



# The DCPS Academic Looking Glass

Vol. 2, Issue 5

October 17 – 30, 2008

**The DCPS Academic Looking Glass** is produced bi-weekly to assist parents, principals, teachers, 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](http://www.duvalschools.org).

## English Language Arts

Grade	Student focus:
6	<p><b>The Reading Workshop:</b> Begin the non-fiction unit and learn strategies for reading and interpreting informational texts.</p> <p><b>The Writing Workshop:</b> Continue practice of writing and revising expository essays.</p>
7	<p><b>The Reading Workshop:</b> Begin the non-fiction unit and learn strategies for reading and understanding personal narratives.</p> <p><b>The Writing Workshop:</b> Continue practice of writing and revising personal essays</p>
8	<p><b>The Reading Workshop:</b> Begin the non-fiction unit and learn strategies for reading and understanding reflective essays.</p> <p><b>The Writing Workshop:</b> Continue practice of writing and revising reflective essays.</p>
9	Point of View in "The Stolen Party"; Identifying the effect of similes
10	Intro to Families; Timed Writing; Theatrical/Cultural Elements in Film.
11	The Writing Process: Editing 2 <sup>nd</sup> District-mandated timed writing; Reading and Writing a Letter to the Editor.
12	A Close Reading of Film; Introducing <i>A Doll's House</i> ; Questioning the Play.
Notes	<p><b>6-8:</b> 2<sup>nd</sup> District mandated timed writing; Formative mini-assessment #4.</p> <p><b>9-12:</b> 2<sup>nd</sup> District mandated timed writing; Formative mini-assessment.</p>

## Elementary Reading (Grades K-5)

	Student focus:
K	<p><b>Strategy:</b> Evaluate; Predict/Infer</p> <p><b>Skill:</b> Story Structure: Character/Setting Lessons; Inferences - Drawing Conclusions</p>
1	<p><b>Strategy:</b> Evaluate; Predict/Infer</p> <p><b>Skill:</b> Main Idea, Details; Making Predictions</p>
2	<p><b>Strategy:</b> Evaluate; Monitor/Clarify</p> <p><b>Skill:</b> Fact and Opinion; Categorize and Classify</p>
3	<p><b>Strategy:</b> Question; Summarize</p> <p><b>Skill:</b> Categorize and Classify; Noting Details</p>
4	<p><b>Strategy:</b> Predict/Infer; Evaluate</p> <p><b>Skill:</b> Sequence of Events; Making Inferences</p>
5	<p><b>Strategy:</b> Summarize; Predict/Infer</p> <p><b>Skill:</b> Story Structure; Predicting Outcomes</p>

## Elementary Writing (Grades K-5)

	Student focus:
K-3 & 5	Continue working on the Narrative genre following the customized lesson plans found in the Houghton Mifflin Core Reading Program. Develop a portfolio piece.
4	Work on report writing following the customized lesson plans found in the Houghton Mifflin Core Reading Program.



## READ 180

	Student focus:
Weeks 9 & 10	<p>Complete the second Scholastic Reading Inventory (SRI) during the SRI testing window of October 27-November 7.</p> <p>Full Implementation of Read 180 instructional model:</p> <ul style="list-style-type: none"> <li>- 20 minutes of whole class instruction using the rBook or rBook Flex</li> <li>- 60 minutes of small group rotations (20 minutes for software; 20 minutes for small group directed instruction; 20 minutes for independent reading)</li> <li>- 10 minute of whole class wrap-up</li> </ul>

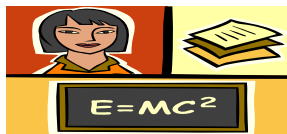


## Mathematics

Grade	Student focus:
<b>K</b>	Recognize, construct, record, and extend a pattern; interpret a pattern using physical movements; recognize what comes next in a pattern and identify the unit of a pattern.
<b>1</b>	Continue practicing counting quantities up to 40 and reading, writing, and sequencing numbers to 100; develop and record strategies for solving, combining and separating problems.
<b>2</b>	Sort and classify as a way of organizing data; investigate similarities and differences in sets of related objects, people, or data; gain understanding of the use of Venn diagrams and bar graphs for organizing data.
<b>3</b>	Explore the relationship between skip counting and grouping; become familiar with the relationship among factors and multiples; practice skip counting by single-digit and double-digit numbers
<b>4</b>	Understand that equal fractions of a whole have the same area and that equal parts of shapes are not necessarily congruent; become familiar with halves, fourths, and eighths; and the relationships among thirds, sixths, and twelfths.
<b>5</b>	Represent, identify, and order fractions and percents; represent fractions as rotation around a circle; represent and add decimals on grids; make sense of and solve word problems.
<b>6</b>	Develop techniques for estimating areas and perimeters of irregular figures; use ideas about area and perimeter to solve practical problems involving irregular shapes and circles; use benchmarks and decimal-fraction relationships to develop estimation strategies for finding fraction and decimal sums.
<b>7</b>	Use appropriate notation to indicate positive and negative numbers; Locate rational numbers (positive and negative fractions and decimals and zero) on a number line; Compare and order rational numbers Understand the relationship between a positive or negative number and its opposite (additive inverse); Develop algorithms for adding, subtracting, multiplying, and dividing positive and negative numbers
<b>8</b>	Solve first degree literal equations for a specified variable; Use the order of operations to simplify expressions and scientific notation.
<b>9-12</b>	<b>Algebra I:</b> Identify components of a coordinate graph and apply the components to graph a given rule; Match a graph with its function and graph lines using two points; Solve systems of linear equations graphically and algebraically using substitution method. <b>Geometry:</b> Solve problems involving interior and exterior angles of triangles; Graph linear inequalities and finding slope of parallel lines.

