



# The DCPS Academic Looking Glass

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**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	<b>The Writing Workshop:</b> Techniques of revising, Responses to Literature to include a help wanted ad and a journal entry. <b>The Reading Workshop:</b> Understanding and identifying conflict and characterization in a short story; Mini-Assessment.
7	<b>The Writing Workshop:</b> Using a Graphic organizer to pre-write and completing the process of revising. <b>The Reading Workshop:</b> Understanding and identifying character motives and identifying tone and idioms in short story/fiction; Mini-Assessment.
8	<b>The Reading Workshop:</b> Understanding character traits, using the one sentence summary and making predictions to monitor comprehension of text. <b>The Writing Workshop:</b> Techniques of writing dialogue. Responses to Literature to include: a character sketch and a letter of recommendation; Mini-Assessment.
9	The Writing Process: Editing; Formative Mini-Assessment; Conversations with My Novel; Exploring and Incident Presenting the Incident.
10	Circles of Influence; Formative Mini-Assessment; One Word Truth; Expository Essay.
11	Edit District-mandated Timed Writing; Formative Mini-Assessment; America's Voices; Creating a Survey About the American Dream
12	Rear Window; Edit District-mandated Timed Writing; Writer's Choice Sentence Combining; Formative Mini-Assessment; The Importance of Perspective.

## Elementary Reading (Grades K-5)

	Student focus:
Weeks 3 & 4	All grade levels will: <ul style="list-style-type: none"> <li>• Begin working in Theme 1 of the Houghton Mifflin Core Reading Series following the District Learning Schedules and the daily customized lesson plans in the Comprehensive Core Reading Program (CCRP)</li> <li>• Work on the narrative genre following the customized lesson plans found in the Houghton Mifflin Core Reading Programs. These lessons will be supported by the Writers Handbook and the America's Choice Genre Study for Grades K-2.</li> </ul>
	Remaining District Anchor Lessons will be delivered in addition to the core instruction during Days 11-15 on the District Learning Schedule: <ul style="list-style-type: none"> <li>• K-1: Days 11-14</li> <li>• 2-3: Days 11-13</li> <li>• 4-5: Days 11-12</li> </ul>

## READ 180

	Student focus:
Weeks 3 & 4	<ul style="list-style-type: none"> <li>• Finish first 2 or 3 week Read 180 lesson plans</li> <li>• Complete Scholastic Reading Inventory (SRI) during the SRI testing window of August 25-September 12.</li> <li>• After the first 2 or 3-week Read 180 lesson plans are complete, full implementation of Read 180 instruction model should begin:               <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 minutes of whole class wrap-up</li> </ul> </li> </ul>

## Science

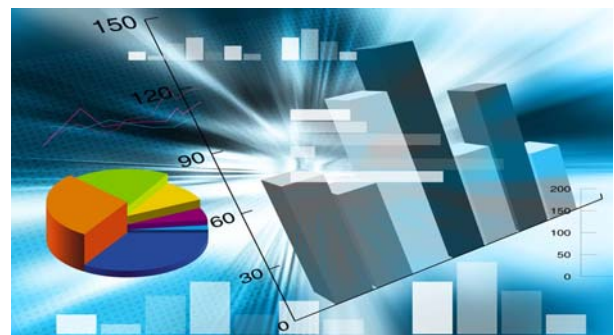
Grade	Student focus:
<b>K</b>	Explore using five senses to observe and compare objects.
<b>1</b>	Explore observing, describing, and sorting objects.
<b>2</b>	Explore describing, sorting, and measuring properties of matter.
<b>3</b>	Explore characteristics and needs of plants.
<b>4</b>	Explore the inner and outer planets of our Solar System.
<b>5</b>	Explore physical properties of matter and phase changes.
<b>6</b>	<b>Gifted:</b> Exploring energy and water in the atmosphere. <b>Standard:</b> Exploring matter.
<b>7</b>	Exploring the properties of matter.
<b>8</b>	Exploring speed and acceleration. Exploring forces and energy.
<b>9-12</b>	<b>Earth Science:</b> Completing activities in Severe Weather. Honors: Explore river types and flooding. <b>Biology:</b> Factors that affect enzyme activity as it relates to humans. Continue work on performance task. <b>Chemistry:</b> Take first formative; Begin unit on Atoms. Performance tasks (GRASP) on nuclear concerns is introduced. <i>Standard:</i> Explain the properties of water explored in the foul water lab. <i>Honors:</i> Density lab focusing on accuracy and precision. <b>Physics:</b> Continue to explore Kinematics. Continue to work on Performance task.
<b>Note</b>	<b>Gifted and Advanced:</b> Continue introduction of science projects.

