The DCPS Academic Looking Glass

Vol. 2, Issue 6 October 31 – November 14, 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**: Continue the non-fiction unit, with an emphasis on looking at the author's style. **The Writing Workshop**: Practice writing and revising position papers.
7	**The Reading Workshop**: Continue the non-fiction unit with a focus on understanding autobiography. **The Writing Workshop**: Practice revising expository essays.
8	**The Reading Workshop**: Continue the non-fiction unit and learn the KWL strategy for reading and understanding descriptive, narrative, and persuasive essays. **The Writing Workshop**: Practice writing and revising expository essays.
9	Identify the effect of similes; Textual Evidence; Embedded Assessment One: Creating and Presenting a Scrapbook
10	Writing Process: Previewing of *Bend it Like Beckham*; Timed writing; *Bend it Like Beckham* parts one through four
11	Embedded Assessment: Creating and Op-Ed Page; Portfolio: Introduction to the Writing Standards; Writing a multiple genre paper.
12	Metaphors for Nora; Building the Portfolio; Revision Seminar; Summative for Play (RiverDeep)
Notes	**6-11**: Formative mini-assessment

Elementary Reading
(Grades K-5)

	Student focus:
K	**Strategy:** Summarize; Question **Skill**: Inferences: Drawing Conclusions; Text Organization and Summarizing
1	**Strategy**: Question; Summarize **Skill**: Categorize and Classify; Drawing Conclusions
2	**Strategy**: Monitor and Clarify; Predict/Infer **Skill**: Skill Review; Focus on Genre: Understanding Fables
3	**Strategy**: Monitor and Clarify; Evaluate **Skill**: Topic, Main Idea and Supporting Details; Skill Review
4	**Strategy**: Summarize; Question **Skill**: Making Generalizations; Categorize and Classify
5	**Strategy**: Monitor and Clarify **Skill**: Topic, Main Idea and Supporting Details; Skill Review

Elementary Writing
(Grades K-5)

	Student focus:
K-3 & 5	Begin work on report writing following the customized lesson plans found in the Houghton Mifflin Core Reading Program.
4	Continue working on report writing following in the Houghton Mifflin Core Reading Program.

READ 180

	Student focus:
Weeks 11 & 12	Complete the second Scholastic Reading Inventory (SRI) during the SRI testing window of October 27-November 7. 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	Copying, building, recording, and extending patterns that grow or shrink in some regular and predictable way.
1	Develop strategies for combining and separating problems; Record strategies for solving combining and separating problems.
2	Develop strategies for combining and separating problems; Record strategies for solving combining and separating problems.
3	Use knowledge about the factors of 100 to understand the multiples of 100; Use the factors of 100 to understand the structure of 1000; Estimate quantities up to 1000
4	Compare fractions to landmarks, use both numerical reasoning and area to order fractions, and use the size of the numerator and denominator to compare fractions; Begin an introduction to data analysis.
5	Represent, identify, and order fractions and percents; Represent fractions as rotation around a circle; Represent and add decimals on grids; Make sense of and solve word problems.
6	Explore the inverse relationship between the addition and subtraction of fractions; Develop an efficient algorithm for adding and subtracting fractions; Estimate products of fractions; Use models to represent a whole number divided by a fraction; Develop strategies for dividing a fraction by a whole number
7	Use appropriate notation to indicate positive and negative numbers; Locate rational numbers (positive and negative fractions and decimals and zero) on a number line; Compare and order rational numbers; Understand the relationship between a positive or negative number and its opposite (additive inverse); Develop algorithms for adding, subtracting, multiplying, and dividing positive and negative Numbers; Write mathematics sentences to show relationships
8	Solve first degree literal equations for a specified variable; Use the order of operations to simplify expressions and scientific notation.
9-12	**Algebra I**: Solve systems of linear equations graphically and algebraically using substitution method; Multiply binomials using generic rectangles and FOIL Method **Geometry**: Build and draw various polyhedra to learn vocabulary and concept of volume; Calculate the surface area and volume of polyhedral **Algebra II**: Solve exponential equations; Graph transformations of parabolas; Identify the vertex of a parabola **Pre-Calculus:** Apply properties of logarithms; Investigate and solve exponential and logarithmic equations; Apply properties of exponential functions to real world situations

Science

Grade	Student focus:
K	Lab activities and a performance task that explore classifying objects and changing materials; Introduction to motion.
1	Lab activities and a performance task that explore describing and sorting objects by the ways they move.
2	Lab activities that explore changes in matter and uses of different forms of energy.
3	Lab activities and a performance task that explore energy flow through food chains.
4	Lab activities and a performance task that explore Earth's seasons and heat energy from the Sun.
5	Lab activities that explore types and forms of energy and energy transfers.
6	Lab activities exploring Earth's composition and Plate Tectonics. **Gifted:** Lab activities exploring Earth's age and structure; Lab activities exploring Earth's processes.
7	Lab activities exploring microscopes and cell theory; Lab activities exploring plant and animal cells.
8	Labs activities exploring waves; Lab activities exploring stars and galaxies.
9-12	**Earth Science:** Introduce Climate Change Chapter Challenge (performance task.) Complete Activities 1 and 2. **Biology:** Explore cellular respiration and the waste products; Continue working on the Unit 3-4 performance task and take the Week 12 District formative. **Chemistry:** Explore periodic table properties and trends. **Physics**: Continue to work on performance task; Explore the nature of friction and how it behaves; Explore the relationship between acceleration and momentum. ***Honors*:** Do Chapter 6 in Merrill book
Notes	**6-8 Advanced**: Continue to work on science projects.

