



# 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)

	<b>Student focus:</b>
<b>K</b>	<b>Strategy:</b> Monitor/Clarify; Question <b>Skill:</b> Categorize and Classify; Story Structure
<b>1</b>	<b>Strategy:</b> Monitor/Clarify; Evaluate <b>Skill:</b> Noting Details; Story Structure
<b>2</b>	<b>Strategy:</b> Evaluate; Summarize <b>Skill:</b> Author's Viewpoint; Noting Details
<b>3</b>	<b>Strategy:</b> Monitor/Clarify; Evaluate <b>Skill:</b> Understanding Fairy Tales; Problem Solving
<b>4</b>	<b>Strategy:</b> Evaluate; Question <b>Skill:</b> Comprehension Skill Review; Understanding Pourquoi Tales
<b>5</b>	<b>Strategy:</b> Evaluate; Question <b>Skill:</b> Connecting and Comparing; Understanding Biographies

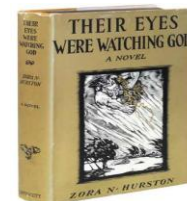


## Elementary Writing (Grades K-5)

	<b>Student focus:</b>
<b>K &amp; 3</b>	Continue working on the Persuasive Writing genre.
<b>1 &amp; 2</b>	Begin to work on Persuasive Writing genre.
<b>4</b>	Continue to work in the Response to Literature genre.
<b>5</b>	Develop a portfolio piece for Response to Literature. Persuasive Writing genre will begin on Lesson 146.
<b>Notes</b>	Follow customized lesson plans found in the Houghton Mifflin Core Reading Program.

## English Language Arts

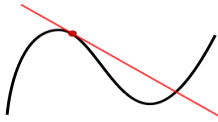
<b>Grade</b>	<b>Student focus:</b>
<b>6</b>	<b>The Reading Workshop:</b> Understand how character, plot, point of view, and tone support a central conflict. Use various reading strategies to create a plot map to summarize plot. Recognize effective use of academic vocabulary. Make text-to-world connections and predictions. Demonstrate an understanding of theme and images and how they enhance reader comprehension. <b>The Writing Workshop:</b> Write a letter using details and examples to decide a character's experience in a play. Write a drama review using a graphic organizer to gather and organize information.
<b>7</b>	<b>The Reading Workshop:</b> Understand ways elements of plot work in drama and use foreshadowing to make predictions about text. Demonstrate use of strategies of rereading and reading ahead to clarify meaning. Compare themes and recognize the importance of characterization in a myth.
<b>8</b>	<b>The Reading Workshop:</b> Understand the way culture and time period influence literary work. Use graphic organizers to track events and details to help picture action of the play. Compare summaries to original texts and analyze a drama based on the Holocaust.
<b>9</b>	Comparing film versions: <i>Thus with a Kiss I Die</i> ; Presenting a Research Exhibit; Measuring Growth through Strategies; Working with Film, Terminology Part I.
<b>10</b>	Literary Analysis; Justice In Romeo & Juliet; Laws From Around the World; Michael Faye Case; Women In Bangladesh; Universal Justice/Kohlberg.
<b>11</b>	Hurston's <i>Their Eyes Were Watching God</i> ; Chapters: Janie's Return Home; Nanny's Life; Nanny, Janie and Logan; Janie's New Life; The Two Sides of Janie; Examining Style.
<b>12</b>	Secondary Source Work; Summative Play exam; Argumentative essay; Building a Portfolio.
<b>Notes</b>	<b>6-8:</b> Formative mini-assessment <b>9, 10 &amp; 12:</b> Formative mini-assessment; <b>12:</b> District-mandated timed writing



## READ 180

Full Implementation of Read 180 instructional model:

- 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



## Mathematics

Grade	Student focus:
K	Observe and describe attributes of three-dimensional shapes; Explore a variety of ways to represent quantities with pictures, numbers, and words.
1	Develop strategies for organizing sets of objects so that they are easy to count and combine; Record strategies for counting and combining using pictures, numbers, and words; Explore calculators as a mathematical tool; Understand that when two amounts are combined, the result is more than the initial amounts.
2	Collect, describe, organize, represent, interpret, and make predictions about numerical data.
3	Investigate ideas about addition and subtraction as they play games and do activities that involve changing the position of a chip on a vertical line; Gain understanding of how the passage of time is represented on graphs showing change over time.
4	Develop visualization skills; Communicate effectively about 3-D objects; Look for and use the multiplication patterns of numbers; Become familiar with the multiples and factors of larger numbers.
5	Compare the data from a sample to the data in a larger population using fractions, decimals, and percents.
6	Use class and survey data to find the experimental probabilities for certain genetic traits; Use and justify the rules of adding, subtracting, multiplying, dividing, and finding the absolute value of integers.
7	Relate the area of a square to its side length; Develop strategies for finding the distance between two points on a coordinate grid; Understand and apply the Pythagorean Theorem; Estimate the values of square roots of whole numbers; Use the Pythagorean Theorem to solve everyday problems; Locate irrational numbers on a number line.
8	Construct ratios and analyze perimeters and areas of similar figures; Construct ratios and solve proportions in real world applications.

