



The DCPS Academic Looking Glass

Issue 17

May 8 – 21, 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)

KICKING OFF OUR NEW ELEMENTARY CORE READING SERIES

On April 23rd, our district held an orientation session for the administrators, instructional coaches, and teacher leaders who lead our literacy efforts within our elementary schools. The 'kick-off' celebration revealed the selected core curriculum program from *Houghton Mifflin* publishers. Florida requires the use of a core series for reading instruction and the decision has been made to use Houghton Mifflin for Duval County's continued Reader's and Writer's Workshop instruction for the next six years. The customized teacher's editions, specifically written for Duval, are designed to meet the diverse experience and skill levels of our teachers and most importantly our students. Because of the high mobility rate of students in our county, the use of one core curriculum reading program will help ensure that students will lose minimal instructional time if they move from one district school to another. All teachers on the same grade level will use the same *scope* for what is taught, and *sequence* to guide the order in which skills are taught. This will assist with the fidelity to the program's implementation and the stability and continuity of instruction for our students. Learning schedules for reading and writing will be provided by the district's literacy support staff. These learning schedules will resemble the Math schedules which were used by teachers this school year. It is expected that teachers will use these schedules for whole group instruction and to assist in the pacing of their instruction. The 10-day window period will allow teachers the flexibility to address the individual instructional needs of students and will afford them the opportunity to have time to add support and enrichment to their instruction, yet stay closely on course with the district's learning schedule. The differentiation of instruction should take place during guided reading and with leveled readers for independent and partner reading. This is an exciting time to look forward to an aligned, intentional, and observational data-driven execution of elementary reading instruction at in Duval County.

English Language Arts



Grade	Student focus:
6	<ul style="list-style-type: none"> - Recognizing the aspects of a character - Recognizing the importance of following a character's development throughout a drama
7	<ul style="list-style-type: none"> - Recognizing author's purpose - Recognizing great poets by their distinctive styles
8	<ul style="list-style-type: none"> - Understanding dramatic format - Recognizing the role of the narrator - Knowing sources for locating information
9-12	<p>SpringBoard 9th: Court is Now in Session; Reflection on the Verdict; What's Your Opinion?; Scout and Boo; The Neighborhood Revisited</p> <p>SpringBoard 10th: Culture Clash; Portfolio Reflection; Review Day; End of Course Exam</p> <p>SpringBoard 11th: Looking Backward; Remembering Text; Reflecting on Writing Choices; Reflecting on Texts and Texts Created; End of Semester/MAP Exams</p> <p>SpringBoard 12th: Presenting the Show; Individual Student Presentations; Timed Exit Essay; End of Course Exam</p>

READ 180

	Student focus:
Days 161-170	<p>Full implementation for Instructional Model:</p> <p>Whole-Class Direct Instruction: (20 min)</p> <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.) <p>Small-Group Rotations: (60 minutes)</p> <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 <p>Whole-Group Wrap-Up: (10 minutes)</p> <ul style="list-style-type: none"> - Closure and review of the Read 180 daily experience

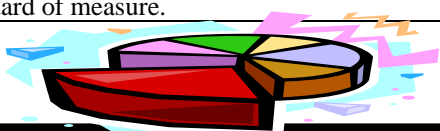
Science



Grade	Student focus:
K	Lab activities that explore changes in plants and animals during the seasons.
1	Lab activities that explore the life cycle of trees.
2	Lab activities that explore observation and description of smaller parts of objects and materials
3	Lab activities that explore how inventions and discoveries affect life outside of science.
4	Lab activities that explore how simple machines work.
5	Continue lab activities that explore how heat is transferred by conduction and convection.
6	Lab activities that explore the circulatory, respiratory, digestive and excretory systems.
7	Lab activities that explore cycles of matter and impact of environmental changes on populations.
8	Lab activities that explore elements, compounds, chemical changes, and chemical equations.
9-12	<p>Earth Space: Explore properties and consequences of magma intrusions, lava, and pyroclastic eruptions and evidence of past volcanic activity in FL.</p> <p>Biology: Natural selection, speciation, and fossil formation, fossil record, extinction.</p> <p>Chemistry: Review the electromagnetic spectrum and how solar radiation affects Earth. Investigate the specific heat capacity of a metal and relate it to materials on Earth's surface. Review the carbon cycle. Begin discussion of greenhouse gases.</p> <p>Physics: Investigate light waves: reflection and refraction of light.</p>

Mathematics

Grade	Student focus:
K	Make sense of stories that involve combining and separating by acting out and retelling them. Develop strategies for solving combining and separating story problems. Find the total of two quantities. Record number combinations with pictures, numbers, or words.
1	Use sense of weight to balance a group of objects. Use the objects on both sides of the balance to achieve a balanced position. Develop language about weighing, balancing and capacity.
2	Collect, organize, describe, and interpret data. Sequence events. Represent events in time. Compare durations of time within a day. Develop familiarity with time notations.
3	Use nonstandard unit to measure a distance. Estimate length in paces. Compare the effects of measurement using units of different size. Find a standard of measure.



