



# The DCPS Academic Looking Glass

Vol. 2, Issue 9

HAPPY HOLIDAYS!!!

Dec. 18, 2008 – Jan. 15, 2009

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 Reading Workshop:</b> Using strategy of cause and effect to recognize and comprehend informational text. <b>The Writing Workshop:</b> Understanding techniques and procedures for writing/revising a problem-solution essay.
7	<b>The Reading Workshop:</b> Using techniques and strategies to compare literary text. <b>The Writing Workshop:</b> Writing, revising, and publishing an opinion essay.
8	<b>The Reading Workshop:</b> Effectively using a variety of reading comprehension strategies to read informational text; Techniques for responding to short and extended questions. <b>The Writing Workshop:</b> Applying the appropriate format for writing a compare/contrast essay and an exposition essay.
9	Making Connections; Making Predictions; Drawing Inferences; Questioning the Text.
10	Researching a Culture; Cultural Transformation of Cinderella; Reflection on Strategies.
11	Reflections on Reading; Embedded Assessment #2; Portfolio Assessment; The Writing Process: Editing of Day #39 Timed Writing.
12	A Study in Contrasts; Ruth May and the Serpent; Carry Us, Marry Us, Bury Us; The Writing Process: Editing.
Notes	<b>6-8:</b> District benchmark assessments; Grade recovery/remediation extension activities; End of quarter exams <b>9-12:</b> Semester exams; Formative mini-assessment



## Elementary Reading (Grades K-5)

Grade	Student focus:
K	<b>Strategy:</b> Question; Predict/Infer <b>Skill:</b> Story structure; Fantasy/Realism
1	<b>Strategy:</b> Monitor/Clarify; Inference <b>Skill:</b> Cause and effect; Making generalizations
2	<b>Strategy:</b> Summarize; Monitor/Clarify <b>Skill:</b> Making judgments; Drawing conclusions
3	<b>Strategy:</b> Monitor/Clarify; Question <b>Skill:</b> Story structure; Fantasy/Realism
4	<b>Strategy:</b> Evaluate; Question <b>Skill:</b> Fantasy/Realism; Compare/Contrast Fantasy/Realism
5	<b>Strategy:</b> Summarize; Predict/Infer <b>Skill:</b> Cause and effect; Problem solving; Decision making



## Elementary Writing (Grades K-5)

Grade	Student focus:
K & 1	Finish report genre and develop a portfolio piece.
2	Continue work on report genre.
3 & 5	Finish report genre and develop a portfolio piece.
4	Study Narrative Procedure and develop a portfolio piece.

## READ 180

	Student focus:
<b>Dec. 16 thru Jan. 15</b>	Full Implementation of Read 180 instructional model: <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>

## Mathematics

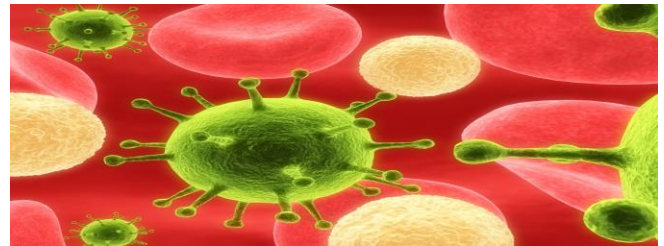
Grade	Student focus:
<b>K</b>	Develop and use language to describe and compare lengths; Use direct comparison to measure lengths.
<b>1</b>	Observe, describe, compare, classify, represent and build with 2-D Shapes; Put together shapes to make patterns and designs.
<b>2</b>	Sort, describe, and identify shapes.
<b>3</b>	Develop familiarity with common fractions (halves, thirds, and sixths); Understand what occurs between 0 and 1 also occurs between any consecutive whole numbers; Understand the relationship between fractions and division.
<b>4</b>	Complete investigations with money; Take a formative on money and long distances; Begin working on data and graphing; Examine representation that shows change.
<b>5</b>	Experiment with Probability, predicting how often an event may occur, interpreting fairness of a game; Begin to look at polygons; Draw, locate, sort and classify.
<b>6</b>	Learn to take discounts using percents, fractions and decimals; How to divide circles in to percents of a whole; Perform an experiment involving jumping jacks and collect data in a table; Analyze and interpret the pattern of change in the table; Introduction to variables and coordinate graphs as they graph; Graph data in a table and interpret their graphs; Interpret a graph, make a table based on the graph, and compare the usefulness of the two representations; Make a table and graph from a narrative.
<b>7</b>	Understand volume as a measure of <i>filling</i> an object and surface area as a measure of <i>wrapping</i> an object; Design and use nets to visualize and calculate surface areas of prisms and cylinders; Explore patterns among the volumes of cylinders, cones, and spheres; Develop strategies for finding the volumes of square pyramids, prisms, cylinders, cones, and spheres directly and by comparison with known volumes; Use surface area and volume to solve a variety of real-world problems.
<b>8</b>	Solve equations using properties of equality; Solve equations using properties of equality.
<b>9-12</b>	<b>Algebra I:</b> Factor polynomials of first and second degree algebraically; Factor completely and solve quadratic equations in a variety of forms; Solve quadratic equations by factoring and using the Zero Product Property; Factor special quadrilaterals <b>Geometry:</b> Use inductive reasoning to observe data, recognize patterns, and make generalizations; Complete geometric proofs by applying appropriate postulates and theorems.