## Mathematics (continued)

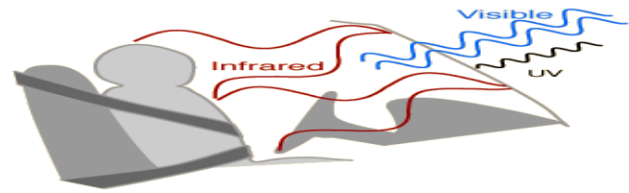
9-12

**Algebra I:** Solve and graph linear inequalities on a coordinate plane; Simplify expressions with radicals and graph square roots.

**Geometry:** Draw and label figures to illustrate definitions for chords, diameters, secants, tangents, inscribed angles, and central angles; Solve problems related to properties of arcs and angles.

**Algebra II:** Explore polynomials and their graphs; Investigate the characteristics of polynomial function.

**Pre-Calculus:** Investigate and apply the law of sines and the law of cosines; Investigate the ambiguous case, and determine the area of oblique triangles.

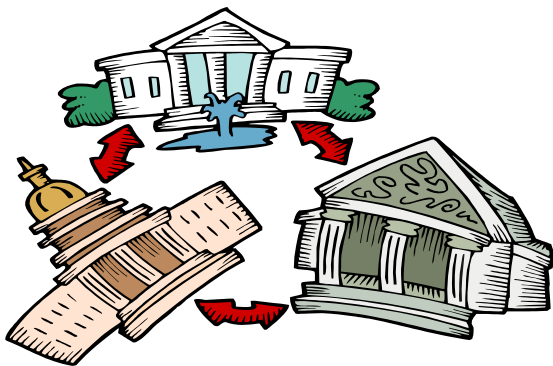


## Science

Grade	Student focus:
K	Explore characteristics and needs of animals and plants.
1	Explore how plants and animals are like their parents.
2	Explore observing and describing life cycles of plants and animals.
3	Explore Earth's rotation and the pattern of phases of the Moon.
4	Explore sound energy.
5	Explore technology and problem solving techniques to create solutions to common problems.
6	Exploring human body systems. <i>Gifted:</i> Exploring cells and cell theory.
7	Fresh Water; Labs activities exploring weathering and erosion.
8	Exploring properties of matter; Exploring atoms and elements.
9-12	<b>Earth Science:</b> Determine why crustal plates move and the effects of the movements. <b>Biology:</b> Compare primates; Research native Florida animals for the performance task; Investigate how fossils were formed. <b>Chemistry:</b> Investigate variables in gas law relationships; Identify sources and effects of air pollution and factors producing the greenhouse effect. <b>Physics:</b> Investigate the relationship between magnetism and electricity.

## Social Studies

Grade	Student focus:
<b>K</b> <b>My World</b>	Our Country, It's a Great Place: Our country has many symbols, such as the White House and the Statue of Liberty.
<b>1</b> <b>School &amp; Family</b>	Good Citizens: Laws are important to our community.
<b>2</b> <b>Neighbors</b>	America's Government: Our government is a democracy.
<b>3</b> <b>Community</b>	Greece and Rome: Western civilization has been greatly affected by ancient Greece and Rome.
<b>4</b> <b>Florida History</b>	Government of the People: Florida has three branches of government that check and balance the power of each other.
<b>5</b> <b>US History</b>	Becoming a World Power: Selected events and personalities led to the involvement of the United States in World War II and helped the Allies win.
<b>6</b> <b>World History</b>	Byzantine and the Rise of Islam: One religion can affect another religion.
<b>7</b> <b>Geography</b>	Asia: European imperialism has had a lasting impact on Asia.
<b>8</b> <b>US History</b>	The Civil War: The Civil War addressed issues that were present in the United States since the creation of the nation.
<b>10</b> <b>World History</b>	Russian Revolution: Political, social and economic conditions led to the Revolution of 1917 and the rise of Lenin and the Bolsheviks.
<b>11</b> <b>US History</b>	Cold War: Disagreements between nations cause an escalation in tensions that lead to heightened preparedness.
<b>12</b> <b>US Govt</b> <b>Economics</b>	The Judicial Branch: The Judicial Branch serves as the watchdog of government and the protector of Constitutional rights International Trade: Trade among nations creates specialization and interdependence.