Mathematics (con't)

Grade	Student focus:
4	Find multiples of large numbers. Solve multiplication and division problems. Describe relationships between factors and multiples. Develop conjectures about divisibility.
5	Explore the relationship between the numbers of cubes that fill a rectangular box before and after its dimensions are changed. Understand the concept of volume and units of volume.
6	<p>Standard: Selecting appropriate operations to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, proportion, and percents, including the appropriate application of the algebraic order of operations. Understand and explain the effects of addition, subtraction, multiplication, and division on whole numbers, fractions.</p> <p>Advanced: Understand and explain 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.</p>
7	<p>Standard: Understanding the geometric concepts of symmetry, reflections, congruency, similarity, perpendicularity, parallelism, and transformations. Predict and verify patterns involving tessellations. Use concrete and graphic models to derive formulas for finding perimeter, area, circumference, and volume of two-and three-dimensional shapes.</p> <p>Advanced (Pre-Algebra): Understand the geometric concepts of symmetry, reflections, congruency, similarity, perpendicularity, parallelism, and transformations, including flips slides, turns, and enlargements.</p>
8	<p>Standard (Algebra IA): 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): Use concepts about numbers, including primes, factors, and multiples to build number sequences. Describe a wide variety of patterns, relationships, and functions through models, such as manipulatives, tables, equations, and inequalities.</p>
9-12	<p>Algebra I: Apply the operations of multiplication and division to rational expressions; Beginning exploration of functions; End of Course review</p> <p>Algebra II: Find mean, median; construct stem and leaf, box and whisker; Develop counting principles, determine sample space; Use factorials to find permutations; Find probability using permutations and combinations; End of Course Review</p> <p>Geometry: Develop the sine, cosine and tangent ratios for right triangles; Solve problems using the trig ratios; End of Course review</p> <p>Pre-Calculus: Explore arithmetic sequences and series; Explore geometric sequences and series; Springboard MIU: <i>Rates of Change</i>; End of Course Review</p>

Social Studies

PROFESSIONAL DEVELOPMENT SUMMER 2008

Professional Development for CHOICES/ePEP

We have secured the FLDOE to provide professional development to our 8th grade teachers in leading students in completion of **CHOICES** and **ePEP**. This six-hour course will be offered three times before next school year on May 29, May 30 and August 14. Each class will be held at the Schultz Center and can accommodate 25 teachers. Register through the Schultz Center website for “**CHOICES/ePEP** for Social Studies Teachers”.

World in Transition

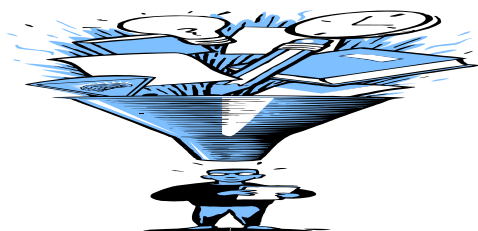
World in Transition is a major initiative to improve international education in schools nationwide. It includes teacher workshops and curriculum support materials. The materials cover eight regions of the world using a video, lesson plan, background readings and web-based resources. Attend one of the workshop events on June 16 or 17, or August 4 or 5 to receive two units of the *World in Transition* curriculum and training on the use of the material. A stipend of \$10/hour is provided. In-service points will be available for Duval County teachers. Please see the Schultz Center Registration Center call 904-251-4783 or email educationwacjax@bellsouth.net for more information.