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

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## Mathematics

Grade	Student focus:
<b>9-12</b>	<b>Algebra II:</b> Investigate graphs of relations that are not functions; Graph and interpret quadratic functions; Solve systems using substitution and elimination <b>Pre-Calculus:</b> Investigate and solve problems relating to circles, parabolas, and ellipses; Review and extend properties of special right triangles and other geometric relationships
<b>Notes</b>	<b>6-8:</b> 2 <sup>nd</sup> quarter post-test <b>9-12:</b> Semester Exams

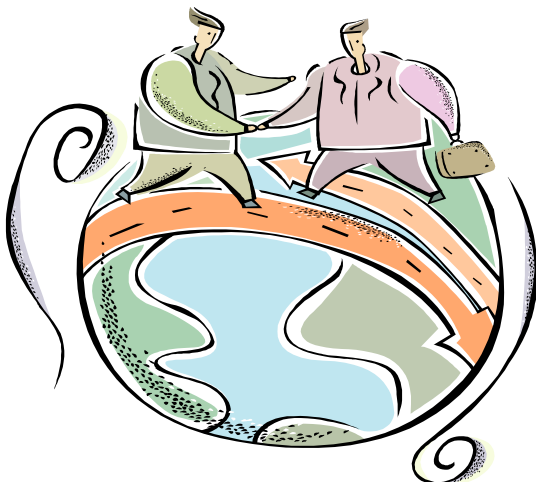


## Science

Grade	Student focus:
<b>K</b>	Explore gravity and a performance task that explores sorting objects that can be moved by pushes and pulls.
<b>1</b>	Explore fast and slow changes to Earth's surface and a performance task.
<b>2</b>	Explore human body parts and functions; Introduction to weather.
<b>3</b>	Explore how water moving through the water cycle changes Earth's surface.
<b>4</b>	Explore electromagnetism.
<b>5</b>	Explore the flow of energy through ecosystems and a performance task that explores renewable and nonrenewable energy.
<b>6</b>	Explore rocks and the rock cycle. <i>Gifted:</i> Exploring the Sun.
<b>7</b>	Exploring bacteria, protist, and fungi; Lab activities exploring plants.
<b>8</b>	Explore the Moon's phases and Earth's Tides.
<b>9-12</b>	<b>Earth Science:</b> Complete activities 5 and 6 in climate change; Turn in chapter challenge, unit assessments and district formative completed. <b>Biology:</b> Complete activities on cell communication within the nervous system; Complete performance task. <b>Chemistry:</b> Formula calculations. <i>Honors:</i> Empirical and molecular formulas. <b>Physics:</b> Finish 2-D Force and motion unit; Turn in roller coaster performance task, unit assessments and district formative completed.
<b>Notes</b>	<b>6-8:</b> Review and administer nine weeks assessments. <b>9-12:</b> Mid-term final; District formative <b>Advanced:</b> Present science projects

## Social Studies

Grade	Student focus:
<b>K</b> <b>My World</b>	People have many different ways to get and use money.
<b>1</b> <b>School &amp; Family</b>	People make many different choices about buying and saving.
<b>2</b> <b>Neighbors</b>	People can be producers or consumers.
<b>3</b> <b>Community</b>	Some of the first communities developed long ago in Mesopotamia.
<b>4</b> <b>Florida History</b>	Joining forces with the United States afforded Florida securities it did not have on its own as a territory.
<b>5</b> <b>US History</b>	The major documents were written to establish a government and take care of the needs of the many.
<b>6</b> <b>World History</b>	Societies choose to welcome or reject interaction with other countries and value conformity or individual expression.
<b>7</b> <b>Geography</b>	Europe led the way in industrialization and urbanization.
<b>8</b> <b>US History</b>	Career choices should be based on interests, values, and aptitudes and a good educational plan.
<b>10</b> <b>World History</b>	The Enlightenment had a profound impact on the development of modern democratic governments.
<b>11</b> <b>US History</b>	Profound changes can occur in societies when perceived inequality urges the people to force change.
<b>12</b> <b>US Govt</b>  <b>Economics</b>	Federalism creates a four tiered umbrella of national, state, county (parish) and municipal governments. National policy actions affect the money supply. The money supply has a large impact on economic growth.



