



The DCPS Academic Looking Glass

Issue 8

Nov 27, 2007 – Jan 2, 2008

This issue of **The DCPS Academic Looking Glass** deviates from its normal two week window view of what students are learning to show district curriculum for the remainder of 2007 due to the upcoming Winter Holiday/Break, which starts December 17th.

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)

"JUST READ IT" NOVEMBER STARS OF THE MONTH

Congratulations to the following students for being selected as the *November Star of the Month* for the **Mike Peterson Foundation "Just Read It" Program**.

Elementary School Category

| | | |
|------------------|-----------|------------------|
| Kristen Dawson | 3rd grade | Rutledge Pearson |
| Anushree Karhade | 3rd grade | Greenfield |
| William Peeples | 4th grade | Timucuan |
| Wayne McElroy | 4th grade | Atlantic Beach |
| Rahima Rekić | 5th grade | Parkwood Heights |
| Kerri Pollydore | 5th grade | Don Brewer |

Middle School Category

| | | |
|------------------|-----------|-----------------|
| Ruben Bryant | 6th grade | Jefferson Davis |
| Julian Schaffner | 6th grade | Fletcher |
| Stephan Barton | 7th grade | Fort Caroline |
| William Burcham | 7th grade | Alfred duPont |
| Anthony Wills | 8th grade | Mayport |
| Kennard Edwards | 8th grade | Ribault |

These students along with one adult chaperone were invited to attend a "Meet and Greet" with Mike Peterson on November 14th at the Jacksonville Municipal Stadium.



English Language Arts

| Grade | Student focus: |
|-------|--|
| 6 | - Understanding characterization techniques - Recognizing the elements of fiction |
| 7 | - Recognizing the elements of fiction - Understanding the stages of the fiction plot line - Understanding characterization techniques |
| 8 | - Recognizing the elements of fiction - Understanding the stages of the fiction plot line - Understanding characterization techniques |
| 9-12 | SpringBoard 9th : Poetic Devices; The Music of Poetry; Understanding Poetry; Identify Connotation SpringBoard 10th : Expository Essay; Community, Begin Things Fall Apart SpringBoard 11th : Creating an Op-Ed Page; Historical Investigation & Presentation; How to Read a Critical Review; Their Eyes Were Watching God SpringBoard 12th : Perspective in Practice; Multiple Perspectives-Novel; Building a Portfolio; The Poisonwood Bible |

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) |
| Days 66-80 | - 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

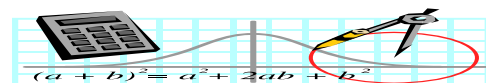
| Grade | Student focus: |
|-------|---|
| K | Lab activities that explore how the five senses help us gather information about the world around us. |
| 1 | Lab activities that explore how people help or harm the Earth. |
| 2 | Lab activities that include investigations with precipitation. |
| 3 | Lab activities that explore how weathering and erosion change surface of the Earth. |
| 4 | Lab activities that investigate the properties of magnets. |
| 5 | Lab activities that show the transfer of energy using simple machines. Lab activities that explore how mass, gravity, and friction affect the motion of an object. |
| 6 | Lab activities that explore the relationship between earthquakes and volcanoes. |
| 7 | Lab activities that explore the cell cycle, characteristics and needs of living things, viruses, and classification of organisms. |
| 8 | Lab activities that explore characteristics of planets and the solar system, mass and weight. |
| 9-12 | <p>Earth Space: Understand climate and the factors that contribute to average climates and how they are tracked over time. Explore large-scale factors that may cause climate shifts and the evidence used to document these events and predict future changes.</p> <p>Biology: Understand the cell, cellular organelles, cellular specialization, cell membranes, active and passive transport in cells, cellular organization.</p> <p>Chemistry: Investigate the physical and chemical properties of materials, including metals, trends among elements, and sources and uses of metals.</p> <p>Physics: Continue investigations of force, impulse, momentum, and Newton's second law of motion. Complete and present a working model or prototype of a safety system for a vehicle of some type.</p> |

Mathematics

| Grade | Student focus: |
|-------|--|
| K | Creates, counts, and compares groups of objects. Orders quantities from least to most or most to least. Uses appropriate language to describe and compare amounts. |
| 1 | Describe, predict, construct, classify, and distinguish between patterns |
| 2 | Solves, records, and compares solutions for addition and subtraction problems. Develops strategies for separating and combining problems. Add strings of numbers by chunking. |
| 3 | Read and write hundreds and thousands. Add to and subtract from multiples of 100. Explore the mathematical characteristics of calendars. Use calendars to add, subtract, and solve problems. |

