



# 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 selecting "Know what's being taught?" link under the "How Do I..." section.

## Elementary Reading & Writing (Grades K-5)

Grade	Student focus:
<b>K</b>	<b>Targeted Comprehension Strategies and Skills in Theme 3:</b> Evaluate, Story Structure, Predict/Infer, Drawing Conclusions, Summarize, Inferences. <b>Targeted Comprehension Strategies and Skills in Theme 4:</b> Questioning, Text Organization, Predict/Infer, Cause and Effect, Evaluate.
<b>1</b>	<b>Targeted Comprehension Strategies and Skills in Theme 3:</b> Topic/Main Idea/Details, Summarizing, Predict/Infer, Making Predictions, Questioning, Categorize and Classify. <b>Targeted Comprehension Strategies and Skills in Theme 4:</b> Summarize, Drawing Conclusions, Evaluate, Compare/Contrast, Sequence of Events.
<b>2</b>	<b>Targeted Comprehension Strategies and Skills in Theme 2:</b> Compare and Contrast, Questioning, Fact and Opinion, Evaluate, Monitor/Clarify.
<b>3</b>	<b>Targeted Comprehension Strategies and Skills in Theme 2:</b> Author's Viewpoint, Evaluate, Categorize and Classify, Question, Noting Details, Summarize, Topic/Main Idea/Supporting Details, Monitor/Clarify, Focus on Genre: Trickster Tales.
<b>4</b>	<b>Targeted Comprehension Strategies and Skills in Theme 2:</b> Sequence of Events, Predict/Infer, Making Inferences, Evaluate, Making Generalizations, Summarizing, Categorize and Classify, Questioning.
<b>5</b>	<b>Targeted Comprehension Strategies and Skills in Theme 2:</b> Fact and Opinion, Evaluate, Story Structure, Summarize, , Predict/Infer, Topic/Main Idea/Supporting Details, Monitor/Clarify.

## Elementary Writing (Grades K-5)

	Student focus:
<b>K-5</b>	Continue teaching the narrative writing genre. Begin teaching the persuasive writing genre.
<b>Notes</b>	The district anchor lessons may be referred to throughout the year as needed to reinforce rituals and routines. Throughout the year, students should be immersed in a variety of texts.

## Secondary Intensive Reading

Subject	Student focus:
<b>MS</b>	<b>6:</b> Unit 2: <i>When Disaster Strikes</i> - Organizational Patterns. Prefixes and Suffixes. Identifying the Organizational Pattern.
<b>READ 180 HS</b>	<b>7-8:</b> Unit 2: <i>Going Global</i> - Compare and Contrast. Prefix. <b>9:</b> Unit 3: <i>Los Americanos</i> - Author's Purpose Words and Phrases. Discovering the author's purpose and/or perspective in text enables readers to understand new perspectives and aid in comprehension of text.
<b>Plugged-in to Reading (PITR)</b>	<b>9:</b> Unit 2: <i>Getting Away with Murder</i> <b>10:</b> Unit 2: <i>Deadly Invaders</i> - Use a variety of strategies and skills in order to understand nonfiction texts. Apply 'fix-up' strategies and self-monitoring when confusion arises.
<b>Academic Literacy</b>	<b>11 - 12:</b> Unit 3: <i>Beating the Odds</i> - Cause and Effect. Context Clues. Identifying cause and effect relationships can assist students with gaining a clearer understanding of the text. Good readers use context clues to aid in understanding unfamiliar words.

## Fast Facts about...

### Read it Forward JAX

"Read It Forward JAX" focuses on improving reading performance for students in grades K-12. The "Read It Forward JAX" campaign partners city, business, faith-based, and non-profit leaders throughout the community to share in helping teach Jacksonville's children about the importance of reading.

Mentoring agencies, non-profits and the business community provide human and material resources to enhance the literacy skills of our students. DCPS business partners have already begun purchasing new classroom libraries and the latest technology to increase both students' love of reading and comprehension.

The DCPS academic team has developed and plans to teach instructors the latest literacy techniques to provide students the tools they need to succeed. This professional development will be taken a step further as mentors and reading volunteers throughout the city mirror this academic plan.




