



The DCPS Academic Looking Glass

Vol. 2, Issue 3

Sept. 19 - Oct. 2, 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.

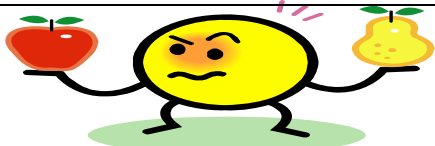
The learning schedules listed are not comprehensive due to space constraints and should be considered fluid in nature, as teachers are given flexibility in the speed of coverage according to the needs of students. More information on the district's curriculum and past issues of **The Looking Glass** can be accessed on the DCPS website at www.duvalschools.org.

Elementary Reading (Grades K-5)

| | Student focus: |
|------------|--|
| K | Skills: Review Compare and Contrast; Noting Details Strategy: Predict, Infer and Sequence of Events |
| 1 | Skills: Cause and Effect Strategy: Evaluate Noting Details; Question |
| 2 | Skills: Predicting Outcomes; Connecting and Comparing Strategy: Predict/Infer |
| 3 | Skills: Sequence of Events; Skills Review Strategy: Predict/Infer; Summarize |
| 4 | Skills: Text Organization; Noting Details Strategy: Monitor/Clarify; Question |
| 5 | Skills: Categorize and Classify; Skill Review Strategy: Monitor and Clarify; Predict/Infer |
| K-5 | In the Houghton Mifflin Core Reading Program following the District Learning Schedules and the daily customized lesson plans found in the Comprehensive Core Reading Program (CCRP). |

Elementary Writing (Grades K-5)

| | Student focus: |
|------------|--|
| K-5 | All grades will be working on the narrative genre following the customized lesson plans found in Houghton Mifflin Core Reading Program. These lessons will be supported by the Writers Handbook and the America's Choice Genre Study for Grades K-2. |



English Language Arts

| Grade | Student focus: |
|--------------|---|
| 6 | The Writing Workshop: Composing and presenting a persuasive presentation and creating an advertisement using descriptive language. The Reading Workshop: Understanding and identifying setting, theme, and character motives in a short story. |
| 7 | The Writing Workshop: Using prewriting to organize information and prepare a comparing and contrasting report. The Reading Workshop: Understanding and identifying characterization plot, conflict, and foreshadowing as elements of an author's craft. |
| 8 | The Reading Workshop: Understanding impact of setting, author's use of idioms, and exploring character conflict. The Writing Workshop: Techniques of writing expository and persuasive letters and the process of drafting short story extensions demonstrating links between reality and fiction. |
| 9 | Presenting the Incident from; Formative Mini-Assessment; District Testing; Embedded Assessment One: Creating a Soundtrack for the Novel. |
| 10 | One Word of Truth; Formative Mini-Assessment; District Testing; Identifying Cultural Differences. |
| 11 | Creating a Survey About the American Dream; District Testing; Formative Mini-Assessment. |
| 12 | "Shooting an Elephant;" District Testing; Formative Mini-Assessment; Cultural Influences. |



READ 180

| | Student focus: |
|------------------------|---|
| Weeks 5 & 6 | Full Implementation of Read 180 instructional model: <ul style="list-style-type: none"> • 20 minutes of whole class instruction using the rBook or rBook Flex • 60 minutes of small group rotations (20 minutes for software; 20 minutes for small group directed instruction; 20 minutes for independent reading) • 10 minutes of whole class wrap-up |

Science

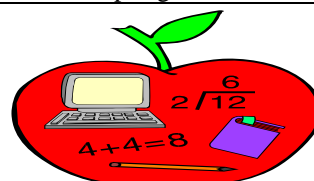
| Grade | Student focus: |
|-------------|---|
| K | Lab activities that explore using five senses and tools of science to observe and compare objects and a performance task about the five senses. |
| 1 | Lab activities and a performance task that explore sorting and describing objects by observable properties. |
| 2 | Lab activities that explore observing and measuring properties of different states of matter. |
| 3 | Lab activities that explore characteristics of invertebrate and vertebrate animals. |
| 4 | A performance task that highlights characteristics of the planets and lab activities that explore Earth's cycles. |
| 5 | Lab activities that explore physical changes in matter, including mixtures and solutions. |
| 6 | Science Formative assessment- <i>Riverdeep</i> Gifted: Lesson 3 Lab activities exploring energy and water in the atmosphere. Advanced students science project should continue to be introduced. Advanced: Science projects should continue to be introduced. Standard: Lesson 2 Lab activities exploring matter. |
| 7 | Science Formative assessment- <i>Riverdeep</i> Advanced: Science projects should continue to be introduced. Standard: Lesson 2 Lab activities exploring the properties of matter; |
| 8 | Science Formative assessment- <i>Riverdeep</i> Advanced: Science projects should continue to be introduced. Standard: Lesson 2 Lab activities exploring speed and acceleration. Begin Lesson 3 Labs exploring forces and energy. |
| 9-12 | Earth Science: Complete activities 5 and 6 in Severe Weather. Turn in chapter challenge, unit assessments and district formative completed. Biology: Begin Unit Two, Biosphere. Introduction of performance task on Biogeochemical Cycles. Turn in performance task, unit assessments and district formative completed for Unit 1. Chemistry: <i>Honors:</i> History and structure of the atom. <i>Standard:</i> History of the atom. Physics: Continue to explore Kinematic through the remaining activities in schedule. <i>Honors:</i> Chapter 3 in Merrill book and continue to work on Performance task |