Social Studies

Grade	Student focus:
K My World	A Big Wide World: The four seasons affect people, animals, and plants.
1 School & Family	Where We Live: Natural resources come from many different places and have many uses.
2 Neighbors	Ways of Living: Families have different customs and traditions.
3 Community	Our Government: Our government includes local, state, and national government.
4 Florida History	Europeans Come To Florida: Explorers sought riches and freedoms but encountered many obstacles.
5 US History	New England Colonies: The thirteen original colonies were established through events and experiences of everyday life.
6 World History	Egypt and Nubia I: Technology advancements allow civilizations to flourish. Leaders impact civilization.
7 Geography	Middle East: The Middle East lands remain sacred to several different cultures.
8 US History	Revolutionary War: Economics and political factors in colonial America contributed to the struggle for independence.
10 World History	Renaissance, Reformation, & Scientific Revolution: The changes in methods of thought led to the modern world view.
11 US History	Civil War and Reconstruction Review: The Civil War addressed issues that were present in the United States since the creation of the nation.
12 US Govt. Economics	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:
Week 11	**Topics** • Lifestyles of the satisfied and happy o How do you want to be remembered o A well-balanced lifestyle **Materials** • ***Career Choices* Workbook** • ***Possibilities*** (p. 69-70 & 72-73) • ***Career Choices* Textbook** **Student Activity** • Keeping a balance & perspective • Where are you now • How do I want to be remembered • "I Shall Not Pass This Way Again" by Anonymous • Own epitaph • Components of lifestyle • "Growing Older" by Rollin J. Wells • Using the modified Maslow's Triangle • What about your life • Essay—"A day in my life in the year…"
Week 12	**Topics** • Creating a personal finance plan o Where it all begins o Making decisions **Materials** • **NEFE Workbook** **Student Activity** • My SMART goals • 30-Day countdown to goal • My personal spending log • What should Rob do • Deciding to buy a car • Planning your vacation • Financial planning strategies • My financial plan

Advanced Placement (AP)

	Student focus:
English Language & Composition	Exposition: Comparison and Contrast Class Review
AP English Literature	Paraphrasing, Summarizing, and Note taking without Plagiarizing; Locate, Validate and Differentiate Resources
Statistics	Producing Data; Barron's A. P. Review
US History	Antebellum America; Territorial Expansion and Manifest Destiny
Human Geography	World Religions Religious Architecture

Health Education

H.O.P.E

The Florida Legislature passed House Bill 967 which changed Health Education and Physical Education requirements. In part, this new law called for a required high school course in Physical Education with the integration of health topics. As a result of this legislation, the HOPE course was born.

Health Opportunities Through Physical Education (HOPE) is a one-credit course required for graduation for students who entered ninth grade for the first time beginning in the fall of 2007. The purpose of the course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

In Duval County Public Schools, this course is recommended for the eleventh grade year. The course must either be: (a) co-taught by a certified Physical Educator teacher AND a certified Health Educator, or (b) taught by a teacher who is dually certified (in both Health Education and Physical Education). Health and Physical education teachers collaborate to capitalize on connections between cognitive concepts and their application to physical activities. Therefore the class should include classroom components as well as physical activity components. Because there is no other Health Education course required, critical health concepts and topics must be addressed in the HOPE course.
The content of the HOPE course should include, but not be limited to, the following:

- Apply fitness and health concepts
- Development of an individual wellness plan
- Development of an individual nutrition plan
- Completion of a behavior change project
- Safety and injury prevention – (hydration, injury, violence, environmental issues, CPR)
- Analyzing consumer information and community resources
- Mental and emotional health, including depression and suicide
- Interpersonal communication – communication, relationships, sportsmanship
- Disease prevention and control – risk factor assessments, includes communicable and non-communicable diseases such as HIV/AIDs, other STDs, heart disease, diabetes, cancers, asthma
- Tobacco, alcohol, and other drug use and abuse – risk and protective factors
- Advocating for health and fitness promotion
- Technology application to facilitate health and fitness

For additional information regarding Health Education and/or Physical Education, please contact the Office of Safe and Healthy Schools at 390-2131.

Exceptional Education & Student Services (EE/SS)

Communities of Practice: A Study Group Guide for Differentiated Instruction
A Facilitated, School-based Book Study

The Exceptional Education & Student Services Department, with facilitation by Florida Diagnostic and Learning Resources System (FDLRS), is offering an exciting new learning opportunity - a book study group using *"How to Differentiate Instruction for Mixed Ability Classrooms"* to facilitate an understanding of how to use different approaches with students who have a variety of learning styles, interests, and abilities. Participants in this study group will learn practical ways to create a learning environment that addresses the needs of all students as they learn and share with their peers.

This study group requires seven sessions of two hours each to complete. FDLRS staff will provide a scripted leader's guide and will facilitate sessions 1, 4, and 7. A school-based facilitator will lead sessions 2, 3, 5, and 6 using the guide. The FDLRS commitment to this activity is to provide: copies of the book for all participants, study guides with agendas, all handouts, and forms for the school-based facilitator, all participant materials, the loan of three videos from FDLRS/FIN for use in study sessions, and on-going support for the school-based facilitator as needed. School commitment to this study will be in the inclusion of differentiated instruction strategies included in the school's improvement plans, the consistent attendance and completion of assignments for all participants, and administrative support of this activity through participation and monitoring/follow up of implementation.
Specific skills learned through this book study will be: tiered lessons, cubing, the use of response cards, the use of the 'jigsaw' strategy, graphic organizers, and exit cards.

Schools can indicate their interest in participating in the book study experience by contacting FDLRS/Crown at 346-4601, ext. 107.