## Mathematics (continued)

Grade	Student focus:
<b>9-12</b>	<b>Algebra II:</b> Write and solve equations for exponential growth; Evaluate zero and negative exponents; Evaluate rational exponent expressions; Apply exponential functions to real life situations. <b>Pre-Calculus:</b> Investigate, solve, and graph exponential functions; Investigate, solve, and graph logarithmic functions.
<b>Notes</b>	1 <sup>st</sup> Quarter Post-test; 2 <sup>nd</sup> Quarter Pre-test



## Science

Grade	Student focus:
<b>K</b>	Lab activities and a performance task that explore classifying objects and changing materials. Introduction to motion.
<b>1</b>	Lab activities and a performance task that explore describing and sorting objects by the ways they move.
<b>2</b>	Lab activities that explore changes in matter and uses of different forms of energy.
<b>3</b>	Lab activities and a performance task that explore energy flow through food chains.
<b>4</b>	Lab activities and a performance task that explore Earth's seasons and heat energy from the Sun.
<b>5</b>	Lab activities that explore types and forms of energy and energy transfers.
<b>6</b>	<b>Standard:</b> Lab activities exploring hurricanes. <b>Gifted:</b> Lab activities exploring the interactions of humans on the Earth. Review and administer nine weeks assessments.
<b>7</b>	Lab activities exploring the properties of atoms. Review and administer nine weeks assessments.
<b>8</b>	Lab activities exploring work and simple machines. Review and administer nine weeks assessments.
<b>9-12</b>	<b>Earth Science:</b> All sections completing activities 4, 5 and 6 in Oceans; Turn in chapter challenge, unit assessments and district formative completed. <b>Biology:</b> Photosynthesis lab is completed and data analyzed, looking at waste products; relationship between photosynthesis, food and humans is explored. Continue to work on performance task. <b>Chemistry: Standard:</b> Nuclear energy. Turn in performance task for Unit B and complete District formative. <b>Honors:</b> The electron structure of the atom. Unit C is introduced, as is performance task for Units C and D <b>Physics:</b> Continue to work on performance task; explore the force of gravity by completing activities on projectile motion, shot puts, and how seat belts work. <b>Honors:</b> Chapters 5 and 14 Merrill book.
<b>Notes</b>	Formative Assessment; Review and administer nine weeks assessments. <b>Advanced:</b> Continue work on science projects

## Social Studies

Grade	Student focus:
<b>K</b> <b>My World</b>	A Big Wide World: Our planet has many kinds of land and bodies of water.
<b>1</b> <b>School &amp; Family</b>	Where We Live: Our planet has many different oceans and continents.
<b>2</b> <b>Neighbors</b>	Places Near and Far: Our state has unique weather and natural resources.
<b>3</b> <b>Community</b>	People from Many Places: People in America come from many places around the world.
<b>4</b> <b>Florida History</b>	The First Floridians: Native Americans adapted their way of life based on their geographic surroundings.
<b>5</b> <b>US History</b>	European Settlements: The settlers faced many challenges such as: weather, topography, and indigenous people.
<b>6</b> <b>World History</b>	The Birthplace of Civilization: Civilization consists of government, laws, religion, artisans, writing, art and architecture.
<b>7</b> <b>Geography</b>	U.S. and Canada: The political and economic systems of the United States allow it to be a world power.
<b>8</b> <b>US History</b>	Colonial Period: Many groups and beliefs were represented in the colonization of North America.
<b>10</b> <b>World History</b>	Renaissance, Reformation, & Scientific Revolution: Major changes in one sector of society influence all areas of society.
<b>11</b> <b>US History</b>	Early America Review: The goals and ideals of early America arose from its rapid expansion and economic development.
<b>12</b> <b>Government &amp; Economics</b>	The Executive Branch: The President leads the everyday operation of Government, is Commander-in-Chief, and leads his party. Economics: Governments collect taxes to provide public goods. People are impacted differently by various forms of taxes.



