FRIDAY FOCUS
October 10th

SHOUT OUT

Thank you very much... **Ms. Tyson** for planning a great Sophomore Night. Special thanks to **Coach Lanter, Mr. Darius Jones, Mrs. Oliveri, Ms. Shultz and Ms. Blair** for being on hand to help out and to speak.

Ms. Johnston for working so hard to edit the School Improvement Plan and to **Mrs. Oliveri, Mr. Scott, and Mr. Cunningham** for working to develop, edit and revise the SIP.

Ms. Maxwell for organizing the Pep Club and for initiating the painting of parking spaces. What a great way to show some school spirit!

Mrs. Cabrero for giving her time and her Spanish speaking skills to assist with translating for parents in conferences.

Godby IT has partnered with the Florida IT Career Alliance and Florida State University to help our IT students with some of their projects. Also, Coach Kilbourn is glad to have Godby Alumn Jigar Patel (pictured with Coach Kilbourn) back on campus helping our IT students.

We love featuring our students working with business and community members!

THOUGHTS FOR THE WEEK:

It is never too late to be what you might have been. – George Eliot

You become what you believe. –Oprah Winfrey

Godby Cougars...Can't Hide That Cougar Pride!

Curriculum Matters
Five Strategies that Optimize Understanding of Complex Text

Teaching from a range of complex text is **optimized** when teachers implement the following strategies on a routine basis:

1. **Rather than emphasizing more general strategies and questions, text-specific questions, and tasks, reinforce focus on the text and cultivate independence.**
   Recommended reading strategies as well as broader questions and themes should be embedded in the actual reading of the text rather than being taught as a separate body of material.

2. **A significant percentage of questions/tasks are text-dependent.**
   Text-dependent questions can only be answered by careful scrutiny of the text, and, specifically, by referring to evidence from the text itself to support the response. They do not require information or evidence from outside the text or texts; they establish what follows and what does not follow from the text itself.
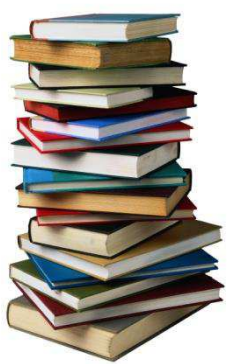   Between 80-90% of the questions should be text-dependent and require text-dependent analysis.

3. **High quality sequences of text-dependent questions elicit a sustained attention to the specifics of the text and their impact.**
   Questions aligned with complexity of those sampled in the FCAT Item Specifications should be focused on the unique qualities of the text and demand close attention to the text to answer fully. An effective set of questions might begin with relatively simple questions requiring attention to specific words, details, and arguments and then move on to explore the impact of those specifics on the text as a whole. Effective question sequences will ensure that students learn to stay focused on the text so they can learn fully from it.

4. **Questions and tasks require the use of textual evidence, including supporting logical inferences from the text**.
   Questions should require students to demonstrate that they follow the details of what is stated in the text and are able to make inferences beyond what is explicitly stated in the text to what logically follows from the evidence in the text. Providing text evidence plays a crucial role in having students understand complex text.

5. **Questions and tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation.**
   Instruction should call for students to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned instruction should, therefore, require students to demonstrate that they have followed the details and logic of an author's argument before they are asked to evaluate the thesis or compare the thesis to others. When engaging in critique, instruction should require students to return to the text to check the quality and accuracy of their evaluations and interpretations.   Students can and should make connections between texts, but this activity must not supersede the close examination of each specific text.

_____

Stuart Greenberg
Leon County Schools

GODBY WELLNESS
UNDERSTANDING NUTRITION LABELS

The Percent Daily Value (%DV):

The % Daily Values (%DVs) are based on the Daily Value recommendations for key nutrients but only for a 2,000 calorie daily diet--not 2,500 calories. You, like most people, may not know how many calories you consume in a day. But you can still use the %DV as a frame of reference whether or not you consume more or less than 2,000 calories.
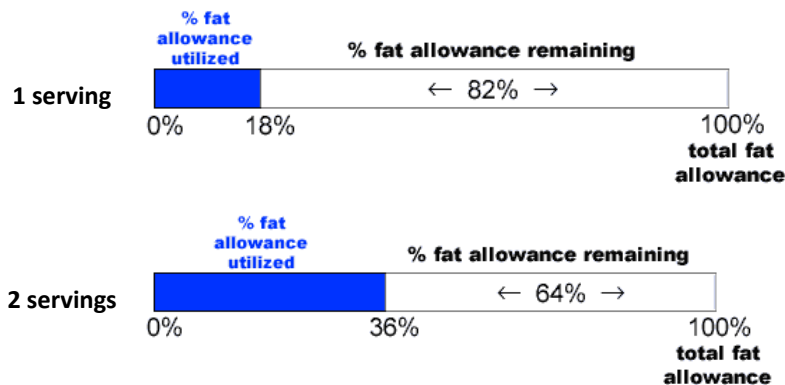
The %DV helps you determine if a serving of food is high or low in a nutrient. Note: a few nutrients, like *trans* fat, do not have a %DV--they will be discussed later.Do you need to know how to calculate percentages to use the %DV? No, the label (the %DV) does the math for you. It helps you interpret the numbers (grams and milligrams) by putting them all on the same scale for the day (0-100%DV). The %DV column doesn't add up vertically to 100%. Instead each nutrient is based on 100% of the daily requirements for that nutrient (for a 2,000 calorie diet). This way you can tell high from low and know which nutrients contribute a lot, or a little, to your **daily** recommended allowance (upper or lower).

Quick Guide to %DV:

5%DV or less is low and 20%DV or more is high

This guide tells you that **5%DV or less is low** for all nutrients, those you want to limit (e.g., fat, saturated fat, cholesterol, and sodium), or for those that you want to consume in greater amounts (fiber, calcium, etc). As the **Quick Guide** shows, **20%DV or more is high** for all nutrients.

Example: Look at the amount of Total Fat in one serving listed on the sample nutrition label. Is 18%DV contributing a lot or a little to your fat limit of 100% DV? Check the **Quick Guide to %DV**. 18%DV, which is below 20%DV, is not yet high, but what if you ate the whole package (two servings)? You would double that amount, eating 36% of your daily allowance for Total Fat. Coming from just one food, that amount leaves you with 64% of your fat allowance (100%-36%=64%) for *all* of the other foods you eat that day, snacks and drinks included.

% Daily Value*	
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

Using the %DV for:

Comparisons: The %DV also makes it easy for you to make comparisons. You can compare one product or brand to a similar product. Just make sure the serving sizes are similar, especially the weight (e.g. gram, milligram, ounces) of each product. It's easy to see which foods are higher or lower in nutrients because the serving sizes are generally consistent for similar types of foods, (see the comparison example at the end) except in a few cases like cereals.

Nutrient Content Claims: Use the %DV to help you quickly distinguish one claim from another, such as "reduced fat" vs. "light" or "nonfat." Just compare the %DVs for Total Fat in each food product to see which one is higher or lower in that nutrient--**there is no need to memorize definitions.** This works when comparing all nutrient content claims, e.g., less, light, low, free, more, high, etc.

Dietary Trade-Offs: You can **use the %DV to help you make dietary trade-offs** with other foods throughout the day. You don't have to give up a favorite food to eat a healthy diet. When a food you like is high in fat, balance it with foods that are low in fat at other times of the day. Also, pay attention to how much you eat so that the **total** amount of fat for the day stays below 100%DV.