard 9th:** Completing Portfolios; End of Course Exam; Review and Final Exam **SpringBoard 10th:** End of Course and Final Exam **SpringBoard 11th:** Portfolios: Self Assessing; Submitting a Portfolio; Review and Final Exams **SpringBoard 12th:** End of Course and Final Exam

READ 180

	Student focus:
Days 171-180	**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 **Final SRI testing window is from May 15 – 29**

Science

Grade	Student focus:
K	Lab activities and a performance task that explore using patterns in the seasons to make decisions in daily life.
1	Lab activities and performance task that explore changes in the life cycle of animals and or insects.
2	Lab activities and a performance task that explore properties of matter.
3	Lab activities and a performance task that explore using scientific processes and knowledge in daily life.
4	Explore how gravity and friction cause objects to speed up, slow down, or change direction.
5	Lab activities that explore how heat is transferred by conduction and convection. Performance task that enables students to use their knowledge of conduction to design an energy efficient car interior.
6	Lab activities and a performance task that explore the nervous system and how two systems interact.
7	Lab activities and a performance task that explore human actions causing changes in ecosystems.
8	Lab activities and a performance task exploring acids and bases and determine the characteristics of three unknown substances in order to find the identities of each substance.
9-12	**Earth Space:** Energy releases through earthquakes. Take district end of course exam. **Biology:** Evolution and biodiversity **Chemistry:** Learn about factors affecting global warming and investigate current research about this trend. **Physics:** Investigate light waves: lenses and image formation.

Mathematics

Grade	Student focus:
K	Become familiar with combinations of five, six, and other numbers. Use pictures, numbers, or words to record solutions to a problem. Find the total of two or more single-digit numbers. Make sense of stories that involve combining and separating by acting out and retelling them.
1	Develop language to describe and compare lengths. Measure, compare, and order lengths. Represent measurements with numbers, concrete materials, and pictures.
2	Sequence events. Represent events in time. Compare durations of time within a day. Develop familiarity with time notations. Invent rhythm patterns using body actions. Represent rhythm patterns showing sequencing and time. Communicate with and interpret written symbols and codes.

Mathematics (con't)

Grade	Student focus:
3	Use standard measuring tools. Organize on a line plot. Describe a set of data that involves measurements. Develop an awareness of centimeters, and meters. Use standard measures in order to gather and analyze data concerning size and proportion.
4	Represent and compare data using fractions. Use data and fractions in word problems. Collect, record, and represent categorical data.
5	Compare volumes of containers of different shapes. Determine methods for using standard units of volume to measure nonrectangular solids. Estimate volumes of different solids.
6	**Standard:** Understands and explains the effects of addition, subtraction, multiplication, and division on whole numbers, fractions, including mixed numbers, and decimals, including the inverse relationship of positive and negative numbers. **Advanced:** Understanding and explaining the effects of addition, subtraction, multiplication, and division on whole numbers, fractions, including mixed numbers, and decimals, including the inverse relationship of positive and negative numbers.
7	**Standard:** Understand the basic properties of, and relationships pertaining to, regular and irregular geometric shapes in two and three dimensions. The student describes a wide variety of patterns, relationships, and functions through models, such as manipulative, tables, graphs, expressions, equations, and inequalities. **Advanced (Pre-Algebra):** Predicting and verifying patterns involving tessellations (a covering of a plane with congruent copies of the same pattern with no holes and no overlaps, like floor tiles).
8	**Standard (Algebra IA):** Use appropriate mathematical symbols to translate phrases into variable expressions. Solve equations using addition, subtraction and multiplicity properties. Find monomial factors of given polynomials. **Advanced (Algebra I):** Creating and interpreting **table**s, graphs, equations, and verbal descriptions to explain cause-and-effect relationship. Describing a wide variety of patterns, relationships, and functions through models, such as manipulatives, tables, graphs, expressions, equations, and inequalities.
9-12	**Algebra I**: Quarter Exam review; Final Exam review; End of Course Exam review **Algebra II:** Quarter Exam review; Final Exam review; End of Course Exam review **Geometry:** Quarter Exam review; Final Exam review; End of Course Exam review **Pre-Calculus:** Quarter Exam review; Final Exam review; End of Course Exam review

