



# 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.

Teachers are given flexibility in the speed of covering the listed learning schedules according to the individual 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) by clicking on the "Curriculum/Riverdeep" link under the *QuickLinks* section.

## Elementary Reading (Grades K-5)

Grade	Student focus:
<b>K</b>	<b>Strategy:</b> Question; Monitor/Clarify <b>Skill:</b> Making predictions; Fantasy/Realism
<b>1</b>	<b>Strategy:</b> Monitor/Clarify; Question <b>Skill:</b> Sequence of events; Fantasy/Realism
<b>2</b>	<b>Strategy:</b> Evaluate; Question <b>Skill:</b> Making generalizations; Following directions
<b>3</b>	<b>Strategy:</b> Question <b>Skill:</b> Understanding biographies; Making inferences
<b>4</b>	<b>Strategy:</b> Summarize; Monitor/Clarify <b>Skill:</b> Connecting/Comparing; Skill review
<b>5</b>	<b>Strategy:</b> Monitor/Clarify; Predict/Infer <b>Skill:</b> Understanding plays; Drawing conclusions



Student focus:
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>

## Elementary Writing (Grades K-5)

Grade	Student focus:
<b>K, 1, 2, 5</b>	Begin the "Response to Literature" genre.
<b>3</b>	Continue "Response to Literature" genre.
<b>4</b>	Review or complete Narrative Procedure and/or Report Writing
<b>K - 5</b>	Follow customized lesson plans found in the Houghton Mifflin Core Reading Program.

## English Language Arts

Grade	Student focus:
<b>6</b>	<b>The Reading Workshop:</b> Identify and explain three types of figurative language. Brainstorm to create similes, metaphors, and personification and create comparison charts. Review test taking skills. <b>The Writing Workshop:</b> Pre-write, draft, and revise an original poem using figurative language. Restate and summarize personal writings to enhance reader's comprehension.
<b>7</b>	<b>The Reading Workshop:</b> Compare and contrast poems and discuss point of view. Identify figures of speech and recognize poetic forms of a stanza, concrete, and Haiku poem. <b>The Writing Workshop:</b> Use an organizational pattern that provides for logical progression of ideas to write an introduction to a poetry collection. Write poetry using vivid imagery.
<b>8</b>	<b>The Reading Workshop:</b> The Reading Workshop: Recognize types of figurative language and use graphic organizers to determine meaning. Identify the speaker by analyzing word choice and attitude. Demonstrate understanding of how poets use a speaker to establish and convey meaning.
<b>9</b>	The Neighborhood Revisited: Analytical Essay; The Prologue: So Much from One Sonnet; <i>Romeo and Juliet</i> .
<b>10</b>	Ikemefuna; <i>Things Fall Apart</i> ; Violence in the Novel; Gender Concepts. Writing Process: Teacher generated questions/activity.
<b>11</b>	Miller's <i>The Crucible</i> ; Vocabulary preview; Film version available on SpringBoard Film Clip Compilation.
<b>12</b>	Bringing the Plot to Life; Cast of Characters; A Historical Look at the Moor; Argumentative Essay.
<b>Notes</b>	<b>6-8:</b> Formative mini-assessment; District-mandated writing assessment <b>9-11:</b> District-mandated timed writing <b>9-12:</b> Formative mini-assessment

## Mathematics

Grade	Student focus:
<b>K</b>	Develop and use strategies for counting; Explore one-to-one and two-to-one correspondence; Relate counting to the quantity of items in a group; Observe and describe two-dimensional shapes and relate them to real world objects.
<b>1</b>	Collect data that fall into two groups; Count and compare the number of students in different groups; Establish one-to-one correspondence between groups of data collected.
<b>2</b>	Find and describe objects that have mirror symmetry; Make 2-D symmetrical designs; Build 3-D symmetrical structures.
<b>3</b>	Use standard measures in more-complex situations in order to gather and analyze data concerning size and proportion; Collect, organize, represent, and analyze data.
<b>4</b>	Use positive and negative coordinates to name and locate points on a grid; Calculate distances on a grid based on paths along grid lines.
<b>5</b>	Use customary standard and metric tools for measuring length, weight, volume, and time; Use benchmarks to estimate measures and decide when to use estimation.
<b>6</b>	Learn how to find the mean of a dataset; Learn how to select; Determine the outcome of an experiment and predict which events are likely or unlikely, and if the experiment is fair or unfair; Determine, compare, and make predictions.
<b>7</b>	Use the process of statistical investigation to explore problems; Use information from samples to draw conclusions about populations; Explore the influence of sample size on the variability of the distribution of sample means or medians; Evaluate sampling plans; Use probability to select random samples from populations; Compare sample distributions using measures of center (mean, median), measures of variability (range, minimum and maximum data, values & percentiles), and displays that group data (histograms, box-and-whisker plots); Explore relationships between paired values of numerical variables.
<b>8</b>	Solve first degree literal equations for a specified variable; Assess, Review & Extend.