## Mathematics

Grade	Student focus:
<b>K</b>	Count sets of objects, create sets of given size and record numerical information; learn to use the calendar as a tool for keeping track of time and ; count on the calendar connecting number names, numerals, and quantities.
<b>1</b>	Count sets of objects, create sets of given size and record numerical information; learn to use the calendar as a tool for keeping track of time and events; count on the calendar connecting number names, numerals, and quantities.
<b>2</b>	Develop familiarity with 10 as an important number in our number system; become familiar with number combinations of 10 and doubles; develop counting strategies; explore patterns and develop fluency in skip counting; 2's, 5's, and 10's.

## Mathematics (Continued)

Grade	Student focus:
<b>3</b>	Recognize that finding the area of a rectangle is one situation where multiplication can be used; use arrays to skip count, use arrays with skip counting to multiply and divide; find factor pairs; understand relationships between multiplication and division; use multiplication and division notation to write number sentences.
<b>4</b>	Use arrays as a model for multiplication, become more familiar with multiplication pairs; become familiar with a variety of notation used for multiplication and division, and decide what to do with leftovers in division.
<b>5</b>	Skip counting between 2-, 3-, and 4 digit numbers; understand the relationship between multiplication and division; develop, record, and compare strategies for solving multiplication, and division problems; will make sense of remainders.
<b>6</b>	Simplify and evaluate algebraic expressions using order of operations. Use benchmarks to estimate the size of angles. Practice measuring angles. Explore the patterns among angles created when two or more parallel lines are cut by another line.
<b>7</b>	Identify quantitative variables in situations. Recognize situations where changes in variables are related in useful patterns. Describe patterns of change shown in words, tables, and graphs of data
<b>8</b>	Develop an understanding of the CPM text, organization, cooperative study teams, and student responsibilities in addition to demonstrating use of basic integer operations, areas and perimeters. Develop an understanding of the CPM text, organization, cooperative study teams, and student responsibilities in addition to demonstrating use of basic integer operations.
<b>9-12</b>	<b>Algebra I:</b> Number Sense with Writing and Solving Equations <b>Algebra II:</b> Exploring functions <b>Geometry:</b> Pre-test; Study team and coordinate grids; Distance, Pythagorean Theorem, Measurement <b>Pre-Calculus:</b> Pre-test; Review functions; Polynomial and Rational Functions



## Social Studies

Grade	Student focus:
<b>K</b> <b>My World</b>	Families and Friends: Families are made of adults and children.
<b>1</b> <b>School &amp; Family</b>	People Everywhere: Families are made of adults and children who cooperate.
<b>2</b> <b>Neighborhoods</b>	People and Places: Neighborhoods are made of many different families.
<b>3</b> <b>Community</b>	Places We Live: The places we live are known as communities. Land and Resources: The land and resources in the United States are diverse and plentiful.
<b>4</b> <b>Florida History</b>	The Geography of Florida: The geography of a place helps to shape the lives of the people who live there.
<b>5</b> <b>US History</b>	America's Land: The land and climate of America are very diverse and provide many benefits and challenges.
<b>6</b> <b>World History</b>	Introduction to Social Studies and Map Skills: The five themes of geography affect the way people live.
<b>7</b> <b>Geography</b>	Basic Geography Skills: Geography, access and use of natural resources influence the development of economies and where people live.
<b>8</b> <b>US History</b>	Native Americans: Humans have used various survival strategies and methods to adapt to different environments.
<b>10</b> <b>World History</b>	Prehistory Review: Humans could only create settled societies once they discovered agriculture and domestication of animals.
<b>11</b> <b>US History</b>	Colonial America Review: Nations may have several reasons for colonization: religious, financial and social.
<b>12</b> <b>Economics</b> <b>Government</b>	Introduction to Economics: In the economy, all individuals make choices in their own self-interest that involve costs and benefits Foundations of Government: The principle of democracy is the basis for American Government.



