The DCPS Academic Looking Glass

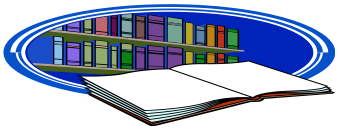
Vol. 2, Issue 7 November 14 – December 3, 2008

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.

English Language Arts

Grade	Student focus:
6	**The Reading Workshop**: Compare and contrast nonfiction literary works and the author's styles. **The Writing Workshop**: Use a sensory detail chart to produce a narrative essay.
7	**The Reading Workshop**: Use the reading strategy of "Evaluating Support" to enhance comprehension of various nonfiction essays. **The Writing Workshop**: Plan, write, and revise persuasive essays using effective supporting details from selected texts.
8	**The Reading Workshop**: Use various reading strategies to enhance comprehension of informational texts. **The Writing Workshop**: Practice writing short and extended responses.
9	Poetic Devices; Creating Poetry with a Template; Music of Poetry; Poetry Analysis of "Young"; Paraphrasing a Poem.
10	*Bend it Like Beckham* Part IV; Cultural Conflict; Transformation of Cinderella; Archetypes The Writing Process: Editing Reflection on Strategies
11	Krakauer's *Into the Wild*; Meeting Christopher McCandless; Shedding Light; Many Ways of Showing; A Personal Perspective
12	Intro to *The Poisonwood Bible*; *The Poisonwood Bible* Book 1-3; Tracing a Character; Narrative Reliability; Historical Criticism/the Congo; A Study in Contrasts.
Notes	**6-8:** FCAT Writing Prompt Field Test (selected schools) **9-12**: Formative Mini-Assessment

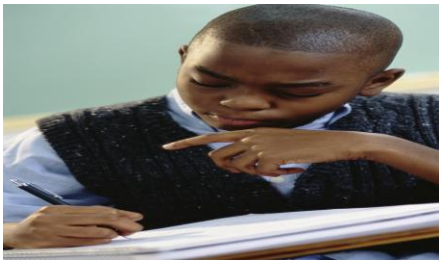


Elementary Reading
(Grades K-5)

	Student focus:
K	**Strategy:** Predict/Infer; Evaluate **Skill:** Cause and effect; Text organization and Summarizing
1	**Strategy:** Evaluate; Monitor and clarify **Skill:** Compare and contrast; Sequence of events
2	**Strategy:** Summarize; Question **Skill:** Making judgments; Topic; main idea, details
3	**Strategy:** Predict/Infer; Evaluate **Skill:** Understanding trickster tales; Fantasy and realism
4	**Strategy:** Evaluate; Summarize **Skill:** Skill review; Understanding plays
5	**Strategy:** Predict/Infer; Evaluate **Skill:** Understanding poetry; Author's viewpoint

Elementary Writing
(Grades K-5)

	Student focus:
K-3 & 5	Continue working on report writing following the customized lesson plans from the Houghton Mifflin Core Reading Program.
4	Develop a report that can be placed in their portfolio; Begin working on the Narrative Procedure.



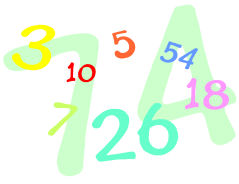
READ 180

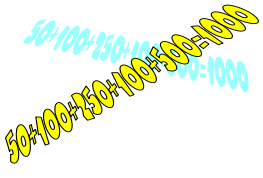
	Student focus:
Weeks 13& 14	Full Implementation of Read 180 instructional model: • 20 minutes of whole class instruction using the rBook or rBook Flex • 60 minutes of small group rotations (20 minutes for software; 20 minutes for small group directed instruction; 20 minutes for independent reading) • 10 minutes of whole class wrap-up

Academic Services – Duval County Public Schools
1701 Prudential Drive, Jacksonville, FL 32207 (904) 390-2000