Academic Services – Duval County Public Schools
1701 Prudential Drive, Jacksonville, FL 32207 (904) 390-2000

Social Studies

The Florida Department of Education (FLDOE) has announced that the draft revision of the Next Generation Sunshine State Standards for Social Studies is now available for public comment at this Web site: http://tools.fcit.usf.edu/ssreview . In the interest of ensuring that these standards are clear, concise, and accurate, the Florida Department of Education invites you to rate each of the benchmarks and provide valuable feedback to the writers. If you would like to explore the source materials from which these standards were derived, please click on the Social Studies Resources link on the home page of http://www.flstandards.org.

Generally, the framers and writers have attempted to make the standards and related benchmarks more specific and measurable. Here is an example from the high school American History standards:

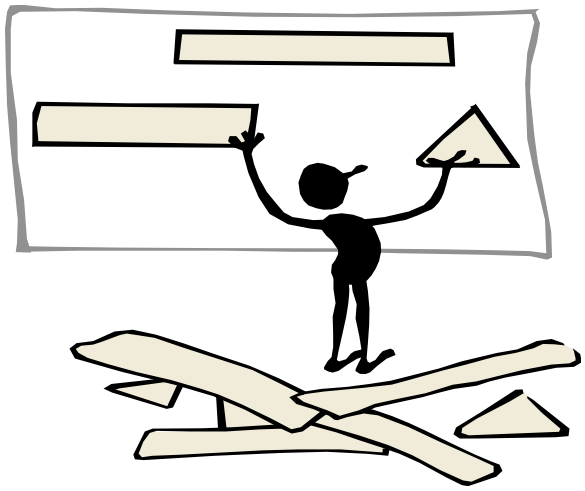
Crisis of the Union: Civil War and Reconstruction 1850-1877

Standard: *The student understands the causes, course, and character of the Civil War and Reconstruction and its effects on the American people.*

Benchmark: *Appraise the influence of significant people on Reconstruction such as Abraham Lincoln, Andrew Johnson, Frederick Douglas, Ulysses S. Grant, General Sherman, Ida B. Wells, Susan B. Anthony, Harriet Tubman, and Sojourner Truth*

Input will be accepted for 60 days (through July 16, 2008) and the Florida Department of Education welcomes input from all Social Studies teachers, parents, and civic-minded individuals across the state. Please help circulate this information to as wide an audience as possible. The FLDOE looks forward to reviewing all comments and feedback on these revised content standards. Revised standards will likely be approved next year; full adoption will proceed on a rolling basis until completed commensurate with the new textbook adoption currently scheduled for the 2012-2013 school year.

Thank you for all you do to support Social Studies education for Florida students!



Keystone

(Career Research and Decision Making)

	Student focus:
Week 35	**Career Choices Text and Workbook** • Review material for fourth quarter exam and end of course exam **Student Activity** • Complete the Post-Class Survey; Submit copies of the complete surveys to Michele Green at the High School Office (#3002B, 1st floor) • Continue work on any of the following portfolio artifacts that have not been completed successfully: o Identity Project o College Post Cards o ePEP o Budget Project o Career Research Paper o Job Project o 10 Year Plan
Week 36	**Career Choices Text and Workbook** • Conduct the fourth quarter exam and end of course exam according to the school and district schedules **Student Activity** • Continue work on any of the following portfolio artifacts that have not been completed successfully: o Identity Project o College Post Cards o ePEP o Budget Project o Career Research Paper o Job Project o 10 Year Plan

Advanced Placement (AP)

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

	Student focus:
English Language & Composition	• The Writing Process (College Essays and Polishing Portfolios) • Course Exit Survey
AP English Literature	• Course Exit Survey • Senior Activities
Statistics	• Review and Summative Assessment
US History	• Post Exam Project and Final Review • Final and Makeup Exams
Human Geography	• Post Exam Project • Semester Exam