Mathematics

| Grade | Student focus: |
|----------|--|
| K | Observe and describe attributes, recognize, describe, create, and extend patterns. Predict what will come next in a pattern. |

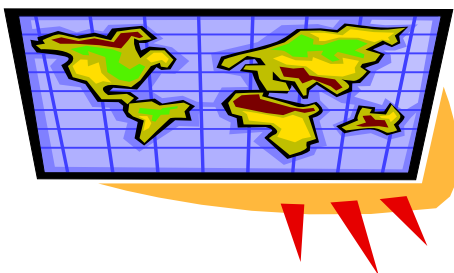
Mathematics

| Grade | Student focus: |
|-------------|---|
| 1 | Develop strategies for organizing collections of objects; Use numerals to record how many for quantities up to 20; Find combinations of numbers up to 15, Find the total of two quantities, and find larger of two quantities up to about 20. |
| 2 | Develop counting strategies; Explore skip counting by 2's, 5's, and 10's; Explore 5 and its multiples; Become familiar with the relationship between skip counting and grouping. |
| 3 | Understand the relationships between multiplication and division; Identify whether problems can be solved by using multiplication or division. |
| 4 | Formative assessments. Finding and counting by factors of 100; Recognizing factor pairs and using knowledge about the factors of 100 to explore multiples of 100. |
| 5 | Developing, explaining, and comparing strategies for estimating and finding exact answers to multiplication and division problems; record strategies for solving problems, solve problems in more than one way, and use relationships between multiplication and division to solve problems. |
| 6 | Find angle sums of polygons; Determine relationships between the number of sides and the angle sum of a regular polygon; Explore the sum of the exterior angles of a polygon; Decide whether any 3 side lengths will make a triangle. Learn that the sum of two side lengths of a triangle must be greater than the third side length; the sum of three side length of a quadrilateral must be greater than the fourth side length. |
| 7 | Use ratios of corresponding sides within a figure to determine whether two figures are similar; Use ratios to identify similar triangles; Use ratios of corresponding sides or scale factors to find missing lengths in similar figures |
| 8 | Develop an understanding of cooperative study teams, organization and student responsibilities and translate word phrases into variable expressions and word sentences into equations; Combine like terms to simplify expressions. Translate word phrases into variable expressions and word sentences into equations. |
| 9-12 | Algebra I: Graphing & Systems of Linear Equations; Binominal Multiplication; Slopes & Rate of Change. Algebra II: Exponential Functions; Quadratics and Other Parent Graphs. Geometry: Spatial Visualizations; Transformations; Triangle Congruencies. Pre-Calculus: Exponential and Logarithmic Functions; Basic Conics; Spring Board: <i>Pennsylvania Lottery.</i> |



Social Studies

| Grade | Student focus: |
|--|---|
| K My World | Families and Friends: Schools have many different kinds of people and places in them. |
| 1 School & Family | People Everywhere: Leaders and rules are important to communities. |
| 2 Neighborhoods | People and Places: Some communities are in rural areas. |
| 3 Community | Old and New Communities: Old and new communities are to be found throughout the United States. |
| 4 Florida History | The First Floridians: Native Americans adapted their way of life based on their geographic surroundings. |
| 5 US History | Age of Exploration: People settled the United States for various reasons: religious, economic, political, geographic and social. |
| 6 World History | Prehistoric Life: Specialization changes the way of life of people. Geography affects the way people live |
| 7 Geography | Basic Geography Skills: Cultural diffusion is often a result of exploration and colonization. |
| 8 US History | European Exploration: The Age of Exploration grew out of the innovation and invention of the Renaissance. |
| 10 World History | Classical Review: Greek and Roman civilization served as major contributors to modern western civilization. |
| 11 US History | Constitutional Era Review: Societies form new governments when current governments no longer serve needs. |
| 12 Economics Government | Product Markets: Type of competition along with supply and demand affects price and output. Price and non-price factors affect supply and demand. The Legislative Branch: The legislature makes laws that protect the rights of the people, the states, and local governments in a federal system. |