## English Language Arts

Grade	Student focus:
6	Identify cause-and-effect relationships in text and complete literature performance task from Unit 3. Demonstrate an understanding of recognizing and identifying elements of plot within a story. Determine a theme and demonstrate an understanding of plot with an emphasis on how a character’s attitude changes throughout the story. Recognize the development of conflict in a story or play. Vocabulary instruction will focus on the meaning of prefixes, suffixes, and roots and using context clues.
7	Analyze the author’s purpose and perspective in a variety of texts and demonstrate an understanding of how they affect meaning in literature performance task from Unit 3. Explore the various types of conflict in fiction and resolution. Demonstrate an effective use of word choice, sentence structure, and creative language. Understand the components of the rubric and understand how to elaborate and engage the reader in essays. Explore the use of inferring to determine the main idea or essential message.
8	Complete performance task of Unit 3, Compare and Contrast elements in multiple texts. Demonstrate an understanding of text features. Explore the variety text structures/features and explain their impact on meaning in text. Compare and contrast the elements within text and analyze their overall impact on the selection. Understand the meaning of conceptually advanced prefixes, suffixes, and root words.
9	Unit 3, <i>Hunter or Hunted?</i> : Read literature that emphasizes the interconnectedness of conflict and character as well as make thoughtful reading connections to their own lives. A solid of understanding of literary elements, simple and complex characters, text structures, and analysis are critical in this unit.
10	Unit 3, <i>Decisions, Actions, and Consequences</i> : Learn to evaluate authors’ reasoning and choices as well as apply their understanding through writing in order to improve the quality of their own works. A solid understanding of the cumulative impact of word choice, text features and structures, fallacious reasoning, and expository writing structures are important in this unit.
11	Unit 3, <i>The Inner Soul</i> : Learn how writers often use imagery, tone, irony, and mood in order to explore and express the inner workings of the “self”. A solid understanding of advanced-level words and phrases as well as the language techniques of professional authors are critical in this unit.
12	Unit 3, <i>Life-Changing Experiences</i> : Read iconic works of literature and study how an author’s work often reflects changes within his/her life. A solid understanding of the connotative meaning of words/phrases, figurative language, and implicit as well as explicit meaning are all important in this unit.

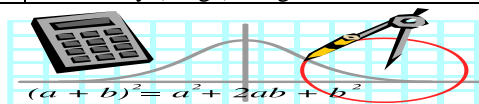


## Social Studies

Grade	Student focus:
<b>K</b> <b>My World</b>	A Big Wide World: The four seasons affect people, animals, and plants.
<b>1</b> <b>School &amp; Family</b>	Where We Live: Natural resources come from many different places and have many uses.
<b>2</b> <b>Neighbors</b>	Ways of Living: Families have different customs and traditions.
<b>3</b> <b>Community</b>	Our Government: Our government includes local, state, and national government.
<b>4</b> <b>Florida History</b>	Europeans Come To Florida: Explorers sought riches and freedoms but encountered many obstacles.
<b>5</b> <b>US History</b>	New England Colonies: The thirteen original colonies were established through events and experiences of everyday life.
<b>6</b> <b>World History</b>	Egypt and the African Kingdoms: Technology advancements allow civilizations to flourish. Leaders impact civilization.
<b>7</b> <b>Geography</b>	Middle East: The Middle East lands remain sacred to several different cultures.
<b>8</b> <b>US History</b>	Revolutionary Era: The importance of protest and its impact on economic and political situations. Groups and individuals contributed to colonial independence.
<b>10</b> <b>World History</b>	Age of Discovery: The changing ideas and expanded trade of the Renaissance led to the emergence of strong monarchs and European exploration, which then led to cultural clashes and exchanges with native peoples. Trade is the vehicle for cultural exchange. Asian political systems were based on patriarchal relationships with the emperor as the “father” of the country.
<b>11</b> <b>US History</b>	Progressivism: Imperialism changed the general tone of American relations with the rest of the world and laid the groundwork for America’s rise as a world power. World War I: War does not always solve conflicts between nations, and sometimes, it can create new, unintended consequences.
<b>12</b> <b>US Gov</b> <b>Economics</b> 	The Judicial Branch: The Judicial Branch serves as the watchdog of government and the protector of Constitutional rights. Macroeconomics: The business cycle indicates the economic phase of a nation. The spending and taxing policies of a nation can promote or hinder economic growth.