Mathematics

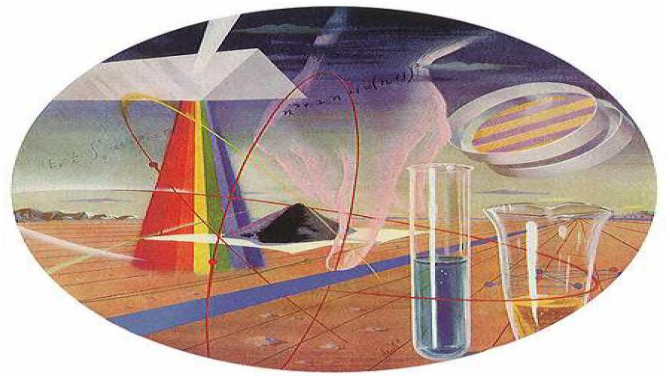
Grade	Student focus:
K	Complete explorations on patterns with various choice time and FOCUS Day activities; Begin to discover what, why, and when people count; Representing quantities with pictures, numerals, or words.
1	Complete explorations on patterns with various choice time and FOCUS Day activities; Begin to discover what, why, and when people count; Representing quantities with pictures, numerals, or words.
2	Become familiar with the structure and patterns of the number system from 1 to 100; Use coins as a model for adding and subtracting multiples of 5 and 10; Use the 100 chart as a tool for combining and comparing numbers; Develop strategies for addition and subtraction.
3	Compare two numbers and develop strategies for determining their difference; Develop a repertoire of addition strategies that rely on students' number sense and understanding of number relationships.
4	Complete study on the Shape of Data and taking the formative test on that information; Begin to explore number relationships in the context of money.
5	Represent and add decimals on grids; Read, write, and order decimals; Use a variety of models, including grids, number lines, and clock faces to find fraction, percent and decimal equivalencies; computation problems that involve amounts less than one.
6	Estimate with decimals; Add and subtract decimals; Relate decimal multiplication to fraction multiplication; Multiply decimals.
7	Recognize problem situations in which two or more variables have a linear relationship to each other.
8	Use sub-problems to find the areas of more complex figures and using the order of operations to simplify expression; Assess, Review and Extend
9-12	**Algebra I**: Understand the relationship between a graph and its equation; Graph lines using the slope-intercept form **Geometry**: Determine the image of given figures under specified translations, reflections, rotations, and dilations, and describe the type of symmetry for given designs **Algebra II**: Apply quadratics to real world situations; Convert quadratics to graphing form by completing the square; Solve quadratics by completing the square; Graph cubic, exponential, and hyperbolic functions **Pre-Calculus:** Apply properties of exponential functions to real world situations; Investigate and solve problems relating to circles, parabolas, and ellipses





Science

Grade	Student focus:
K	Lab activities that explore motion of objects and how sound is produced.
1	Lab activities that explore water, rocks, soil, and living organisms found on Earth's surface.
2	Lab activities that explore pushes, pulls, and magnetism.
3	Lab activities that explore characteristics of rocks and soil.
4	Lab activities and a performance task that explore electricity and the flow of energy in a system.
5	Lab activities that explore the water cycle, solar energy, and Earth's seasons.
6	Lesson 8 Lab activities exploring earthquakes. Give Formative Lessons 7-8 after Lesson 8. **Gifted:** Continue Lesson 7 Lab activities exploring Earth's processes. Give Formative Lesson 6-7 after Lesson 7. Begin Lesson 8 Lab activities exploring Earth in Space and Time.
7	Lesson 7 Lab activities exploring the levels of organization. Lesson 8 Lab activities exploring cell cycle. Give Lesson 5-8 Formative after Lesson 8.
8	Lesson 9 Lab activities exploring gravity in space. Give Formative Lesson 7-9 after Lesson 9.
9-12	**Earth Science:** Continue work on Chapter Challenge while completing activities 3 in climate change and chapter 3, activity 3. **Biology**: Unit 4, Cellular Biology - Part 2 is started. Remind the students of the requirements for the performance task. Compare scientific theories and laws, using the Atomic Theory as an example. **Chemistry**: Learn about bonding and nomenclature. ***Honors:*** Learn about covalent bonding and intermolecular forces. **Physics**: Continue to work on performance task; Explore relationship between impulse and momentum and its application to safety equipment. ***Honors:*** Chapter 7 in Merrill book.
Notes	**6-8**: ***Advanced:*** Continue to work on science projects; Formative Mini-Assessment **Chemistry**: District formative # 3.



