



# The DCPS Academic Looking Glass

Issue 12

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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 and past issues of **The Looking Glass** can be accessed on the DCPS website at [www.duvalschools.org](http://www.duvalschools.org).

## Elementary Reading (Grades K-5)

### FCAT READING PREPARATION

FCAT Reading for students in grades 3-12 will be administered beginning March 11, 2008. Teachers and students began preparing for this statewide test when school began. As teachers provided effective reading instruction every day during **Reader's Workshop** and as they introduced, taught, assessed and re-taught the Sunshine State Standards, they were preparing their students for this high-stakes state test.

In the weeks immediately preceding the test, teachers help students to understand the test format so that during the test, students will be able to concentrate on comprehension and thinking about what the questions are asking of them instead of the test format and layout. It is important that students practice reading FCAT sample questions and learn to restate the questions in their own words, so that they know exactly what is being asked of them. For example, the question, "What is the author's purpose for writing this article?" could be paraphrased to say: "Why did the author write this article for me and other readers to read?" Restating the question in the child's own words helps him/her understand exactly what he/she is being asked.

Students must also learn about multiple choice tests and choosing the correct answer. Test makers carefully choose answers- right and wrong- to determine if students are reading carefully and have mastered skills. On FCAT multiple choice test items, there are four possible answer choices. Of course, **ONE choice** is the **correct** answer and one is the **opposite** or a distracter. Sometimes the answer is close to the right answer or sounds like it should be the answer because the student has read something about it in the passage, but it doesn't really answer the question. Often there is a ridiculous answer that has nothing to do with the reading or the question. Students must learn to read the question and carefully go through each answer to find the correct response. Practice reading passages and going through the multiple choice responses helps students to learn how to process and solve "test mysteries".

## English Language Arts

Grade	Student focus:
6	- Recognizing the importance writing a story around a universal theme - Grasping the concept of audience and purpose
7	- Recognizing the techniques used for building suspense in a fairy tale
8	- Recognizing the importance writing a story around a universal theme - Grasping the concept of audience and purpose
9-12	<b>SpringBoard 9th:</b> Compare film versions; Preparing skits; Performing a scene; What is the Media? <b>SpringBoard 10<sup>th</sup>:</b> Cultural Transformations <b>SpringBoard 11<sup>th</sup>:</b> Naming Names; Creating Fear; Act 3 - Proctor Confesses...; Embedded Assessment #2 - Research a Time Period <b>SpringBoard 12<sup>th</sup>:</b> Shifting Perspectives; Secondary Source Work; DMTA Assessment #4; Building the Portfolio - Preparing for the Show: Argumentative Essay, First Draft Peer Review



**READ 180**



	Student focus:
	<b>Full implementation for Instructional Model:</b>
	<b>Whole-Class Direct Instruction: (20 min)</b>
	- Direct instruction to the whole class is provided using the rBook
	- Workshop in consumable rBook (Note: Completion of each workshop may vary depending on the needs of the students.)
	<b>Small-Group Rotations: (60 minutes)</b>
	- 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
	<b>Whole-Group Wrap-Up: (10 minutes)</b>
	- Closure and review of the Read 180 daily experience

**Days  
111-120**



## Science

Grade	Student focus:
K	Lab activities that explore patterns in living things in the world around us.
1	Lab activities and that explore the needs and structural characteristics of plants and animals.
2	Lab activities that explore adaptations of plants and animals that help them survive in their environment.
3	Lab activities that explore the difference between matter and energy.
4	Continue various lab activities that compare and contrast the various systems of the human body and how they interact.
5	Lab activities that explore how various physical features of the Earth are formed. Lab activities that explore how changes to the Earth's surface impacts living organisms.
6	Lab activities that explore series and parallel circuits, fuses, circuit breakers, and safety.
7	Lab activities that explore ocean currents, waves, and beach erosion.
8	Lab activities that explore heredity and reproduction in plants and animals.
9-12	<p><b>Earth Space:</b> Properties of the Sun and their effect on the Earth. Recognized energy (EMS) in space, how we identify it, and how we use it to study objects in space.</p> <p><b>Biology:</b> Sexual and asexual reproduction, cell cycle, mitosis, meiosis. Genetic inheritance, incomplete dominance.</p> <p><b>Chemistry:</b> Complete investigations of properties and uses of metals; Present Coin Design project.</p> <p><b>Physics:</b> Investigate DC and AC current and circuits, both series and parallel</p>

## Mathematics



Grade	Student focus:
K	Compose survey questions. Gather and record data. Count, compare, and make sense of data representations. Sort by and describe like attributes. Solve a mathematical problem based on data.
1	Count a group of objects. Keep track of the size of a growing collection of objects. Combine several quantities. Compare two numbers. Predict what comes next in a pattern sequence. Find combinations of 11. Use pictures, numbers, and words to record solutions to a problem. Explore the concept of "one more" than.
2	Construct arrays to represent numbers and identifying halves of the arrays. Investigate fractional parts of arrays. Find and describe objects that have mirror symmetry. Make symmetrical patterns and designs.

