



# The DCPS Academic Looking Glass

Issue 4

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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 can be accessed by clicking on the Riverdeep/Curriculum icon on the DCPS website at [www.dreamsbeginhere.org](http://www.dreamsbeginhere.org).

## Science

Grade	Student focus:
<b>K</b>	Lab activities that explore sorting objects into groups by observable properties.
<b>1</b>	Lab activities that explore properties of a magnet.
<b>2</b>	Lab activities that explore heat and light energy and involve collection of temperature data.
<b>3</b>	Lab activities that explore how energy flows between living things in ecosystems.
<b>4</b>	Lab activities that explore how the Sun's rays determine the amount of heat and light energy the Earth receives.
<b>5</b>	Performance task that identifies chemical changes, physical changes, mixtures, and solutions. Lab activities that explore various forms of energy.
<b>6</b>	Lab activities that explore air pressure, wind belts, weather patterns, and storms.
<b>7</b>	Lab activities that explore physical and chemical changes in matter, movement of atoms in solids, liquids and gases.
<b>8</b>	Lab activities that explore Newton's laws of motion and momentum.
<b>9-12</b>	<p><b>Earth Space:</b> Explore the influence of oceans on global heat transfer through surface and deep ocean currents and density differences.</p> <p><b>Biology:</b> Lab activities that explore competition, predation, symbiosis, and interdependence or organisms in an ecosystem. Thermodynamics and scientific thinking.</p> <p><b>Chemistry:</b> Understanding of the structure of the atom and the development of the atomic theory of matter. Learn the types of electromagnetic radiation, isotopes, and molar mass.</p> <p><b>Physics:</b> Begin Newton's Laws of Motion. Identify all the forces acting and construct free-body diagrams and distance-time graphs.</p>

## Mathematics

Grade	Student focus:
<b>K</b>	Recognizes, constructs, extends, reads, records, and predicts patterns. Interprets patterns using physical movement and materials.
<b>1</b>	Reads, writes, and sequences numbers to 100. Counts quantities up to 40. Develops and records strategies for solving, combining, and separating story problems. Becomes familiar with single-digit addition.
<b>2</b>	Works with 100 as a quantity. Becomes familiar with the structure and patterns on a 100 chart. Develops strategies to solve addition and subtraction problems. Collects, sorts, classifies, compares, organizes, and represents data.
<b>3</b>	Measure and compare flat space with square units. Measure areas of rectangles. Describe physical motions (flips, slides, and turns). Compare shapes for congruency.
<b>4</b>	Read, write, and estimate quantities up to 1000. Develop strategies to add and subtract numbers in the hundreds. Become familiar with relationships among halves, fourths, and eighths.
<b>5</b>	Develop, record, explain, and compare strategies for estimating and solving subtraction, multiplication and division problems in more than one way. Make sense of remainders.
<b>6</b>	<p><b>Standard:</b> Multiplies and divides fractions. Finds area and perimeter of shapes.</p> <p><b>Advanced:</b> Models situations involving fractions, decimals and percents. Estimates sums and differences of fractions and decimals.</p>
<b>7</b>	<p><b>Standard:</b> Recognizes change by constant scale factors. Divides shapes into smaller, similar objects. Writes linear equations.</p> <p><b>Advanced:</b> Conceptualizes volume as a measure of filling an object. Conceptualizes surface area as wrapping an object.</p>
<b>8</b>	<b>Algebra I:</b> Understand percent, ratio, proportion; applications of linear equations and graphs on the coordinate plane
<b>9-12</b>	<p><b>Algebra II:</b> Continue study of parent graphs, including quadratic, cubic, and exponential equations</p> <p><b>Geometry:</b> Understand parallel lines and transversals, properties of interior/exterior angles of triangles</p> <p><b>Pre-Calculus:</b> Explore and apply basic trig identities; Utilize sum and difference formulas</p>

## Elementary Reading (Grades K-5)

### READER'S WORKSHOP

Now that the first thirty days of reader's workshop have passed, and fundamental lessons for good reading habits have been taught, evaluate how the general processes of reading are evolving in our classrooms?

There are several strategies, called general reading processes, that researchers have discovered readers use every time they read anything. If students don't do these things, this is the place to start the modeling of *think alouds* since this strategy will have the greatest pay-off for them across all reading tasks. Some of these general processes are defined below:

- Continue to personally connect to content throughout reading (activate and bring your appropriate background knowledge about reading and content to the reading task; use existing life knowledge to make sense of new information; apply what you are learning to your own questions and concerns).
- Decode text into words and meanings (occurs at word, sentence, and text levels)
- Set purpose for reading (think about whether you are reading for pleasure, for information, in order to converse with someone, in order to write, and so on, and read in an appropriate fashion to meeting your goals)
- Make predictions (create hypotheses and continually adjust them in light of new information)
- Visualize ("see" what you are reading; create a visual story world or mental model—with informational texts—that represents the meaning of the text)
- Ask questions (question the text, the self, and the author before, during, and after reading)
- Summarize (bring meaning forward throughout the reading, determining what is important and continually synthesizing it with what has gone before)
- Monitor understanding/self-correct (continuously check that reading makes sense and use fix-it strategies when it doesn't)
- Reflect on meaning (consolidate knowledge with what was previously known)

