



The DCPS Academic Looking Glass

Issue 6

Oct. 29 – Nov. 9, 2007

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.

Science

Grade	Student focus:
K	Lab activities that explore the five senses and the parts of the body associated with each sense.
1	Lab activities that compare and contrast various solid materials which make up the Earth's surface.
2	Lab activities that include collecting, recording, and displaying daily weather data.
3	Lab activities exploring the water cycle on Earth.
4	Lab activities that explore the flow of electrical energy in simple series and parallel circuits.
5	Lab activities that explore various types (kinetic and potential) and forms (mechanical, heat, light, sound, etc.) of energy. Lab activities that explore renewable and non-renewable sources of energy.
6	Lab activities that explore Earth's interior, plate tectonics, mountain building, and seafloor spread.
7	Lab activities that explore microscopes, the cell theory prokaryotes, and eukaryotes.
8	Lab activities that explore transverse waves, sound waves, electromagnetic spectrum, patterns within and across systems (Earth's seasons).
9-12	<p>Earth Space: Complete unit on oceans and climate culminating in a report that details how Florida may be impacted by El Niño events.</p> <p>Biology: Lab activities that explore population growth. Carrying capacity of a population. Future growth of populations and environmental concerns.</p> <p>Chemistry: Model the concepts of half-life and carbon-14 dating in investigations and learn about radioisotopes in medicine and radioactive elements on the periodic table.</p> <p>Physics: Complete work on the model roller coaster and present. Introduce the Laws of Motion unit with investigations into response times and time-distance graphs.</p>

Mathematics

Grade	Student focus:
K	Connects numerals to the quantities they represent. Develops strategies for counting and keeping track of quantities. Represents quantities with pictures, numerals or words.
1	Collects categorizes, interprets and represents survey data. Makes sense of data involving more than two categories. Identifies and describes attributes of various materials.
2	Collects and records survey data. Constructs categories to describe data. Compares two data sets. Develops, solves, and records solutions for models of addition and subtraction situations.
3	Use knowledge about factors of 100 to understand the structure of multiples of 100. Develop strategies to solve problems in multiplication and division situations by using factors and multiples.
4	Describe the shape of data, moving from individual features to describing the overall shape of the distribution. Compare and represent two sets of data. Find the set median.
5	Represent and add decimals on grids. Read, write and order decimals. Divide to find decimal equivalents of fractions. Compare fractions.
6	<p>Standard: Finds area and perimeters of rectangular and non-rectangular shapes. Use models and representations of models to solve problems.</p> <p>Advanced: Models situations and solve problems involving fractions, decimals and percents.</p>
7	<p>Standard: Extend knowledge of rational numbers. Demonstrates the use of the terms "ration", "proportion", and "percent" to ask comparison questions.</p> <p>Advanced: Solve equations using the addition or subtraction property of equality.</p>
8	Algebra I: Determine the slope of a line by using various methods; solve and graph systems of inequalities
9-12	<p>Algebra II: Solve problems using various laws of exponents; interpret growth and decay and compound interest problems</p> <p>Geometry: Determine congruence of triangles by applying various postulates and theorems; use inequalities in one triangle and inequalities between two triangles to solve problems</p> <p>Pre-Calculus: Solve problems using the Law of Sines, including ambiguous case, area of oblique triangles; explore Heron's Formula</p>

Elementary Reading (Grades K-5)

READER'S WORKSHOP

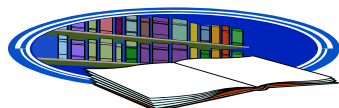
Use of Classroom Libraries for Independent Reading Time

Five Major Functions of the Classroom Library:

1. Support of Literacy Instruction
2. Helping Students Learn About Books
3. Providing a Central Location for Classroom Resources
4. Providing Opportunities for Independent Reading and Curricular Extensions
5. Serving as a Place for Students to Talk About and Interact with Books

Research shows that *classroom libraries* help students attain reading achievement. These key points provide concrete examples showing that classrooms help to build an effective skill-building library for our students. Children learning to read need access to meaningful and personally interesting books.

- Our effective teachers of reading use diverse trade books in their reading curriculum, introducing their students to a wide range of genres, authors, and topics.
- While the best predictor of reading success is the amount of time spent reading, reading achievement is also influenced by the frequency, amount, and diversity of reading activities.
- By providing access to a rich classroom library, our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.
- Our effective teachers of reading know that comprehension is enhanced by reflection and social interaction. Therefore, they provide their students with multiple opportunities to respond to their reading and interact with their peers through a variety of activities such as book clubs and discussions.
- Increased vocabulary knowledge helps students understand what they read, and reading comprehension is enhanced when students understand the meaning of words. Thus, there is a reciprocal benefit to independent reading of trade books, vocabulary growth and reading comprehension.



- Our effective teachers know the reading levels of their students and reading levels of the trade books in their classroom, so that they can match their students to texts that can be read with success, thus assisting their students to grow as readers.

(From Scholastic's *Classroom Libraries Work: Research & Results*)

Our classroom libraries should have:

- a one-third representation of leveled books
- a one-third representation of different genres and different authors' collections
- a one-third representation of books from which students can self-select (preferably ones that are familiar from former lessons shared by the teacher, class discussions, or age appropriate experiences/interests)

WRITER'S WORKSHOP

Teachers should have established by now a predictable *conferencing structure* to communicate with their students about their writing drafts being produced during Writer's Workshop. There should be a place in the classroom where students go to have conferences with their teacher on a writing piece where students are given feedback to help them learn what they can do to become better writers. While conferencing, teachers also give written response or commentary to which students can refer when they go back to work on their writing pieces.