Keystone (Career Research and Decision Making)

| | Student focus: |
|---------------|--|
| Week 5 | <p>Topics</p> <ul style="list-style-type: none"> Requirements for Success Envisioning your future Personal vision of you dream collage Career Possibilities <p>Materials</p> <ul style="list-style-type: none"> <i>Career Choices Workbook</i> <i>Possibilities</i> (p. 11-17 & 24-25) <p>Student Activity</p> <ul style="list-style-type: none"> Envisioning your future “The Secret Life of Walter Mitty” by James Thurber Dream Collage Everybody works “Dreams” by Langston Hughes |
| Week 6 | <p>Topics</p> <ul style="list-style-type: none"> Requirements for Success Success <p>Materials</p> <ul style="list-style-type: none"> <i>Career Choices Workbook</i> <i>Possibilities</i> (p. 37-38) <i>Career Choices Textbook</i> <i>CollegeEd Workbook</i> <p>Student Activity</p> <ul style="list-style-type: none"> Why people work Defining Success Making career choices Success quote Double entry diary There are jobs...and there are careers “Richard Cory” by Edwin Arlington Robinson |

Advanced Placement (AP)

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

| | Student focus: |
|---|---|
| English Language & Composition | Rhetorical Strategies & Techniques: Matters of Style – Diction The Modes: Description & Narration |
| AP English Literature | Analysis of Student Writing; Elements of Poetry & Impact on Author’s Purpose |
| Statistics | The Normal Distribution; A. P. Review |
| US History | The American Revolution |
| Human Geography | Population Density and Pyramids Demographic Transition Model Population Concepts and Trends |

*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)

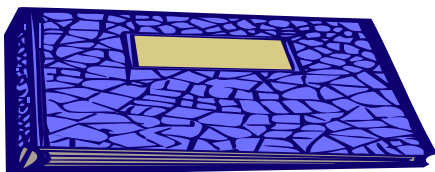
The AVID BINDER

The AVID binder is one of the most important tools a student can have. An organized binder will make a great difference in your ability to be a successful student. Here are some guidelines to help students achieve academic success:

- No LOOSE PAPERS anywhere. Punch holes in your papers and put them in the rings of your binder.
- Divide all periods or classes with your dividers.
- No loose folders, journals, or notebooks in your binder. Use the hole puncher and secure them in the binder rings. If you are required to maintain a specific journal, which cannot be hole-punched, make sure it is securely placed in your binder pocket.
- Use the Cornell note-taking style for each class.
- File your notes in the appropriate subject area.
- File notes from most recent to oldest at the beginning of each divider section.
- Keep handouts and homework in chronological order also, right behind your notes.
- Maintain at least one pen and two pencils in your pouch at the front of your binder.
- Place student agenda immediately behind your pouch.
- Keep an adequate supply of lined paper in your binder, directly behind your handouts and homework.
- When your binder becomes overloaded, keep current notes and handouts, and store old notes, homework, etc., in another notebook, folder, or box at home.

Want to do your own binder check?

WHEN EVERYTHING IS IN THE CORRECT ORDER, TURN YOUR BINDER UPSIDE DOWN. IF NOTHING FALLS OUT, YOU DID IT! CONGRATULATIONS!!!



Destination Success

Destination Success is a standards aligned supplemental Reading and Math curriculum software package designed for use by **all** Elementary students. *Destination Success* contains a Learning Management System which provides instructional learning paths that can be automatically prescribed following a pre-test or by teacher selection to ensure that each student is provided the individualized curriculum support he or she needs.

The strength of *Destination Success* lies in the methodical, step-by-step tutorials that firmly scaffolds student learning. The combination of animation video, audio, and content embedded into the learning experience makes it possible for students to see concepts in action. One of the hallmarks of *Destination Success* is its unwavering focus on real-world situations and problems. Students immediately relate skills to their everyday lives, and to the world they see around them.

Destination Success adds the following benefits:

- Teachers can select and assign lessons within Destination Success that support their current classroom instructional efforts.
- Destination Success content can be easily embedded within lesson plans.
- Content can be used for intervention strategies, safety nets, mentoring programs, and Team Up.
- Off-campus connectivity provides all elementary students with 24/7 home and community access (libraries, faith based organizations, etc.) to Destination Success.
- Usage by Middle and High School teachers during whole-class or teacher led group instruction. Reading content is available for K-8 and Math content is available for K-Algebra.

For teacher and student access information, go to the DCPS website and click on the "Curriculum/Riverdeep" link in the QuickLinks toolbox. Once there, click on the link that says "Click here to log into the Learning Village now!" and then the "To access Destination Success Click Here" link. Once logged on, you will find a gateway to resources, tutorials, scope and sequence, guides, and other tools for Destination Success implementation. For additional support, email riverdeep@duvalschools.org or call the Riverdeep Helpdesk at 348-7740.

Remember, all paths lead to Destination Success.