## Mathematics (continued)

<b>9-12</b>	<p><b>Algebra I:</b> Apply the operations of multiplication and division to rational expressions; Apply characteristics of relations and functions including domain and range; Solve equations involving absolute value</p> <p><b>Geometry:</b> Solve problems related to the measures of the interior and exterior angles of polygons and special quadrilaterals.</p> <p><b>Algebra II:</b> Determine and graph the inverse of a function; Find the inverse of base 2 exponential function and values of logs; Explore the graphs of logarithms.</p> <p><b>Pre-Calculus:</b> Investigate graphs trigonometric functions; Investigate inverses of trigonometric functions.</p>
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## Science



Grade	Student focus:
<b>K</b>	Explore and compare objects that can be seen in the day sky and in the night sky.
<b>1</b>	Explore living and nonliving things.
<b>2</b>	Explore severe weather and using weather data to make decisions in daily life.
<b>3</b>	Explore the difference between matter and energy.
<b>4</b>	Explore the functions of human body systems.
<b>5</b>	Explore friction and the motion of objects.
<b>6</b>	Explore magnets and energy transformations. <i>Gifted:</i> Explore friction and gravitational forces.
<b>7</b>	Explore adaptations and interactions; Explore cycles of matter.
<b>8</b>	Heredity; Explore reproduction in plants and animals.
<b>9-12</b>	<p><b>Earth Science:</b> Effect of an asteroid impact on Earth; Effects of the Sun on Earth, specifically sunspot and solar radiation; Continue to work on performance task.</p> <p><b>Biology:</b> Learn how changes in the genetic code occur and explain why certain changes are helpful or harmful to the organism; Research specific human genetic disorders for the performance task.</p> <p><b>Chemistry:</b> Investigate distillation, heating/cooling curves, and phase diagrams; Use molecular models to describe covalent bonding.</p> <p><b>Physics:</b> Investigate how work, energy, and power are related; Complete and present final roller coaster performance task for this unit.</p>
<b>Notes</b>	<b>6-8 &amp; 12:</b> Formative assessment

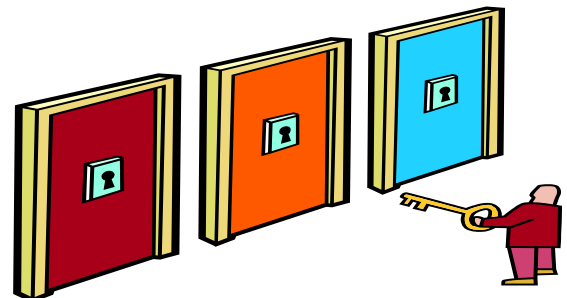


## Social Studies

Grade	Student focus:
<b>K</b> <b>My World</b>	Long Ago and Today: People have different ways of getting water, food, and clothes long ago and today.
<b>1</b> <b>School &amp; Family</b>	Everything Changes: Native Americans were the first people to live in our country.
<b>2</b> <b>Neighbors</b>	America's Past: The 13 colonies became the United States of America.
<b>3</b> <b>Community</b>	Ancient Asia: Ancient India and China had great civilizations in Asia.
<b>4</b> <b>Florida History</b>	New Challenges: Florida's economic life, socialization, and population experienced radical transformations from 1860-1950.
<b>5</b> <b>US History</b>	Civil War and Reconstruction: The economy of America after the Civil War was influenced by immigration, industry, and agricultural advances.
<b>6</b> <b>World History</b>	Ancient Greece II: Ancient achievements can influence modern societies.
<b>7</b> <b>Geography</b>	Africa: Nations face challenges while developing. Social issues can hinder developing nations.
<b>8</b> <b>US History</b>	Westward Expansion: The Jackson administration furthered the ideals of democracy. The idea of Manifest Destiny led to westward expansion.
<b>10</b> <b>World History</b>	Industrial Revolution: The growth of nationalism led to the formation of nation-states in the 19th century.
<b>11</b> <b>US History</b>	The Great Depression: Economic crisis can be a primary contributor of major changes of existing government.
<b>12</b> <b>US Gov</b>	The Legislative Branch: The legislature makes laws that protect the rights of the people, the states and local governments in a federal system.
<b>Economics</b>	Product Markets: Competition types along with supply and demand affect price and output. Price and non-price factors affect supply and demand.