Mathematics (con't)

| Grade | Student focus: |
|-------|--|
| 4 | Calculate change. Count up to make change. Estimate making change. Estimate distances in and calculate total amounts miles and tenths of miles. Compare, combine, and find the differences between decimal numbers. See the relationships of decimal parts to the whole. Find combinations of numbers to 1000. |
| 5 | Use probability to predict how often an event will happen in a given number of trials. Distinguish events that are certain from those that are not. Record results of probability experiments on line plots. |
| 6 | <p>Standard: Understand the relationship between fractions, decimals, and percents. Models situations involving fractions, decimals and percents. Add, subtract, multiply and divide with decimals.</p> <p>Advanced: Finds area and perimeters of rectangular and non-rectangular shapes. Develops procedures for finding area and perimeters of polygons, circles and triangles.</p> |
| 7 | <p>Standard: Represent integers on the number line. Model & compare with integers. Develop strategies for solving problems with integers. Find inverse of integers. Sketch coordinates graphs in four quadrants.</p> <p>Advanced (Pre-Algebra): Give precise directions for performing reflections, rotations, and transformations. Write coordinate rules for specific points of a transformation. Read, write and interpret large numbers.</p> |
| 8 | <p>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.</p> <p>Advanced (Algebra I): Evaluate variable expressions for specific values. Use mathematical symbols to translate word phrases into equations or inequalities. Add and subtract polynomials.</p> |
| 9-12 | <p>Algebra I: Solve systems of linear equations graphically and algebraically; Expand, simplify, and factor polynomials</p> <p>Algebra II: Apply properties of logarithms; Solve exponential equations and simplify radicals; Graph circles and convert their equations from standard form to graphing form</p> <p>Geometry: Simplifying radicals; Solve problems related to 30-60-90 and 45-45-90 right triangles; Solve problems using laws of exponents</p> <p>Pre-Calculus: Evaluate and apply equations and real-world problems dealing with circles, parabolas, ellipses, and hyperbolas</p> |



Social Studies

With Clayton Austin joining the DCPS team as the new Supervisor of Social Studies, the *Looking Glass* will now permanently feature a section on the Social Studies curriculum.

I am pleased to join the DCPS team as Supervisor of Social Studies. I know I speak for all our Social Studies teachers when I say **our goal is to create a community of master teachers dedicated to helping our students know and love the social studies even more than we do!**

Here are a few of the ongoing and upcoming opportunities we have to reach our goal:

- **The 2007-2008 National History Day Fair** “Conflict and Compromise” is a great way for students to bring the past into their present with meaning and scholarship. The district fair is tentatively set for March 8. Be on the lookout for the full registration packet right after the Thanksgiving break!
- **The Teaching American History Grant** continues to be a point of pride and inspiration for our teachers. Under the direction of Phil Little, our teachers are learning how to incorporate local history from Amelia Island to St. Augustine to engage students from elementary to high school .
- **Social Studies Curriculum and Pacing** is a top priority for this year. We are currently selecting a team of social studies professionals to lead our students to amazing achievement in the social studies through the thoughtful and inspirational use of all our resources. For more information, use the contact information below.
- **Teachers Teaching Teachers** is a key to our success. We are exploring ways to create and improve our real and virtual forums for teachers to share their expertise of subjects and students in live, online, and podcasted environments. For more information, use the contact information below.

Be social! Be studious! Contact me, Clay Austin, at 390-2675 or austinc4@dreamsbeginahere.org to pitch in, ask a question, or just say ‘Hi!’



Keystone

(Career Research and Decision Making)

| | Student focus: |
|------------------------------------|---|
| Days 66-73 (Sessions 35-36) | <ul style="list-style-type: none"> - Career Choices Text and Workbook - Buying a House – Getting Started with Housing - Buying a Car, Clothing and Food - Possibilities Readings – “The Mills of the Gods” - FACTS.org – Develop ePEP and Select Major Area of Interest - Student Artifacts: Continue Budget Project |
| Days 74-80 (Sessions 37-38) | <ul style="list-style-type: none"> - Career Choices Text and Workbook - Developing Your Budget – From Entertainment to HealthCare - The Costs of Kids - Understanding Salaries and Income - Possibilities Readings – “The Savings Book” by Gary Soto - FACTS.org – Develop ePEP and Select Major Area of Interest - Student Artifacts: Continue Budget Project |