## Keystone

(Career Research and Decision Making)

	Student focus:
<b>Week 9</b>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>The message center</li> <li>The value of education                             <ul style="list-style-type: none"> <li>Increasing your career options</li> <li>Information is power</li> </ul> </li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li><i>Career Choices Workbook</i></li> <li><i>Possibilities</i> (p. 61-62)</li> <li><i>Career Choices Textbook</i></li> <li><i>CollegeEd Workbook</i></li> </ul> <p><b>Student Activity</b></p> <ul style="list-style-type: none"> <li>“Life” by Nan Terrell Reed</li> <li>Anticipation guide</li> <li>The meaning of success</li> <li>Why college education is important</li> <li>Increasing your value</li> <li>Becoming a professional</li> <li>Information is power</li> <li>Decisions step by step</li> <li>Overcoming obstacles</li> <li>Think about outcomes</li> </ul>
<b>Week 10</b>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>Maslow’s Triangle</li> <li>Quarter Exam</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li><i>Career Choices Workbook</i></li> <li><i>Career Choices Textbook</i></li> <li><b>DCPS Student Code of Conduct</b></li> <li><b>Keystone Quarter 1 Exam</b></li> </ul> <p><b>Student Activity</b></p> <ul style="list-style-type: none"> <li>Happiness is a balanced lifestyle</li> <li>Personal Maslow’s Triangle Collage</li> </ul>



## Advanced Placement (AP)

	Student focus:
<b>English Language &amp; Composition</b>	Exposition: Classification and Division; Definition; Comparison and Contrast
<b>AP English Literature</b>	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
<b>Statistics</b>	Examining Relationships; Formative Assessment; A. P. Exam
<b>US History</b>	Antebellum America; Territorial Expansion and Manifest Destiny
<b>Human Geography</b>	Cultural Landscapes; Ethnicity vs. Race; Languages as an Element of Culture

## Advancement Via Individual Determination (AVID)

### Taking AVID Notes like a STAR

#### Set up your paper.

Know your notes:

- **When** did you take them?
- **Which** class are they for?
- **What** are they about?

Save **1/3 of the left hand side** of the page for later use.  
Leave **space at the bottom of the page** to summarize.

#### Take the notes.

While the teacher lectures, while you watch a film, or while you read a text:

- Write on the **right hand side** of the page
- **Abbreviate**
- **Paraphrase**
- **Use symbols** to highlight what is important, or unclear, or to make connections
- **Skip lines** between ideas

#### Apply your thinking to the notes.

Alone or with a Study Buddy:

- **Study your notes**, clarifying and completing them

Within 24 hours, use the left hand column to:

- **Identify main ideas** by writing headers
- **Develop questions** for study or clarification
- **Connect your notes** to what you have learned before in that class, in previous years, and in other classes

#### Reflect on and Review your notes.

Before a test or quiz, alone or with a Study Buddy:

- **Review** the main points
- **Summarize** what is important
- **Explain** why that is important
- **Suggest** how you will use this information
- **Assess** your learning\*

\* This system works well when taught in conjunction with the **SQ5R** method: **S**urvey, **Q**uestion, **R**ead, **R**ecord, **R**ecite, **R**eview, and **R**eflect.

## Golden Nuggets from Guidance Services

### Guidance Individual Professional Development Plans (IPDP)

This year school counselors will be utilizing data gathered from their Individual Professional Development Plan (IPDP) to help document how they impact student achievement. With the help of the Guidance Steering Committee, the Professional Development Staff, and Duval Teachers United (DTU), an IPDP form was developed specifically for school counselors to use. Because the data they use and activities they do vary from classroom teachers, the new IPDP is tailor made for them.

This planning tool is designed to assist counselors in planning for their futures professional development. It guides them through a process which enables them to assess their current professional development needs, set goals for the futures, identify resources needed to accomplish these goals, and then evaluate their progress. The counselor then shares the plan with his/her principal who may recommend refinements to the plan since the plan must be consistent with the educational goals of the school and the district and enhance the ability of the counselor to improve student success.

Counselors will select a Measurable Performance Goal using data which they can specifically impact such as dropout rates, attendance, course recovery participation, TARGET referrals, and retention rates for overage students. They will gather current data, set goals and develop strategies to make a positive impact. Professional development activities may include workshops, seminars, on-line or university courses, attendance at professional learning communities (PLC's), conferences, and leadership training.

At the end of the school year, counselors should reevaluate their plans to determine the following:

- To what extent have the individual professional growth goals aligned with school and district goals?
- How has the proposed professional development activities added to the counselor's repertoire of skills and content knowledge?
- How has the plan improved student success?
- How has the professional development activities the counselor participated in led to student success?

Additionally, the data collected from each counselor's goals will be compiled for the Annual Guidance Report for submission to the Department of Education.