## WRITER'S WORKSHOP

It is an expectation that students in our schools keep writing portfolios during the school year. New student writing portfolio collections are now beginning in our classrooms. The folders are evidence of our students' attempts to grow as writers through multiple drafts and increasingly challenging topics. As we look through our students' writing portfolios we can see evidence of the teacher's instruction of writer's craft. The portfolios document our students' growth as writers over time and are kept in the classroom all year for continuous reference, improvement and celebration.



## English Language Arts

<b>Grade</b>	<b>Student focus:</b>
<b>6</b>	<ul style="list-style-type: none"><li>- Recognizing the importance of brochures</li><li>- Understanding the qualities which make a brochure effective</li></ul>
<b>7</b>	<ul style="list-style-type: none"><li>- Recognizing the expectations for standardized test questions concerning reference and research</li></ul>
<b>8</b>	<ul style="list-style-type: none"><li>- Understanding the concept of logic</li><li>- Recognizing the expectations for standardized test responses</li></ul>
<b>9-12</b>	<p><b>Springboard 9<sup>th</sup>:</b> Story diagramming- "The Cask..."; Foreshadowing and Irony</p> <p><b>Springboard 10<sup>th</sup>:</b> Cultural Conversations; Compare/Contrast and Persuasive Essays</p> <p><b>Springboard 11<sup>th</sup>:</b> Interviewing; Drafting a Resume; Introducing the Media; News or Views?</p> <p><b>Springboard 12<sup>th</sup>:</b> Grammar, Vocabulary and the Writing Process; Battle of the Sexes; Feminist Critical Perspective</p>

## Fast Facts About Fast ForWord

Did you know you can work on making the brain “more fit” just as you can make your body more fit?

- Consistent exercise like that provided within the FFW program can help you become a more efficient and effective learner
- FFW improves the memory, attention span, processing speed and sequencing of every brain
- FFW enables the student brain to more effectively process the instruction it receives in the classroom

So how does this work? As neurons begin to fire together, the brain begins to create new maps which make it easier for students to quickly and accurately hear and process class instruction. If you drive the same way to work every day, it eventually becomes automatic and you don't have to think about which way to go. Brains work in the same way. But this will only be achieved through daily participation, repetition and consistency. Good school attendance is critical to the success of every child but if your child is currently taking part in the FFW program, attendance and punctuality become more important than ever!

## READ 180

	<b>Student focus:</b>
<b>Days 31-40</b>	<ul style="list-style-type: none"> <li>- Full implementation of READ 180 model:               <ul style="list-style-type: none"> <li>- 20 minutes of whole class direct instruction (rBook)</li> <li>- 60 minutes of small group rotation (20 min. for software, 20 min. for small group direct instruction, and 20 min. for independent reading)</li> <li>- 10 minutes of whole class wrap-up</li> </ul> </li> <li>- Learning how to identify and describe the main idea and main details from a passage of non-fiction (rBook)</li> </ul>

## Keystone (Career Research and Decision Making)

	<b>Student focus:</b>
<b>Days 31-35</b>	<ul style="list-style-type: none"> <li>- Financial Planning Text</li> <li>- Keeping Your Money Safe And Secure</li> <li>- Managing Cash Flow</li> <li>- Using a Checking Account</li> <li>- Debit Cards v. Credit Cards</li> <li>- Identifying Fraud</li> <li>- Insurance – Protecting What You Have</li> <li>- Student Artifacts: “Your Budget Profile”</li> </ul>
<b>Days 36-40</b>	<ul style="list-style-type: none"> <li>- Career Choices Text</li> <li>- Developing Your Budget - Buying a House, Car, Clothing and Food</li> <li>- Budgeting Recreation, Vacations, Entertainment And Cost of Children</li> <li>- Possibilities Readings</li> <li>- FACTS.org – Develop ePEP and Select Major Area of Interest</li> <li>- Student Artifacts: Continue Budget Project</li> </ul>



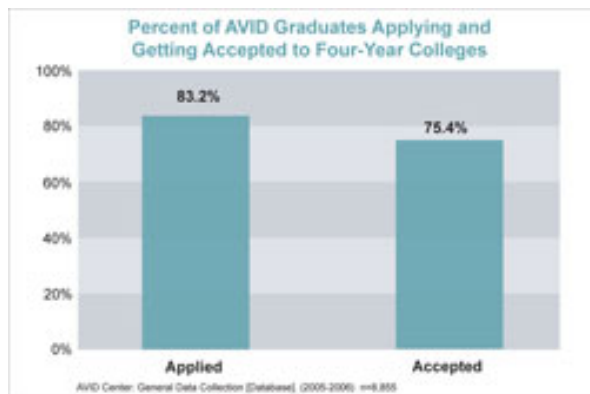
## Advanced Placement (AP)

