



# 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.

## English Language Arts

Grade	Student focus:
6	<p><b>The Reading Workshop:</b> Focus on stanzas and determine how they convey mood or meaning in poems; Understand the characteristics and features of free verse poetry; Recognize tone in a poem and apply the strategy of drawing inferences.</p> <p><b>The Writing Workshop:</b> Pre-write, draft, and revise a response to literature; Select an appropriate form of writing based upon audience and purpose.</p>
7	<p><b>The Reading Workshop:</b> Understand the impact of rhythm and rhyme and sound devices on the overall mood/meaning of a poem; Paraphrase to clarify meaning of poems.</p> <p><b>The Writing Workshop:</b> Choose specific examples to support the intended message in a response to poetry.</p>
8	<p><b>The Reading Workshop:</b> Understand the way sensory language and repetition contribute to overall effect of a poem; Demonstrate how to read according to punctuation.</p> <p><b>The Writing Workshop:</b> Write a response to literature; Focus on understanding historical approach used in literary works determines cause and effect relationships.</p>
9	Comparing Film Versions: The Balcony Scene; <i>A Quick Wedding</i> ; I Pray You, Speak Plainly Please;
10	Teacher generated questions/activity; Achebe's <i>Things Fall Apart</i> ; What is a hero?
11	Miller's <i>The Crucible</i> ; Changing visual similes; Vocabulary preview; View of Justice.
12	Honest Iago; <i>Othello</i> Act III; Emilia's Secret: Shifting perspectives; Viewing film adaptation of <i>Othello</i> .
Notes	<p style="text-align: center;"><b>FCAT Testing</b></p> <p><b>6-8:</b> District timed writing  <b>10 &amp; 12:</b> District-mandated timed writing  <b>10-11:</b> End of quarter exam</p>

## Elementary Reading (Grades K-5)

Grade	Student focus:
K	<p><b>Strategy:</b> Question; Evaluate  <b>Skill:</b> Noting details; Inferences: Drawing conclusions</p>
1	<p><b>Strategy:</b> Focus on Genre-Plays; Summarize  <b>Skill:</b> Categorize; Classify</p>
2	<p><b>Strategy:</b> Predict/Infer; Monitor/Clarify  <b>Skill:</b> Making judgments; Sequence of events</p>
3	<p><b>Strategy:</b> Predict/Infer  <b>Skill:</b> Predicting outcomes</p>
4	<p><b>Strategy:</b> Predict/Infer  <b>Skill:</b> Cause and Effect</p>
5	<p><b>Strategy:</b> Question  <b>Skill:</b> Propaganda</p>
Notes	3-5: FCAT Testing

## Elementary Writing (Grades K-5)

Grade	Student focus:
K-3&5	Continue the "Response to Literature" genre
4	Begin the "Response to Literature" genre
Notes	Follow customized lesson plans found in the Houghton Mifflin Core Reading Program.



## READ 180

Student focus:
<p>Full Implementation of Read 180 instructional model:</p> <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>

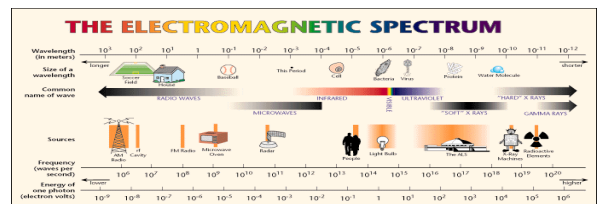


## Mathematics

Grade	Student focus:
<b>K</b>	Visualize how to move a shape so that it is oriented correctly to fit into a design; Build knowledge about the relationships among pattern block shapes; Find combinations of shapes that fill an area; Develop vocabulary to describe 2-D and 3-D shapes.
<b>1</b>	Find combinations of numbers up to about 20; Find the total of two or more single digit numbers.
<b>2</b>	Explore translations: flips, slides, & turns; Explore linear measurement by finding and comparing lengths and using nonstandard units to measure length; Develop strategies for iterating and counting units, and explore the relationship between size and the number of units needed.
<b>3</b>	Explore mean, mode, median, and range.
<b>4</b>	Describe geometric figures such as rectangles and squares; Create and apply patterns and mental arithmetic strategies to solve turtle geometry problems.
<b>5</b>	Use line plots to represent data sets; Compare two data sets; Make statements based on data.
<b>6</b>	Determine, compare, and make predictions based on experimental or theoretical probability of independent or dependent events; Develop strategies for finding both experimental and theoretical probability.
<b>7</b>	Apply the process of statistical investigation to pose questions, to identify ways data are collected, and to determine strategies for analyzing data in order to answer the questions posed; Recognize that variability occurs whenever data are collected and describe the variability in the distribution of a given data set; Identify sources of variability, including natural variability and variability that results from errors in measurement; Determine whether to use the mean or median to describe a distribution; Use the shape of a distribution to estimate the location of the mean and the median; Use a variety of representations, including tables, bar graphs, and line plots, to display distributions; Understand and use counts or percents to report frequencies of occurrence of data; Compare the distributions of data sets using their related centers, variability, and shapes.
<b>8</b>	Construct ratios and apply them to reducing and enlarging similar figures in real world situations; Reducing Geometric Figures and Examining Geometric Ratios.
<b>9-12</b>	<b>Algebra I:</b> Solve equations involving absolute value and with square roots; Identify algebraic properties of real numbers and use them to justify algebraic statements; Apply the operations of addition and subtraction to rational expressions.