Federal Reserve Summer Workshop Series

All workshops are free of charge and include breakfast, lunch, workshop materials and in-service points for Duval Co. teachers. For more details, or to register for an event, please visit:

http://www.frbatlanta.org/atlantafed/econ_ed/calendar_of_events.cfm#fl

- Water and Resources in Northeast Florida: Tuesday, July 8, 2008
- The Economics of the Great Depression: Thursday, July 10, 2008
- Building Wealth: Teaching Personal Finance: Tuesday, July 15, 2008
- Katrina’s Classroom: Financial Lessons from a Hurricane: Wednesday, July 16, 2008
- Making Sense of Money and Banking: Wednesday and Thursday, July 23-24, 2008



Keystone

(Career Research and Decision Making)

	Student focus:
Week 33 (Sessions 66)	<p>Career Choices Text and Workbook</p> <ul style="list-style-type: none"> - Where do I go from here? - Delaying gratification - Facing fears and anxieties - Your 10 year plan rough draft <p>Possibilities</p> <ul style="list-style-type: none"> - “Be the Best of Whatever You Are” by Douglas Malloch <p>Student Activity</p> <ul style="list-style-type: none"> - Continue to work on any of the following portfolio artifacts: <ul style="list-style-type: none"> o Identity Project o College Post Cards o ePEP o Budget Project o Career Research Paper o Job Project o 10 Year Plan
Week 34 (Session 67)	<p>Career Choices Text and Workbook</p> <ul style="list-style-type: none"> - Letter to self - Your plan - Your mission statement <p>Student Activity</p> <ul style="list-style-type: none"> - Continue to work on any of the following portfolio artifacts: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • AP Exam Review • National AP Language & Composition Exam • College Essays & Polishing Portfolios
AP English Literature	<ul style="list-style-type: none"> • National AP English Literature Exam • Fiction/Drama/Poetry • Final Review and Exam
Statistics	<ul style="list-style-type: none"> • Review and Summative Assessment
US History	<ul style="list-style-type: none"> • National AP US History Exam • Post Exam Project and Final Review
Human Geography	<ul style="list-style-type: none"> • Globalization and Summative Review • National AP Human Geography Exam • Post Exam Project & Semester Exam

Advancement Via Individual Determination (AVID)

THE WRITE PATH: SOCIAL STUDIES

The Write Path in History-Social Science helps students to learn to read and write for understanding. As challenging and rigorous content standards continue to be developed and implemented, teachers in Social Studies will need to seek solutions, meet challenges, and embrace changes necessary to ensure quality education for students. This book provides over fifty teaching and learning strategies, including several student examples. Research data consistently indicates that the coordinated use of comprehension strategies is a critical component of effective learning. One important goal of *The Write Path* is for teachers to understand what the instructional strategy is, how to use the instructional strategy, and when and why this strategy should be used. All activities in this writing program use high order thinking and analysis skills in History-Social Science.

The student will:

- Organize and interpret information in graphic organizers
- Organize information by pre-writing
- Analyze information by interpreting primary and secondary sources
- Create written, oral, and visual presentations
- Analyze information by comparing and contrasting
- Support a point of view on a History-Social Science issue or topic
- Interpret social and political cartoons
- Use problem-solving and decision-making skills
- Evaluate print, visual, and electronic sources of information
- Analyze social studies information by making predictions
- Analyze the main idea on topics and issues
- Analyze information by drawing conclusions
- Organize and interpret information



Golden Nuggets from Guidance Services

AMERICAN SCHOOL COUNSELING ASSOC. RAMP HONOREES

For the second year in a row, the **American School Counseling Association (ASCA)** has identified schools in Duval County to receive **Recognized ASCA Model Program (RAMP)** recognition. This award is given to schools which are committed to delivering a comprehensive, data-driven school counseling program and to providing an exemplary educational environment. Over 180 schools have received the RAMP designation since the program's inception in 2003. Eight schools in Florida have been chosen- **SEVEN** of them in Duval County!

Just this week we received notice that amongst the 2008 recipients are **Carter G. Woodson Elementary** and **Martin Luther King Elementary**. These schools will receive their awards at the ASCA conference in Atlanta this summer. In 2007, **Susie Tolbert Elementary**, **St. Clair Evans Elementary**, **Pinedale Elementary** and **Darnell-Cookman Middle School** received awards at the conference in Denver.

RAMP award nominees must submit a comprehensive portfolio of information which documents their counseling program's alignment with the ASCA standards in academic, career, and personal/social development. The portfolio must also include their school counseling program's beliefs, philosophy and mission statements which were created in collaboration with their stakeholders. The Florida Department of Education is now incorporating these same standards into Florida's School Counseling and Guidance Frameworks.

The District Guidance office supports all schools in their efforts to implement the ASCA National Model for school counseling. Professional Development throughout the year is tied to this model. Joni Shook, district level counselor, has developed and presented for the past several years an ASCA Model Summer Institute for Counselors. This year, the institute will run from July 16-18.