English Language Arts

Grade	Student focus:
6	- Understanding elements of biography, autobiography and other forms of informational writing
7	- Recognizing the characteristics of an effective expository essay
8	- Understanding the importance of posing a research question - Knowing sources to locate information - Recognizing a counter argument
9-12	SpringBoard 9th : Visualizing the Ending; Story Diagramming; Setting the Mood SpringBoard 10th : Families and Celebrations; Expository and Persuasive Essays SpringBoard 11th : Reading and Writing an Editorial Cartoon; Creating an Op-Ed Page SpringBoard 12th : Tracing Character; Narrative Reliability; Historical Criticism; What's In A Name

Fast Facts About SpringBoard

SpringBoard is the College Board's rigorous and coherent plan for mathematics, reading and writing instruction for students in grades 6-12. Currently Duval County Public Schools is implementing SpringBoard in mathematics and English Language Arts in grades 9-12.

SpringBoard is based on the College Board Standards for College Success---standards that identify the critical thinking skills and knowledge in English Language Arts and mathematics that all students need to succeed in college. The standards-based instructional framework builds the academic skills students need to master for success in college-level work, including Advanced Placement Program courses.

SpringBoard provides diagnostic assessments, instructional materials and professional development for successful implementation.

READ 180

	Student focus:
Days 51-60	Full implementation for Instructional Model:
	Whole-Class Direct Instruction: (20 minutes)
	<ul style="list-style-type: none"> - Direct instruction to the whole class is provided using the rBook - Workshop #2 in 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
	Assessments: SRI (Scholastic Reading Inventory) will be completed October 23 – November 6 during instructional software time.

Keystone (Career Research and Decision Making)

	Student focus:
Days 51-55	<ul style="list-style-type: none"> - Financial Planning Workbook - Investments – Making Money Work for You – Investment Options - Finding the Best Deal – Risks v. Rewards - Good Debt, Bad Debt – Using Credit Wisely - Comparing Phone Plans - Applying For a Loan – Understanding Credit - FACTS.org – Develop ePersonal Education Planner (Epep) and Select Major Area of Interest - Student Artifacts: “My Investing Plan”, “My Plan to Handle Credit”
Days 56-60	<ul style="list-style-type: none"> - Financial Planning Workbook - Keeping Your Money Safe And Secure - Managing Cash Flow - Using a Checking Account - Debit Cards v. Credit Cards - Identifying Fraud - Insurance – Protecting What You Have - Student Artifacts: “My Family Budget Profile”



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: <ul style="list-style-type: none"> o Classification and Division o Definition o Comparison and Contrast
AP English Literature	<ul style="list-style-type: none"> - Poetry: Shifts in Poetry and Impact on Author’s Purpose - Analyze impact of point of view, symbolism, irony, humor and/or non-realism on author’s purpose
Statistics	<ul style="list-style-type: none"> - Producing Data - Probability: Foundations for Inference
US History	<ul style="list-style-type: none"> - Antebellum America - Territorial Expansion and Manifest Destiny
Human Geography	<ul style="list-style-type: none"> - Cultural Landscapes - Ethnicity vs. Race - Languages as an Element of Culture

Advancement Via Individual Determination (AVID)

The AVID Elective Course

AVID elective course philosophy is designed to prepare students for entrance into four-year colleges/universities by way of three key elements:

- **strong academic focus**
- **rigorous coursework**
- **social support network**

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

Quarter One

A Week in the AVID Elective

WIC-R (Writing, Inquiry, Collaboration & Reading)

Introduction to the AVID Binder

Introduction to AVID Skills

AVID Alert and AVID Good News

Introduction to AVID Note-taking

Introduction to AVID Tutorial

Grade Specific Writing Curriculum

Writing is Integral to AVID

The Writing Process

The Three Part Essay

PSAT and SAT/ACT preparation

Registration for PSAT, SAT, ACT

Ongoing tutorials

Ongoing binder checks

Oral language development

Motivational activities



Quarter Two

Test-taking skills

Preparing for Tests and How to Study for College

Grade Specific Writing Curriculum

PSAT and SAT/ACT preparation

Ongoing tutorials

Ongoing binder checks

Oral language development

Motivational activities

Final exam preparation

Special Services

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

Access Points and the new FDOE Alternate Assessment for Students with Disabilities

No Child Left Behind (NCLB) and IDEA focus on high learning expectations and emphasize the importance of access to the general education curriculum for all students. In order to meet expectations, *Access Points* to the Sunshine State Standards (SSS) were established to open the door to the general curriculum for students with significant cognitive disabilities.

Access Points are written at three complexity levels: independent, supported and participatory. The independent level reflects the most complex learning expectations and the participatory level the least complex expectations. *Access Points* are aligned with the Sunshine State Standards by grade level and describe the core intent of the SSS based on the knowledge and skills sets of the students.

Language Arts, Writing and Mathematic *Access Points* have been adopted for the 2007-2008 school year. Science will be adopted in January 2008. Soon to follow will be Social Studies (2008-2009), Health and Physical Education (2008-2009) and Health and Foreign Languages. As the SSS are being revised, *Access Points* are being written to ensure all students equal opportunity to address the curriculum.

In order to assess student outcome performance resulting from the *Access Points*, the Florida Alternate Assessment has been developed. The Florida Alternate Assessment (FAA) is an individually based assessment. The FAA allows students the opportunity to demonstrate their knowledge of skills reflecting the core intent of the Sunshine State Standards and will provide data that will be used to determine if schools achieve adequate yearly progress (AYP). The new FAA will be a secured test, ensuring procedural validity and will mirror the FCAT administration process.

Teachers serving students with significant cognitive disabilities in Duval County have received training in *Access Points* and are scheduled to begin training on the Florida Alternate Assessment beginning October 22, 2007. The window period for actual administration of the Florida Alternate Assessment is March 2-28, 2008.