## Mathematics

Grade	Student focus:
<b>9-12</b>	<b>Geometry:</b> Solve problems related to the measures of the interior and exterior angles of polygons and special quadrilaterals; Find the surface area and volume of prisms, pyramids, cylinders, cones, and spheres. <b>Algebra II:</b> Explore the graphs of logarithms; Investigate and apply the change of base formula; Write and solve exponential functions; Simplify logarithmic functions; Solve equations with rational expressions. <b>Pre-Calculus:</b> Investigate graphs trigonometric functions; Investigate inverses of trigonometric functions; Explore, apply, and verify fundamental trig identities.
<b>Notes</b>	<b>FCAT Testing</b>



## Science

Grade	Student focus:
<b>K</b>	Explore and compare the appearance of objects that are close and those that are far away.
<b>1</b>	Explore plants and observations of plants.
<b>2</b>	Explore rocks and soil.
<b>3</b>	Explore forms of energy, measuring temperature, and collecting data about the transfer of energy.
<b>4</b>	Explore the relationships between human body systems.
<b>5</b>	Explore weathering and erosion on Earth's surface.
<b>6</b>	Lab activities exploring energy sources. <i>Gifted:</i> Lab activities exploring net force.
<b>7</b>	Exploring Cycles of Matter; Lab activities exploring factors impacting populations and ecosystems.
<b>8</b>	Lab activities exploring reproduction in plants and animals; Exploring adaptations over time.
<b>9-12</b>	<b>Earth Science:</b> The usefulness of the electromagnetic spectrum and the placement of celestial bodies in space; Continue to work on performance task. <b>Biology:</b> Complete and present the performance task for the unit; Environmental Biology part 1 begins; Begin study of Darwin's theory of evolution. <b>Chemistry:</b> Investigate heat of combustion of a candle and/or specific heat capacity of water; Investigate reaction rates. <b>Physics:</b> Investigate resistance and the difference between series and parallel circuits.
<b>Notes</b>	<b>FCAT Testing</b> <b>6-8:</b> Formative assessment <b>9-12:</b> District formative

## Social Studies

Grade	Student focus:
<b>K</b> <b>My World</b>	Long Ago and Today: Inventions help people travel by air, land, and water.
<b>1</b> <b>School &amp; Family</b>	Everything Changes: People from other countries moved to this one for many reasons.
<b>2</b> <b>Neighbors</b>	America's Past: Our country has many great heroes.
<b>3</b> <b>Community</b>	Ancient Asia: Ancient India and China had great civilizations in Asia.
<b>4</b> <b>Florida History</b>	Riches to Rags to Riches: Florida's economic life, socialization, and population experienced radical transformations from 1860-1950.
<b>5</b> <b>US History</b>	Changes on the Plains: Technological advances changed the social and political arenas in the United States after 1880.
<b>6</b> <b>World History</b>	Ancient Rome I: Modern republican forms of government and language have their origins in ancient cultures.
<b>7</b> <b>Geography</b>	Latin America: European imperialism played a dominant role in the development of Middle and South America.
<b>8</b> <b>US History</b>	Social/Economic Change: The abolitionist movement generated several important reform movements.
<b>10</b> <b>World History</b>	Imperialism: Multiple motives led industrialized countries to engage in power struggles during New Imperialism.
<b>11</b> <b>US History</b>	World War II: Political groups use ideology to justify their actions. Nations may be drawn into war despite their efforts to remain neutral.
<b>12</b> <b>US Govt</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>	Factor/Resource Markets: Consumer demand for a good or service affects the number of jobs producing that good or service.