## Keystone (Career Research and Decision Making)

	Student focus:
<b>Week 3</b>	<b>Topics</b> <ul style="list-style-type: none"> <li>Getting to Know Your School</li> <li>Creating/Updating the ePEP</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Career Choices Workbook</li> </ul> <b>Student Activity</b> <ul style="list-style-type: none"> <li>School Tour &amp; Information</li> <li>Create/update the ePEP file</li> <li>A poem about you</li> </ul>
<b>Week 4</b>	<b>Topics</b> <ul style="list-style-type: none"> <li>How to get good grades</li> <li>Requirements for Success                             <ul style="list-style-type: none"> <li>“Vision + Energy = Success”</li> </ul> </li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>How to get good grades pamphlet                             <ul style="list-style-type: none"> <li>How to use this workbook</li> </ul> </li> <li>Career Choices Workbook</li> </ul> <b>Student Activity</b> <ul style="list-style-type: none"> <li>Hamburger paragraph</li> <li>College post card</li> </ul>



## Advanced Placement (AP)

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

	Student focus:
<b>English Language &amp; Composition</b>	Rhetorical Strategies & Techniques: Matters of Style – Diction The Modes: Description & Narration
<b>AP English Literature</b>	Fiction: Plot, character, theme, and rhetorical strategies
<b>Statistics</b>	Exploring Data
<b>US History</b>	AP Exam Prep; Colonial North America
<b>Human Geography</b>	Visual Representations of Data; Cultural Diffusions; Environmental Determinism vs. Possibilism

\*Advanced Placement (AP) courses must have syllabi that have been approved and authorized by the College Board AP Course Audit. By using authorized syllabi, DCPS ensures that our students receive a college-level instructional experience.

## Advancement Via Individual Determination (AVID)

**AVID** Students have a *SLANT* on Learning. Here are a few strategies **AVID** students use for successful classroom interaction:

**SIT IN THE FRONT:** Students sitting in the front of the classroom pay better attention to lessons. They interact more in classroom discussions and activities.

**LEAN FORWARD:** Lean forward in your desk. The teacher and fellow students will think that you are very interested in the lesson. As you act more interested in the lesson, you really will be more interested.

**ASK QUESTIONS:** Ask meaningful questions about class activities, discussions and lectures. The teacher will know how well the lesson is going for all of the students. One student's questions will help many more students understand the teacher's lesson.

**NOD YOUR HEAD:** Nod your head when the teacher looks at you during a lesson to show interest or agreement. The teacher will subconsciously interact with you more often in the classroom and think you are a positive class influence.

**TALK TO THE TEACHER:** Teachers really enjoy talking to their students on an informal basis. Take the time to give your teachers friendly feedback on class lectures or activities. Give a friendly "Hello" or "Good-bye," or whatever you feel comfortable with.

**READY!** AVID Binder open and ready for notes.

**SET!** Listen, nod, take notes, and discuss.

**GO!** Get your "A's"



## Riverdeep Fast Facts

The *Riverdeep Learning Village* is the curriculum portal used in Duval County. The *Learning Village* can be accessed by going to the DCPS website and clicking on the Curriculum/Riverdeep link located in the QuickLinks toolbox. Once there, click on the link that says "Click here to log into the *Learning Village* now!" A logon screen will open with access directions. Once logged in, the main page has button links to curriculum by learner level and district resources. The curriculum contains learning schedules, assessments, lesson plans and other resources to enhance teaching and learning.

At a glance the *Learning Village* contains:

- Hundreds of linked lesson plans and assessments aligned with professional development, benchmarks, standards, and teacher resources
- An online Instructional Organizer that delivers a collaboration portal where teachers can share lessons and resources and participate in enriching online discussions in a private or open forum
- A single instructional desktop and the ability to create or revise customized lessons and activities based on individual student needs
- A secure single point of access to the districts web based applications - such as Destination Math, Destination Reading, Culture Grams, Teaching Books, Encyclopedia Britannica, NetTrekker, IC3 and other paid DCPS subscriptions.

For additional support, email [riverdeep@duvalschools.org](mailto:riverdeep@duvalschools.org) or call the Riverdeep Helpdesk at 348-7740.