## Mathematics (con't)



Grade	Student focus:
3	Explore, describe, sort, and discuss common geometric solids. Recognize components of polygons and polyhedra. Explore 2-D geometric patterns that fold to make 3-D shapes.
4	Use coordinates to name and locate positions on a grid system. Describe geometric figures such as rectangles and squares. Understand how Geo-Logo commands reflect the properties of geometric figures.
5	Use tools for measuring length, weight, volume, and time. Recognize appropriate measurement units. Measure and compare lengths using metric and us customary measurement units.
6	<p><b>Standard:</b> Select appropriate operations to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, proportions, and percents. Compare experimental results with mathematical expectations of probabilities.</p> <p><b>Advanced:</b> Compare experimental results with mathematics expectations of probabilities.</p>
7	<p><b>Standard:</b> Find volume and surface areas for rectangular prisms and cylinders. Review the understanding of experimental and theoretical probabilities. Make the distinction between single and specific outcome.</p> <p><b>Advanced (Pre-Algebra):</b> Solve problems involving units of measure and convert answers to a larger or smaller unit within either the metric or customary system. Compare experimental results with mathematical expectations of probabilities.</p>
8	<p><b>Standard (Algebra IA):</b> Identify and plot ordered pairs in all four quadrants of a rectangular coordinate system and apply simple properties of lines. Represent and solve real-world problems graphically, with algebraic expressions, equations, and inequalities.</p> <p><b>Advanced (Algebra I):</b> Use algebraic problem-solving strategies to solve real-world problems involving linear equations and inequalities. Understand concrete and symbolic representations of rational and irrational numbers in real-world situations.</p>
9-12	<p><b>Algebra I:</b> Simplify rational algebraic expressions; Classify subsets of real numbers and the relationships between these subsets; Convert equivalent forms of rational numbers</p> <p><b>Algebra II:</b> Solve equations with extraneous solutions; Explore the nature of roots and characteristics of polynomials; Solve quadratic equations and inequalities</p> <p><b>Geometry:</b> Review central tendency and probability; Find the surface area and volume of prisms, cylinders, pyramids, and cones. Explore relationship between length, area, and volume of similar figures</p> <p><b>Pre-Calculus:</b> Explore properties and characteristics of quadratic functions; Explore and analyze polynomial functions of higher degree</p>

## Social Studies

“Right now, schools spend relatively little classroom time focusing on civics. Even when civics related subjects are taught, Florida’s educational standards emphasize basic knowledge – names, dates and other facts –over skills like civic participation”.

~ Former U.S. Senator and Governor of Florida  
**Bob Graham**

The Florida Association of Social Studies Supervisors requests your support of House Bill 393 sponsored by state representative Charles McBurney and a Senate Bill yet to be named sponsored by state Senator Steve Wise, both from Jacksonville. These bills move to include social studies, with an emphasis on civics and economics as subjects tested on the Florida Comprehensive Assessment Test. Why is there a need for increased accountability in social studies? Consider the following:

- Today approximately 91 percent of our school students will reach 12<sup>th</sup> grade without being able to explain how citizen participation benefits democracy. [*Enlisting A New Generation of Florida Citizens, January 2007, Graham/ Fry*]
- More than 40 percent of all average citizens can not identify the three branches of government. [Harris Poll of Florida Adults, January 2006, The Florida Bar Association]
- Florida’s AP students know less about Civics and U.S. History than students in virtually every other comparable state. [*Average Advanced Placement Score Among States with high Levels of AP Takers, The College Board*]
- Florida’s elementary schools dedicate less than 3 instructional hours per week to social studies. [*Evaluating the Impact of FCAT Upon Civic and Historical Understanding in Florida: Stetson University Survey, January 2007, Dr. Patrick Coggins*]
- In the 2001 National Assessment of Educational Progress (NAEP) test of United States History, more students scored below “basic” in history than in any other subject tested, including math, science and reading. [National Assessment of Educational Progress]

The Florida Association of Social Studies Supervisors feels that there is a need to expand the FCAT to include social studies with an emphasis on civic education and economic literacy. If you agree, please contact your legislators and Rep. McBurney and Sen. Wise to voice your support for accountability in social studies education.