## Keystone (Career Research and Decision Making)

	Student focus:
<b>Week 25</b>	<b>Topics</b> <ul style="list-style-type: none"> <li>• Career Research Project</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• <i>Career Choices Workbook</i></li> </ul> <b>Student Activity</b> <ul style="list-style-type: none"> <li>• Thesis paragraph</li> <li>• Introduction paragraphs II and III</li> <li>• Career characteristics &amp; requirements</li> <li>• Peer edits</li> </ul>
<b>Week 26</b>	<b>Topics</b> <ul style="list-style-type: none"> <li>• Career Research Project</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• <i>Career Choices Workbook</i></li> </ul> <b>Student Activity</b> <ul style="list-style-type: none"> <li>• Paragraphs IV and V</li> <li>• Outlook and personal fit</li> <li>• Paragraph VI</li> <li>• My plan</li> <li>• Peer edits</li> </ul>



## Advanced Placement (AP)

	Student focus:
<b>English Language &amp; Composition</b>	AP Exam Prep (Synthesis Essay Practice) Research/MLA Documentation Skills
<b>AP English Literature</b>	End of Quarter Review and Exam; Research/Drafting; Poetry (Compare and Contrast)
<b>Statistics</b>	Introduction for Distributions; A. P. review
<b>US History</b>	Second World War: Rise of Facism; Fighting a Multi-front War. US and Early Cold War: The Origins; AP Exam Prep (Multiple Choice)
<b>Human Geography</b>	Manufacturing Belts; Fordist vs. Post-Fordist; Deindustrialization

## Fast Facts About Alternative Education

### OUT-OF-SCHOOL SUSPENSION PROGRAM

The Duval County Public Schools' Out-of-School Suspension Program is a voluntary program for students who have been suspended from school as a consequence of inappropriate behavior. Projected to begin in April, the program will provide behavioral and academic help for a period of one to ten days to enable students to continue the learning process (both academic and behavioral) in a safe, structured, and supervised environment.

Students who successfully complete the program will be counted in full attendance for their time in the out-of-school suspension program. They will be provided an opportunity to continue work assignments through the use of Compass Odyssey. Students will also receive services designed to identify their individual strengths or weaknesses and connect the student and/or their family to resources in the school and community.

Parents may choose to enroll their child in the ATOSS program at the following locations:

Location	Address
Peterson Academies of Technology	7450 Wilson Blvd.
Southside Middle School	2948 Knights Lane E.
Bridge Of Northeast Florida	1824 Pearl Street
St. Paul Missionary Baptist Church	3738 Winton Drive
Boys and Girls Club	820 Seagate Ave

### Program Eligibility

To be eligible for participation in this program, the student must:

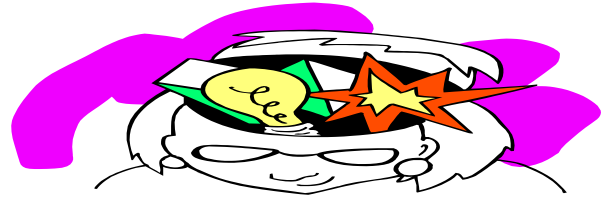
- Be in grades 6 - 12 (middle or high school)
- Be suspended for a minimum of three (3) days in which an alternative school placement is not recommended.
- Not have committed a Class 4 offense
- Have parental consent for enrollment and parental participation in orientation activity
- Have had a Conduct Review, if the student is enrolled in an Exceptional Student Education Program

Students will only be allowed to enroll twice in the program. After the second enrollment, students will be referred by the principal for consideration of enrollment in an alternative education center.

**Transportation:** Parent/guardian will be responsible for transportation to and from the center.

**Lunch:** Student is responsible for bringing a bag.

**Security:** On-site School Resource Officer (SRO)



## Advancement Via Individual Determination (AVID)

### AVID AND THE USE OF LEARNING LOGS

In addition to note-taking, students complete learning logs and write journal entries to process the work that they do in class. These learning logs relate to the subjects that they are studying. Students often share their learning log responses with other students in collaborative groups.

In learning logs, students complete questions such as the following about the subject they are studying:

- ☺ **What did I do in class today?**
- ☺ **What did I learn?**
- ☺ **What did I find interesting?**
- ☺ **What questions do I have about what I learned?**
- ☺ **What was the point of today's lesson?**
- ☺ **What connections can I make to previous ideas and/or lessons?**

Using learning logs is a great way for students to re-emphasize what they learned in a particular lesson. It gives the students a chance to really go further, explore the lesson and increase their depth of knowledge. Learning Logs are great tools to increase the impact of the lesson.