Advancement Via Individual Determination (AVID)

THE WRITE PATH: SCIENCE

How can you improve your reading and thinking? You can start by asking the big six questions on a regular basis: ***Who? What? When? Where? Why? How?*** Notice that some of these don't always apply to a scientific subject or topic. In chemistry or physics, for example, only rarely will you ask the question "Who?" In general, questions beginning with the words "How" and "Why" force you to explore the material and analyze it more deeply than ones beginning with "Who", "What", "Where", or "When". Asking ***"Why cancer occurs?"***, is going to take more thinking than asking when or where it was found in the body.

What makes a question worthwhile?

It would be impossible to list every question you can dream up; you are limited only by your imagination. Some questions are better than others. How can you tell if a question is "good"? A good question tends to be open-ended and have more than one possible answer. *Here are four powerful questions you should be ready to ask daily:*

SO WHAT? ***(What does the fact that all life is made of cells tell us?)***

- How is this significant?
- What does it tell us about other scientific ideas?

SAYS WHO? ***(How do we know that cells replicate their DNA?)***

- Is this a fact or someone's opinion? How can this be verified?
- Does this depend on a particular point of view?

WHAT IF...? ***(What would happen if CELLS stopped dividing?)***

- What would happen if...?

WHAT DOES THIS REMIND ME OF? ***(What does the CELL cycle remind me of?)***

- Where have I seen something like this before?
- What does that suggest?
- What do I know about this already?

Each of these questions, especially the last two, will help you understand the science material you are reading.

(Adapted from *What Smart Students Know*, by Adam Robinson, Three Rivers Press, 1993.)

Golden Nuggets from Guidance Services

The District Guidance department has worked to develop a seamless transition to postsecondary education for the students in Duval County. As more and more of our students graduate and move on to postsecondary education, our financial aid program

Golden Nuggets (con't)

has grown exponentially to meet the needs of our students and their parents while maintaining equity and access as key components of the program. This effort to "level the playing field" ensures that all students receive the same basic information. Playing a large part in the success of the program are our community partners: Florida Community College at Jacksonville (FCCJ), University of North Florida (UNF), Jacksonville University (JU), Edward Waters College (EWC), ITTech, NelNet, SallieMae, College Board, and the faith-based community. Program opportunities include the following:

Professional Development
An especially successful training involves our partnership with FCCJ to better inform our K-12 counselors of postsecondary opportunities available to students after graduation and of programs to reach graduation and provide financial assistance. Each year FCCJ provides three distinct programs: one each for high school, middle school, and elementary school counselors.

District Guidance Web Site (Grades K-12)
The web site, www.duvalschools.org, provides parents with information and links to information which will assist them in providing support for their students.

Bringing Economic and Career Opportunities Nearer (BEACON) Program (Grade 12)
This program trains and schedules volunteers from the community to conduct individual and small group advising sessions with all high school seniors on how to apply for financial aid. The BEACON program is designed to assure that ***all*** schools and students receive the same level of timely information on accessing federal and state dollars for postsecondary opportunities.

Student/Parent Events

- **Financial Aid Nights** – District Guidance in cooperation with local colleges and universities sponsors financial aid nights in December and January each year at the 19 district high schools.
- **NACAC College Fair** – This nationally sponsored event is held annually at the Prime Osborn Convention Center. Topics such as "Financial Aid", "Bright Futures", "Attending an HBCU", and "College and Career Search on the Internet" are offered in a small group setting for students and their parents.
- **College Goal Sunday** – Another partnership between DCPS and its postsecondary partners brings parents and students together at FCCJ's downtown campus on a Sunday in February to assist parents with the online completion of the FAFSA.

Scholarship Book
The Scholarship Book is edited and printed each year for distribution in the fall to all seniors. Local, State, and National scholarships are divided within the book to provide ease of use. The book is also available online at www.duvalschools.org.