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"> - Exposition: Analogy & Process Analysis - AP Exam Prep: Multiple Choice |
| AP English Literature | <ul style="list-style-type: none"> - Analyze impact of point of view, symbol, irony, humor and/or non-realism on author’s purpose in a full length work |
| Statistics | <ul style="list-style-type: none"> - Probability: Foundations for Inference - Random Variables |
| US History | <ul style="list-style-type: none"> - Civil War - Reconstruction - Origins of the New South |
| Human Geography | <ul style="list-style-type: none"> - Political Organization and Territorial Dimensions - Colonialism - Devolution |

Advancement Via Individual Determination (AVID)

AVID TUTORS

Tutors are an essential element for a successful AVID program. They serve as advocates for the students' academic and social growth and are trained in AVID's methodologies: writing process, Socratic seminars, collaborative learning and reading. Ideally, the AVID tutors should be enrolled at four-year colleges or universities and are generally well rounded, dependable, respected, and people with whom the students can identify. Tutors monitor and guide students in taking notes, suggest strategies/clues students use to discover solutions to problems without giving them the answers, review for tests, check binders, and much more. Tutors do not replace the teachers. Teachers are responsible for classroom management while the tutors are responsible for managing the learning during the tutorial sessions.

Finding, training, and maintaining tutors can be a challenge. The AVID Center recommends an effective tutor-to-student ratio is 1-to-7 with at least two tutorial sessions per week. The site team members are the best resource in recruiting and advertising for tutors. Contact any AVID school to learn more on becoming an AVID tutor.

COURSE OUTLINE

Quarter Three

- Portfolio entries
- Academic goal setting
- SAT/ACT preparation
- Planning Your Education
- Subject A preparation
- Introduction to Holistic Scoring
- Timed writing practice
- Grade Specific Writing Curriculum
- Ongoing tutorial
- Ongoing binder checks
- Oral language development
- Motivation activities



Quarter Four

- Grade Specific Writing Curriculum
 - SAT/ACT preparation
 - Ongoing tutorials
- Ongoing binder checks
 - Review test-taking skills
- Prepare for final exams
- Oral language development
- Motivational activities
- Multi-Grade Level Portfolio preparations, conferences and presentations

The curriculum is based upon books in the AVID library – *College and Careers*, *The Strategies for Success*, and *Writing Curriculum*. (The underlined text refers to specific content of AVID curriculum.)

Special Services (Exceptional Education and Student Services)

INCLUSION: RESOURCES From Concept to Reality, Part 5!

In the last edition of the Looking Glass, we began a review of information and resources available to both general education and exceptional education teachers as they continue to expand and develop the skills necessary to support a broad range of inclusive settings.

The soon-to-be released *ESE ToolBox* – delivery set during *National Inclusive Schools Week, December 3 -7, 2007* – contains a variety of resources related to students with disabilities and the appropriate accommodations and adaptations.

One of the supports that the staff in Exceptional Education and Student Services has been aggressively working on in the last several months is the compilation of as many on-line resource connections as possible. With TDE time limited and in recognition of the desire to spend as much instructional time as possible directly serving our students, the “on-line approach” appears to be the most effective means of support. As a start, the following information outlines two on-line resources that are free and easily accessible by all teachers. Each of these training modules is accessible via the Florida Diagnostic and Learning Resource Systems (FDLRS) Website at: www.fdlrs.com.

LoTTIE Kits – An On-line Workshop: Not all assistive technology needs to be complicated or expensive. This workshop helps teachers learn about ‘low tech’ tools that can be used with students at home or in the classroom. In this course, participants will learn what assistive technology is, what LoTTIE Kits are and information about the numerous low and mid tech tools that are available to help students with special needs.

Differentiated Instruction – Overview: This on-line resource will provide a review of effective strategies, tips, tools and techniques of differentiated instruction and will provide opportunities to create a tiered lesson plan. Specific objectives of this on-line resource include definition of differentiated instruction, principles of differentiated instruction, universal access to the curriculum, and instructional strategies that support differentiated instruction.

Again, both of these resources are currently *free* and available via on-line access through the FDLRS state network. In the next addition of the *Looking Glass*, we will be providing a comprehensive outline of available web-based resources on topics such as:

- Multilevel Instruction for Struggling Learners
- Multi-Range Inclusionary Strategies
- ADD/ADHD
- Autistic Spectrum Disorder

Stay tuned for access to many, many other resource sites.