## Keystone (Career Research and Decision Making)

Student focus:
<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Setting Goals &amp; Solving Problems                             <ul style="list-style-type: none"> <li>○ Creating your personal support network: communication &amp; support</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>• Setting goals &amp; objectives</li> <li>• Successful decision making</li> <li>• Communications &amp; support</li> </ul>
<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Priorities and Choices</li> <li>• Is it Worth Staying in School</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• <i>CollegeEd Workbook</i></li> </ul> <p><b>Student Activity</b></p> <ul style="list-style-type: none"> <li>• Priorities and choices</li> <li>• Setting priorities</li> <li>• Is it worth staying in school chart</li> </ul>



## Advanced Placement (AP)

	Student focus:
<b>English Language &amp; Composition</b>	AP Exam Review (Narration, Description, Rhetorical Strategies, Diction, Syntax, Style and Exposition)
<b>AP English Literature</b>	AP Exam Prep (Comparative Poetry Writing Prompts and Multiple Choice)
<b>Statistics</b>	Inference for Regression; AP Exam Prep
<b>US History</b>	End of 20 <sup>th</sup> Century (1968 Election, American Economics and Demographic Changes); AP Exam Prep
<b>Human Geography</b>	Second Urban Revolution ; Urban Models; Urban Sprawl

## Advancement Via Individual Determination (AVID)

### MORE ON RIGOR IN THE AVID CLASSROOM... WHAT TO LOOK FOR AND RECOGNIZING RIGOR

**Is the lesson thought provoking enough to be considered rigorous?**

While not all lessons contain rigor, students need to be exposed to rigorous curriculum throughout the course. These lessons need to provoke individual high level thinking that the students will share with their collaboration peers. These lessons challenge the students to develop new ideas and accomplish high academic achievement.

**Essential components for rigor in the classroom:**

- Content acquisition
- Critical thinking
- Relevance
- Integration
- Ability to apply concepts
- Long term retention
- Responsibility

AVID's pedagogy is based on intensive writing, inquiry and collaboration, which some researchers now attribute as "...the 'new' pedagogy: interesting, hands-on projects; students working cooperatively to solve problems; intense debates where students analyze historical episodes to clarify their reasoning; creative writing that uses literature to illuminate personal experience..." (Newmann, 1992)

Students ask the questions, what is the purpose of this lesson, and why is this important to learn? Rigor within the AVID elective and core classrooms allows the student to not only ask these questions but to answer them also.

Mary Catherine Swanson, the founder of AVID, summed it up when she said "...rigor without support is a prescription for failure and that support without rigor is a tragic waste of potential." (Swanson, 1986)

## Coming Soon...World Languages

**In response to requests and to provide teachers with more of what they desire in order to provide the world's best in foreign language instruction to our students, the *Academic Looking Glass* will permanently feature a section on World Languages curriculum starting with its next issue.**

## Health Education

### SECOND STEP

Recently, Florida Statute 1006.147, "The Jeffrey Johnston Stand Up for All Students Act," was passed, which prohibits bullying and harassment of any student or employee of a public K-12 educational institution. In accordance with the state statute, the Duval County School Board has developed an anti-bullying policy to address each aspect outlined in the legislation. Points identified in the policy include, but are not limited to reporting an act, investigating the act, data collection, and consequences for the act. Another major component of the Statute mandates instruction for students, employees, parents, visitors, volunteers, and other agents on identifying, preventing and responding to acts of bullying. More information can be found in Chapter 10.2 of the School Board Policy on the District's website.

*Second Step: A Violence Prevention Curriculum* has been identified to be implemented through Health Education classes in grades K-8. The elementary teacher will provide this instruction in grades K-5 and grades 6-8 instruction will be provided by the Health Education teacher. This grade-level-specific, proven effective, model program is age and developmentally appropriate and aligned with the Sunshine State Standards. *Second Step* has been designed to increase social and emotional learning, and reduce violence among young people. It also teaches problem solving, bullying prevention and other skills needed to interact positively with others and resist negative peer pressure.

Stay tuned for more information regarding the opportunity to register for one of several 1-day *Second Step: A Violence Prevention Curriculum* training sessions have been scheduled for April and May of this school year.