**Schedules for other DCPS offered AP courses will be listed as they become available.**

	<b>Student focus:</b>
<b>English Language &amp; Composition</b>	<ul style="list-style-type: none"> <li>- The Writing Process: Peer Editing, Revision, Portfolio</li> <li>- AP Exam Prep Practice Test</li> <li>- The Modes of Exposition: Exemplification</li> </ul>
<b>AP English Literature</b>	<ul style="list-style-type: none"> <li>- Research Skills: Abstract of Critical Analysis</li> <li>- Fiction: Plot, Character, Theme and Rhetorical Strategies</li> </ul>
<b>Statistics</b>	<ul style="list-style-type: none"> <li>- Probability: Foundations for Inference</li> <li>- Random Variables</li> </ul>
<b>US History</b>	<ul style="list-style-type: none"> <li>- Early Republic</li> <li>- AP Exam Prep Practice Test</li> </ul>
<b>Human Geography</b>	<ul style="list-style-type: none"> <li>- Types of Migration and Migration Patterns</li> <li>- Governmental and Economic Factors Related to Migration</li> <li>- Push/Pull Factors</li> </ul>

## Advancement Via Individual Determination (AVID)

One of the most impressive and consistent indicators of AVID's success is the rate at which it sends students to four-year colleges. Seventy-five percent of 2006 AVID graduates were accepted to a four-year college.



Duval County Public Schools currently has AVID in Arlington Middle and the following high schools:

- Andrew Jackson
- Englewood
- First Coast
- Nathaniel Forrest
- Robert E. Lee
- Peterson
- A. Philip Randolph
- Jean Ribault
- Sandalwood
- Terry Parker
- William Raines
- Samuel W. Wolfson

## Special Services

**(Exceptional Student Ed. (ESE)/Student Services)**

### Alternative Education and Behavioral Services

The Alternative Education and Behavioral Services (Alt Ed) programs cover many areas within the Special Services Department. The programs include: Attendance, Truancy, Juvenile Justice Sites, Alternative Schools, Center Schools, Hearing Office, Transitional Services, Teen Parent Program, Beulah Beal, Safe and Healthy Schools, Drop-Out Prevention and Community Education.

These programs provide services that are represented by a *Student Continuum of Care* service delivery model currently being developed by the Special Services Division. As a result, each program has begun the process of reassessing its delivery of services in an effort to better define processes and procedures as well as ensure the most efficient and effective delivery of services to students.

## INCLUSION - From Concept to Reality, Part 3!

In the previous editions of the *Looking Glass*, we began identifying “Best Practice” strategies that play a critical role in assuring that inclusive practices are implemented appropriately with the goal of benefiting all students involved. We focused on (a) the ratio of students with disabilities (SWD) to general education students (**NO more than one-third of the classroom**), (b) the importance of thorough and complete analysis of each student’s Individual Education Plan (IEP) to determine the individual supports that **MUST** be in place to assure successful participation in all instructional settings and (c) the ‘mosaic’ of scheduling and alignment of staff resources. Once these practices have been reviewed and implemented, schools are ready for the next critical step: **CONTINUUM OF SERVICES**.

**CONTINUUM OF SERVICES** – It’s all about a balance! As schools analyze the unique needs of each student with disabilities and develop a ‘picture’ of the types of services needed and the time each service will require, they will begin to see a preliminary picture of how the ESE services in their school will need to be structured. For some students, their area of deficit may be so significant that they will need to leave the regular education classroom for a period of time to receive more specific, intensive remediation/intervention. This service would reflect what was once called ‘resource pull-out’ class. For some students, functioning close to grade level in all core academic areas, they may only require an ESE teacher touching base either with them directly or with their general education classroom teacher to provide ‘consultation’ or collaboration. For some students, the decision may be that participation in the general education classroom is the most appropriate setting and the ESE teacher will come in to the general education classroom – at various times and on various days – to provide supplemental support as needed. If the ESE teacher is coming in to the general education classroom each and every day for ‘team teaching’ of a specific academic subject, this would be a co-teaching model. If the ESE teacher’s participation in the general education classroom varies from day to day, this “push in” service is known as support facilitation.

The essential lesson from the ‘possibilities’ outlined above is that each school **MUST** establish a *range of services* to appropriately meet the needs of their students. Any consideration at the ‘extreme’ – i.e., “*We only do full inclusion here*”, or “*All of our students are pulled out of regular classes for ESE services*,” would **not** support the service needs of the students as they were identified by the “Best Practices” activities already conducted. Only by incorporating a ‘continuum of services’ can a school make the best decisions to meet the needs of all the students in the school.