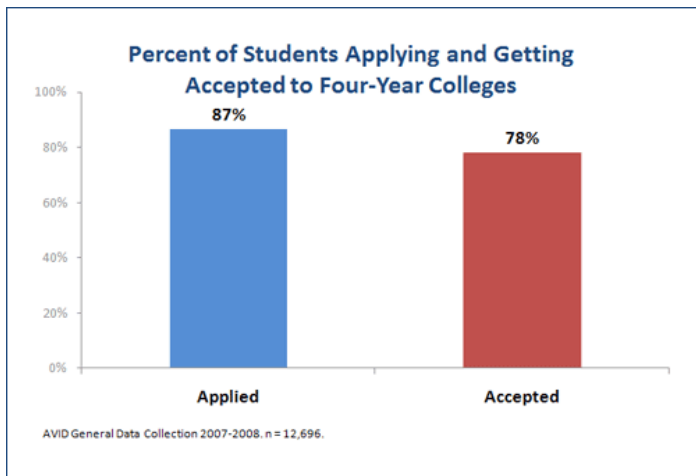
## Keystone (Career Research and Decision Making)

Week	Student focus:
<b>Week 17</b>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Your Money: Keeping It Safe &amp; Secure                             <ul style="list-style-type: none"> <li>○ Knowing the facts</li> </ul> </li> <li>• Developing Your Budget                             <ul style="list-style-type: none"> <li>○ Getting Started</li> <li>○ Buying a House</li> </ul> </li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• NEFE Workbook</li> <li>• Career Choices Workbook</li> <li>• Possibilities (p. 74-75)</li> <li>• Career Choices Textbook</li> </ul> <p><b>Student Activity</b></p> <ul style="list-style-type: none"> <li>• Debit cards vs. credit cards</li> <li>• Automated access to your money</li> <li>• Identifying fraud</li> <li>• Using financial services</li> <li>• Family budget profile</li> <li>• Budget process</li> <li>• “Red Geraniums” by Martha Haskell Clark</li> <li>• Getting started with housing</li> <li>• Mortgages, property taxes, homeowner’s insurance, utilities, and homeowner’s fees</li> </ul>
<b>Week 18</b>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Developing Your Budget                             <ul style="list-style-type: none"> <li>○ Buying a car</li> </ul> </li> <li>• Insurance: Protecting What You Have</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• NEFE Workbook</li> <li>• Career Choices Workbook</li> <li>• Career Choices Textbook</li> </ul> <p><b>Student Activity</b></p> <ul style="list-style-type: none"> <li>• “My First Car” story</li> <li>• Making Connections worksheet</li> <li>• Purchasing a car</li> <li>• Gas and maintenance</li> <li>• My insurance plan</li> <li>• All about auto insurance</li> <li>• If you have an accident</li> <li>• Other types of insurance</li> </ul>

## Advancement Via Individual Determination (AVID)

### AVID INCREASES THE PERCENTAGE OF STUDENTS APPLYING AND GETTING ACCEPTED TO FOUR-YEAR COLLEGES

One of the most impressive and consistent indicators of AVID's success is the rate at which it sends students to four-year colleges. According to the 07-08 data, eighty-seven percent of the AVID graduates applied for admission to a four-year institution. Of all graduating AVID Seniors, seventy-eight percent of 2008 AVID graduates were accepted to a four-year college. According to the U.S. Department of Labor, only sixty-seven percent of the 2007 graduates were accepted at both two and four year institutions.



## Advanced Placement (AP)

	<b>Student focus:</b>
<b>English Language &amp; Composition</b>	Exposition: Analogy & Process Analysis; AP Exam Prep: Multiple Choice
<b>AP English Literature</b>	Analyze impact of point of view, symbol, irony, humor and/or non-realism on author's purpose in a full length work
<b>Statistics</b>	Binomial and Geometric Distributions
<b>US History</b>	Civil War; Reconstruction; Origins of the New South
<b>Human Geography</b>	Political Organization and Territorial Dimensions; Colonialism; Devolution



## Fine Arts

### SCHOOLS SUPPORT COMMUNITY PROJECT

Seven local middle and high schools provided artistic talents of both teachers and students in order to creatively change the appearance of hundreds of tired ornaments from the **Jacksonville Landing**. Through efforts made by School Board Member **Tommy Hazouri**, the Visual Arts Department called upon secondary schools to help transform ornaments typically used for the Holiday Tree at the Landing.

Schools and teachers taking part in the transformation were: **John E. Ford K-8 (Donna Blakely)**, **Southside Middle (Kelly Delaney)**, **Jefferson Davis Middle (Alice Hopson)**, **Northwestern Middle (Shay Nicola)**, **Robert E. Lee High (Anne Jacques)**, **First Coast High (Mary Mackoul)**, and **Forrest High (Tina Bakkar/Sarah Martin)**.

Decorations ranged from simple painting of red and green, to splashes of color, images of winter scenes, collage, and glitter effects. "This was truly an awesome experience for my students. We had so much fun." stated art teacher Anne Jacques.

The ornaments are on display in store windows at the Landing. Be sure to go and see them.