## Keystone (Career Research and Decision Making)

	<b>Student focus:</b>
<b>Week 23 (Sessions 52-53)</b>	<b>College Ed Workbook:</b> <ul style="list-style-type: none"> <li>- Setting Goals and Solving Problems –</li> <li>- Creating Your Personal Support Network: Communication and Support</li> <li>- Communicating with your family</li> <li>- What Counselors Can Do For You</li> <li>- The High School Experience: Priorities and Choices</li> <li>- Learning to Prioritize</li> <li>- Taking a Risk</li> </ul> <b>Student Artifacts:</b> <ul style="list-style-type: none"> <li>- Career Research Project</li> </ul>
<b>Week 24 (Sessions 54-55)</b>	<b>College Ed Workbook:</b> <ul style="list-style-type: none"> <li>- Setting Goals and Solving Problems</li> <li>- The High School Experience: Setting Priorities</li> <li>- Accomplishments</li> <li>- Exploring Careers and Majors: The Power of Choice</li> <li>- Put Your Future in Focus</li> <li>- Major Choices</li> <li>- Myroad.com and facts.org</li> </ul> <b>Student Artifacts:</b> <ul style="list-style-type: none"> <li>- Career Research Project</li> </ul>



## Advanced Placement (AP)

**Learning 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>- Research/MLA Documentation Skills</li> <li>- AP Exam Prep (Multiple Choice)</li> </ul>
<b>AP English Literature</b>	<ul style="list-style-type: none"> <li>- Fiction &amp; Drama (5<sup>th</sup> full length work)</li> <li>- AP Exam Prep (Analysis of 2<sup>nd</sup> &amp; 3<sup>rd</sup> Essays)</li> </ul>
<b>Statistics</b>	<ul style="list-style-type: none"> <li>- Introduction to Inference</li> <li>- Chapter 10 Formative Assessment</li> <li>- Inference for Distributions</li> </ul>
<b>US History</b>	The New Era – 1920s: <ul style="list-style-type: none"> <li>- Business and Culture</li> <li>- Republican Politics</li> <li>- Great Depression and New Deal</li> </ul> AP Exam Preparation (Multiple Choice)
<b>Human Geography</b>	<ul style="list-style-type: none"> <li>- Rostow’s Modernization Theory</li> <li>- Barrier to Economic Development</li> <li>- Industrial Revolution</li> </ul>

## Fast Facts About Comprehensive Accelerated Learning Centers (ALC)

**Comprehensive Accelerated Learning Centers (ALCs)** offer high school students a flexible, non-traditional approach to earning their high school diploma.

**Comprehensive ALCs** are located at Forrest and Jackson High Schools and offer the following features for students:

- Flexible scheduling
- Strong staff support
- Individualized assistance

Students attend two hours per day and usually work on one course at a time. These students are freed from the usual seat-hour requirement and can usually complete a half-credit in 6-8 weeks through the use of Compass Odyssey and direct teacher instruction.

In 2006-2007, a total of **422 students** attended the program and earned **892 credits**.



## Special Services (Exceptional Education and Student Services)

### VERY SPECIAL ARTS FESTIVAL

Bring together over 2,800 students with disabilities, 1,300 volunteers and four beautiful spring days at the beginning of April and you have some picture of the fantastic event known as the *13<sup>th</sup> Annual Very Special Arts (VSA)* at the Cummer Museum of Art and Gardens, taking place **April 8 – 11, 2008**.

*VSA Jacksonville* is a model for the 650 VSA festivals held nationwide. It is the only celebration that currently encourages students with disabilities to take part in art programs inside the galleries of a working museum. Not only do the students have opportunities to create works in the visual arts, they are also exposed to music, dance and drama. It is an opportunity for students with various disabilities to express themselves in an open and creative environment. Every year, the students and adults who attend the VSA festival leave with a stronger awareness and appreciation for the arts.

To make this event such a success, volunteers from the business community, FDLRS/Crown, DCPS EE/SS district and cluster offices, local public and private schools, as well as many other organizations volunteer to assist the students and personalize their experiences at the festival. It also creates an opportunity for community members to interact with students served by Duval County Public Schools Exceptional Education Programs. Frequently, volunteers remark that they had no idea that students with multiple disabilities were being served in the school system and, as one Citibank employee expressed after her first volunteer experience, *“I now have a new appreciation for the job our teachers do working to make ALL children feel successful and I was so impressed to see the patient loving care they show towards their students.”*

It is the continuing commitment of all those involved in supporting these programs for students with disabilities that encourages the human spirit, spurs the imagination and sparks the intellect.