Academic Services – Duval County Public Schools
1701 Prudential Drive, Jacksonville, FL 32207 (904) 390-2000

Social Studies

Grade	Student focus:
K My World	A Big Wide World: Homes and communities make up cities.
1 School & Family	Where We Live: Weather and seasons affect how people live.
2 Neighbors	Ways of Living: Our country has many important symbols and landmarks.
3 Community	Economics Everyday: Economics is an important part of daily life.
4 Florida History	The Struggle for Florida: The pursuit of different countries to rule Florida caused conflicts for 100 years.
5 US History	Middle and Southern Colonies: The thirteen original colonies were established through events and experiences of everyday life.
6 World History	Egypt and Nubia II: The use/misuse of natural resources impact civilization. Religion impacts the development and culture of civilizations.
7 Geography	Middle East: Culture is a reflection of religious practices in the region. Natural resources of the region are valued by nations around the world.
8 US History	Revolutionary War: The importance of protest and its impact on economic and political situations.
10 World History	Age of Discovery: The changing ideas and expanded trade of the Renaissance led to strong monarchs and European exploration.
11 US History	Industrialism/Frontier: Technological changes in production result in economic and social consequences.
12 US Govt Economics	Being an American: The population of the United States is very diverse and becoming more so all the time. Macroeconomic Measurement: Gross Domestic Product is used to compare the economic well being of different nations.

Keystone

(Career Research and Decision Making)

	Student focus:

Week 13	**Topics**
	• Budgeting: Making the Most of Your Money
	  ○ Expenses
	  ○ Budgeting
	Materials
	• **NEFE Workbook**
	Student Activity
	• How am I doing?
	• My fixed & variable expenses
	• Analyzing a pay stub
	• Saving for my goals
	• Build a budget
	My personal budget

Week 14	**Topics**
	• Good Debt, Bad Debt: Using Credit Wisely
	  ○ Selecting strategies to use in handling credit and managing debt
	  ○ Understanding credit
	Materials
	• **NEFE Workbook**
	Student Activity
	• What information do you need for a loan?
	• Scavenger hunt for credit
	• Rewards & risks of credit
	• Five FAQs about credit
	• Comparing phone plans
	• On the go—getting wheels
	• Applying for a loan
	My 4cs of credit

Advanced Placement (AP)

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

Advancement Via Individual Determination (AVID)

How local businesses can help the AVID Program

- Support AVID with a sponsorship or donation to help fund the AVID activities, teacher training or underwrite another special event such as Parent Night or AVID Awards Assembly.
- Adopt an AVID school and provide matching support for teacher training and curriculum materials.
- Support distribution of Wall of Fame, the story about the founding of AVID, to AVID classrooms. Wall of Fame, and the teacher's guide, are a perfect introduction to the program for new AVID students.
- Speak about your business to an AVID classroom nearest you. This puts business leaders directly into high school classrooms to illustrate the value of interpersonal skills in a workplace setting through role-playing, discussions and mock interviews, allowing volunteers to share information about their industries and what it takes to be a success.

Golden Nuggets from Guidance Services

Career Planning in Middle and High School

The 2006 A++ Legislation (HB7087) mandated that all middle school students receive one course in career and education planning or, alternatively, meet the equivalent objectives infused into an existing course. DCPS will meet this state mandate by infusing these career and education planning objectives in the 8th grade social studies courses.

The middle school students will map out courses for high school using FACTS.org's ePersonal Education Planner (ePEP).

As early as 8th grade, students identify their goals for after high school. Whether the goal is attending a university, community college, career technical center, or the workforce, students need to be prepared by taking the most appropriate and challenging courses. Selecting the right courses in high school and planning ahead are more important than ever. Qualifying for graduation, Bright Futures Scholarships, and state university admission all include meeting specific course requirements.
While mapping out courses for high school, students will select 4 credits of a Major Area of Interest as part of the standard diploma graduation requirements. Major Areas are a set of related electives, like performing or fine art classes, technical classes, or even academics classes. The student may change their Major Area of Interest each year.

The standard diploma consists of a minimum of 26-credits, completed over 4 years. To attend college after graduation, certain courses must be taken to meet state university admission requirements. The course requirements for state university admission are the same for two Bright Futures Scholarship awards: the Florida Academic Scholars and Florida Medallion Scholars. So, by following the college prep curriculum, the course requirements for high school graduation, state university admission, and two Bright Futures Scholarship awards will be met. This option is required for state university admission and recommended (but not required) for earning an Associate in Arts (AA) degree at a community college which transfers to college or university to complete a Bachelor's degree.

The 9th grade Keystone Course will provide additional career planning to explore career paths in high school and beyond while demonstrating leadership, citizenship and teamwork skills required for success in school, community and the workplace. As students research occupations within their interest areas, develop a ten-year plan, and update their ePEP's, they will recognize the skill sets necessary for success after high school and the impact of this commitment to education. High School Academic Evaluations available on FACTS.org, which compare transcript information to current requirements for graduation, scholarships, and even college admissions, allow students to monitor their progress toward achieving short-term and long-term education goals.