



The DCPS Academic Looking Glass

Vol. 2, Issue 1

Welcome Back!!!

August 18 – 29, 2008

The DCPS Academic Looking Glass is produced bi-weekly to assist principals, teachers, parents, 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.

Elementary Reading (Grades K-5)

	Student focus:
Week 1	K-5: Establishing the Readers Workshop; Establishing Teacher and Student Behaviors for Shared Reading; Establishing Teacher and Student Behaviors for Read Alouds K-1: How to Read a Book; Choosing a Favorite Place to Read 2-3: Establishing Good Reading Habits 3-5: Behaviors of Good Listeners; Selecting Books In Various Genres
Week 2	K-5: Understanding and Using Reading Logs/Million Words Standard; Response Journals; Partner Reading K-1: Selecting Books K-3: Understanding and Using Individual Book Bags 2: Habits of Good Listeners 3: Building Student Independence During the Work Time 2-5: Talking About Books 3-5: Establishing and Developing Rubrics for Independent Reading
Weeks 1 & 2	K-5: Establishing the Writers Workshop; Building Student Independence for Generating Ideas in Writing, Peer and Teacher Conferencing; Using Children's Literature for Exposure to Author's Craft; and Managing and Organizing Pieces of Student Writing.



English Language Arts

Grade	Student focus:
6	"Growing and Changing"; Fiction pre-assessment testing; Baseline writing assessment; Understanding plot and theme; Introduction to the Writer's Workshop: Description.
7	"Independence & Identity"; Strategies for Reading Short Stories: The Reader's Workshop Review; Baseline on-demand expository writing; Clarifying word meanings; Analyzing moral in a short story; Effectively using pre-writing strategies; Using traditional sentences.
8	"Meeting Challenges"; Elements of fiction text; understanding point of view in fiction; Baseline on-demand expository writing; Learning to restate and summarize personal writings; Locating and analyzing literary elements in a short story; Strategies for reading journal entries.
9	Coming of Age: An Introduction; Who Am I? 1 st District-mandated timed writing.
10	Contemplating Cultures; Writing about a cultural misunderstanding; Writing process circles of influence; District-mandated timed writing.
11	What is the American Dream? Coming to America; Getting to Know the American Dream; District-mandated timed writing.
12	Perception is Everything; <i>The Great Debaters</i> ; Photo Essay Assignment; District-mandated timed writing.



	Student focus:
Weeks 1 & 2	<ul style="list-style-type: none"> - Complete READ 180 lesson plans for Weeks 1 and 2. Teachers have the option of using the new two-week lesson plans or last year's three-week lesson plans with any of their READ 180 classes. - Complete Scholastic Reading Inventory (SRI) during the SRI testing window August 25-September 5

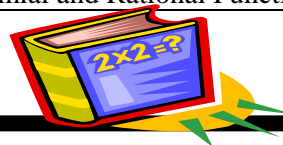
Science



Grade	Student focus:
K	Lab activities that explore observing and comparing objects, weather, and seasons.
1	Lab activities that explore making, describing, and recording observations.
2	Lab activities that explore scientific questioning, observing, measuring, and recording.
3	Lab activities that explore scientific processes and tools.
4	Lab activities that explore the Solar System and the planets.
5	Lab activities that explore observing, measuring, comparing, classifying objects and experimentation with density columns.
6	Standard: Lab activities exploring scientific method and safety. Gifted: Lab activities exploring practices and characteristics of science including lab safety. Lab activities that explore theories, laws, hypotheses and models.
7	Standard: Lab exploring scientific method distinguishing between dependent and independent variables. Lab safety should be reviewed.
8	Lab activities exploring scientific method and density. Lab safety should be reviewed.
9-12	Earth Science: Introduction to course format, lab safety, and Earth systems science and Severe Weather Chapter Challenge. Biology: Introduction to lab safety and the Nature of Science and how it relates to biology. Nutrition is introduced. Chemistry: Introduction to lab safety, the inquiry course format and the Nature of Science and how it relates to chemistry. <i>Standard</i> - Explore the chemistry of water by completing the foul water lab activity. <i>Honors</i> - Explore the properties of matter. The performance task on a Fish Kill is introduced to all students to be completed second semester. Physics: Introduction to lab safety and the course inquiry format; Introduction to kinematics. <i>Standard & Honors</i> - Explore velocity and frame of reference. All students are introduced to the performance task on physics principles of track and field events.
Note	Science project requirement should be introduced in 6-8 Advanced and 9-12 Honors courses .

Mathematics

Grade	Student focus:
K	Explore aspects of number, data, and geometry. Explore pattern blocks, color tiles, interlocking cubes, and Geoblocks for use in counting, sorting, and pattern-making activities.
1	Introduction to mathematical materials and processes. Emphasis placed on sharing and explaining student strategies using pictures, numbers, and words to show work.
2	Develop an understanding of numbers and number composition. Create basic strategies for addition and subtraction.
3	Develop experience with some uses of multiplication and division. Work with patterns in the multiplication tables using 100 charts and rectangular arrays. Become familiar with the multiplication tables to 12 with emphasis on multiples with totals under 50.
4	Process and application of multiplication and division through skip counting, building arrays, dividing quantities into equal parts, and solving word problems
5	Explore a wide range of strategies for computation and estimation, especially with multiplication and division.
6	1 st Quarter Pre-test (MyTest). Inventory skills in Prime Time. Review factors, multiples, greatest common factors, least common multiples and divisibility rules. Review prime factors and prime factorization.
7	1 st Quarter Pre-test (MyTest). Identify quantitative variables in situations Recognize situations where changes in variables are related in useful patterns. Use algebraic symbols to write rules and equations relating variables. Use tables, graphs, and equations to solve problems.
8	1 st Quarter Pre-test (MyTest). Develop an understanding of the CPM text, study teams, organization and student responsibilities in addition demonstrating use of basic integer operations and graph interpretations.
9-12	Algebra I: Number Sense with Writing and Solving Equations Algebra II: Exploring functions Geometry: Pre-test; Study team and coordinate grids; Distance/ Pythagorean Theorem/ Measurement Pre-Calculus: Pre-test; Review functions; Polynomial and Rational Functions