## Keystone (Career Research and Decision Making)

	Student focus:
<b>Week 23</b>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Developing Your Budget               <ul style="list-style-type: none"> <li>○ Sample budgets</li> <li>○ Determining salaries &amp; work values</li> <li>○ How an education can increase financial success</li> </ul> </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>• <i>Possibilities</i> (p. 95-102)</li> </ul> <p><b>Student Activity</b></p> <ul style="list-style-type: none"> <li>• Some sample budgets</li> <li>• Money isn't everything</li> <li>• You win some, you lose some</li> <li>• "The Gift of the Magi" by O. Henry</li> <li>• An investment in education</li> <li>• Yields dividends for a lifetime</li> <li>• Budget project</li> </ul>
<b>Week 24</b>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Your Ideal Career               <ul style="list-style-type: none"> <li>○ Understanding your options</li> <li>○ Investigating your career options</li> <li>○ My interests with my career</li> </ul> </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>• <i>CollegeEd Workbook</i></li> </ul> <p><b>Student Activity</b></p> <ul style="list-style-type: none"> <li>• Personal learning styles</li> <li>• Personal styles &amp; college career paths</li> <li>• Your work chart</li> <li>• Making informed decisions</li> <li>• High school's importance in career decision making</li> <li>• Begin Career Research Project</li> <li>• Career interest survey</li> </ul>



## Advanced Placement (AP)

	<b>Student focus:</b>
<b>English Language &amp; Composition</b>	Research/MLA Documentation Skills; AP Exam Prep
<b>AP English Literature</b>	Fiction & Drama (5 <sup>th</sup> full length work); AP Exam Prep
<b>Statistics</b>	Introduction to Inference
<b>US History</b>	The New Era – 1920s: Business and Culture; Republican Politics; Great Depression and New Deal; AP Exam Preparation
<b>Human Geography</b>	Rostow's Modernization Theory; Barrier to Economic Development; Industrial Revolution

## Advancement Via Individual Determination (AVID)

### IT'S AVID STUDENT SELECTION TIME!

This is the time of the school year when AVID sites begin looking for potential students to benefit from the AVID Program. It takes a “want to belong” attitude on the part of the student to be successful. One of the main goals of the school’s AVID Site Team is to help the student be successful. We currently have AVID in 11 high schools. A student who fits the AVID student profile and puts forth the effort can reach their goals and be successful.

#### **The AVID Student Profile**

- Students with Academic Potential
- Average to high test scores
- 2.0-3.5 GPA
- College potential with support
- Desire and determination

#### **And meets one or more of the following criteria...**

- First in their family to attend college
- Historically underserved in four-year colleges
- Low income
- Meets other special circumstances, such as not able to work up to their potential

If you fit the AVID Student Profile, this program may be just the thing to help you reach your potential.

## Fast Facts About Career and Technical Education (CTE)

Career and Technical Education (CTE) is responsible for developing education programs that will prepare individuals for the occupations that are important to Florida’s economic development. With partners from education, business and industry, and trade associations, these initiatives will align CTE Programs with skill requirements of the economy. The curriculum frameworks are divided into sixteen nationally recognized career clusters. Each framework includes technical and academic skills that are essential for that career or occupation. Each framework was developed in collaboration with all stakeholders, with business and industry taking the lead.

Career Academies are small, personalized learning communities within a high school that select a subset of students and teachers for a two-, three- or four-year span. Students enter the academy through a voluntary process; they must apply and be accepted with parental knowledge and support.

A career academy involves teachers from different subjects working together as a team. Staff teams often share common planning time and work together to implement key features of the model and provide students with exposure to the career field. Students are grouped together for several periods every day with a core group of teachers. This promotes a family-like atmosphere and results in close student-teacher ties. A career academy includes the following essential elements:

- A small learning community
- A college-prep curriculum with a career theme
- Partnerships with employers, the community, and higher education

By design, the three central elements of a career academy lead to a school that is rigorous, relevant, and relational. As such, career academies are an excellent example of a reform model to consider in high school reform

#### **Scheduling and Florida Ready-To-Work**

Career and Technical Education students in a sequential program of study should be preparing for the industry credentialing process. If you have questions regarding the process, please contact the CTE Office at 904-348-7882.

All Career Academy students are required by law to be offered the Florida Ready-to-Work Assessment. So far, over 1800 assessments have been taken by high school students in Duval County.