Social Studies

Grade	Student focus:
K My World	Families and Friends: Families are made of adults and children.
1 School & Family	People Everywhere: Families are made of adults and children who cooperate.
2 Neighborhoods	People and Places: Neighborhoods are made of many different families.
3 Community	Places We Live: The places we live are known as communities. Land and Resources: The land and resources in the United States are diverse and plentiful.
4 Florida History	The Geography of Florida: The geography of a place helps to shape the lives of the people who live there.
5 US History	America's Land: The land and climate of America are very diverse and provide many benefits and challenges.
6 World History	Introduction to Social Studies/ Map Skills: The five themes of geography affect the way people live.
7 Geography	Basic Geography Skills: Geography, access and use of natural resources influence the development of economies and where people live.
8 US History	Native Americans: Humans have used various survival strategies and methods to adapt to different environments.
10 World History	Prehistory Review: Humans could only create settled societies once they discovered agriculture and domestication of animals.
11 US History	Colonial America Review: Nations may have several reasons for colonization - religious, financial and social.
12 Economics & Government	Introduction to Economics: In the economy, all individuals make choices in their own self-interest that involve costs and benefits. Foundations of Government: The principle of democracy is the basis for American Government.



Keystone (Career Research and Decision Making)

	Student focus:
Weeks 1 & 2	Topics <ul style="list-style-type: none"> • High School Orientation • Developing Success Skills • Tool Kit CollegeEd Workbook <ul style="list-style-type: none"> • College Post Card Possibilities <ul style="list-style-type: none"> • "I Have a Dream" by Dr. Martin Luther King Student Activity <ul style="list-style-type: none"> • Pre-Survey • Problem/Solution Chart • Speech Presentation • Note taking and reading strategies
	Topics <ul style="list-style-type: none"> • Getting to Know Your School • Creating/Updating the ePEP • Career Choices Workbook • How to use this workbook • Student Activity • School Tour & Information • Create/update the ePEP file • A poem about you

Advanced Placement (AP)

Learning schedules for other DCPS offered AP courses will be listed as they become available.

	Student focus:
English Language & Composition	The Writing Process: Topic Sentence & Unity in the Paragraph; Thesis & Unity in the Essay
AP English Literature	Analyze a short story for plot and character and their impact on author's purpose; Develop documents for college entrance submissions
Statistics	Exploring Data
US History	Pre-Columbian Societies; Transatlantic Encounters and Colonial Beginnings
Human Geography	Introduction and fundamental terms of Human Geography; Discussion of map projections and thematic maps

*Advanced Placement (AP) courses must have syllabi that have been approved and authorized by the College Board AP Course Audit. By using authorized syllabi, DCPS ensures that our students receive a college-level instructional experience.

Advancement Via Individual Determination (AVID)

The AVID academic program is in 11 Duval County high schools this year with Ed White implementing AVID this fall. This year AVID students will focus on becoming motivated learners through instructional strategies known as WICR – Writing, Inquiry, Collaboration, and Reading. They will also develop better organizational skills and enhanced note taking strategies known as Cornell or two-column notes. The AVID classroom is structured to encourage peer collaboration and promote cooperation and acceptance of different strategies and viewpoints.

The AVID Student Profile Includes Students:

Students participating in the AVID program include those:

With Academic Potential

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

That Meet One or More of the Following Criteria

- 👉 First in their family to attend college
- 👉 Historically underserved in four-year colleges
- 👉 Low income or Special circumstances

The AVID Site Teams attended the Summer Institute for a week of training and collaboration. The energy created was incredible and this energy will be replicated in the AVID students as the year progresses.



Special Services (Exceptional Education and Student Services)

FLORIDA DEPARTMENT OF EDUCATION (FDOE) SELF-MONITORING AUDIT

As the new school year begins, the Exceptional Education and Student Services Department has several new challenges and opportunities. One is the continuation of the *Florida Department of Education (FDOE) Self-Monitoring Audit*. In the fall of 2007 and spring of 2008, select secondary schools were identified for a comprehensive review of all ESE IEP's and related documents. With the support of district EE/SS staff, teachers and other school staff spent a great deal of time conducting a thorough review of all student records to determine the district's current level of compliance. The outcome of this process is a mandatory systemic corrective action plan that will be implemented the first day of school and that must result in 100% compliance of all records by December 2008. This is a monumental task that will require on-going collaborative efforts on the part of administrators, teachers, and district staff. Extensive training and support is a critical element of the systemic corrective action plan. What an exciting way to begin a new school year!

ACCESS POINTS AND FLORIDA ALTERNATE ASSESSMENT

During the 2007-2008 school year, the FDOE incorporated new 'access points' for exceptional education students who were previously instructed via an 'alternate curriculum'. The access points are designed to give students with disabilities true opportunities to address the skills and strategies that are presented via the Florida Sunshine Standards. In support of these access points, FDOE has created the Florida Alternate Assessment. This comprehensive assessment tool has **replaced** PASS-D as the method of assessing students with disabilities who are NOT being assessed via FCAT. The 2007-2008 school year was the first administration of the Florida Alternate Assessment and DCPS will continue to work with the FLDOE to refine and improve this assessment tool.