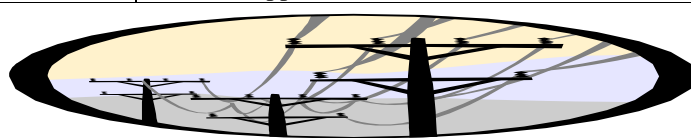
## Mathematics

Grade	Student focus:
<b>K</b>	Count to 100 by ones and by tens. Count forward beginning from a given number within the known sequence. Write numbers from 0-20. Understand the relationship between numbers and quantities. Count to answer: "How many?" Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Compare two numbers between 1 and 10 presented as written numerals. Compose and decompose numbers from 11 to 19.
<b>1</b>	Understand that the number 10 can be broken into parts of the whole in different ways. Solve addition and subtraction problems with combinations to 20 using multiple strategies. Model addition/subtraction problems using concepts of "part-whole", "adding to", "taking away from", "comparing" and "missing addend".
<b>2</b>	Demonstrate the student understanding of extending patterns; classification and explanation of even and odd numbers; generalization of numeric and non-numeric patterns; using tables to extend patterns and to generate and explain the rule or pattern, including repeated addition.
<b>3</b>	Understanding of multiplication and division and strategies for basic multiplication facts and related division facts. Model multiplication and division problems using repeated addition, multiplicative comparison, arrays, combinations, measurement, and partitioning. Solve problems by using strategies that result from applying number properties identify, describe, and apply division and multiplication as inverse operations.
<b>4</b>	Use decimals through the thousandths place to name numbers between whole numbers. Describe decimals as an extension of the base-ten number system. Compare and order decimals, and estimate fraction and decimal amounts.
<b>5</b>	Represent addition and subtraction of decimals and fractions with like and unlike denominators using models, place value, or properties. Add and subtract fractions and decimals fluently. Identify and relate prime and composite numbers, factors, and multiples within the context of fractions. Determine the prime factorization of numbers.
<b>6</b> <b>M/J</b> <b>Math I</b>	<b>Standard:</b> Understanding, representing and using ratios; Use reasoning about multiplication and division to solve real-world problems involving ratio and rate problems. Introduce data analysis using graphical representation of data.  <b>Advanced:</b> Data Analysis. Determine the measures of central tendency (mean, median, and mode) and variability (range) for given sets of data.



## Mathematics (cont'd)

Grade	Student focus:
<b>7</b> <b>M/J</b> <b>Math II</b>	Distinguish between situations that are proportional or not and use proportions to solve problems. Solve problems involving similar figures. Apply proportionality to scale drawings and constant speed. Determine how changes in dimensions affect the perimeter, area of common geometric figures, and apply these relationships to solve problems. Convert units of measure between different measurement systems.
<b>6-7</b> <b>M/J</b> <b>Math II</b> <b>Advanced</b>	Convert units of measure between different measurement systems. Solve percent problems, including problem involving discounts, simple interest, taxes, tips, and percents of increase or decrease.
<b>8</b> <b>M/J</b> <b>Math III</b>	Solve and graph one- and two step inequalities in one variable.
<b>9-12</b>	<b>Algebra I:</b> Use coordinates geometry to find slopes, parallel lines, perpendicular lines, and equations of lines. <b>Geometry:</b> Identify and use the relationships between special pairs of angles formed by parallel lines and transversals. <b>Algebra II:</b> Solve real-world problems involving systems of linear equations and inequalities in two and three variables. <b>Pre-Calculus:</b> Define and use the properties of logarithms to simplify logarithmic expressions and to find their approximate values.



## Science

Grade	Student focus:
<b>K</b>	Explorations of pushes, pulls, and the motion of objects.
<b>1</b>	Explorations and observations of fast and slow changes to Earth's surface.
<b>2</b>	Explorations of patterns and weather data in a season.
<b>3</b>	Explorations of properties of solids.
<b>4</b>	Explorations of the properties of water, changes in matter and a performance task about the properties of matter.
<b>5</b>	Explorations of flow of electricity in circuits and an energy performance task. Begin force and motion unit.
<b>6</b>	Continue lesson 7 Lab activities exploring erosion, deposition and landforms. Advanced students continue to work on science projects.
<b>7</b>	Continue Lesson 5 Electromagnetic Spectrum. Lesson 6 Lab activities exploring light and sound waves. Advanced students finishing science projects.
<b>8</b>	Lesson 10 Lab activities exploring images from space. Lesson 11 Lab activities exploring stars. Advanced students continue to work on science projects.

## Science (cont'd)

<b>9-12</b>	<p><b>Earth Science:</b> Complete Ocean unit, take PMA and begin Climate change unit by discussing weather and climate, introduce Chapter Challenge.</p> <p><b>Biology:</b> Continue photosynthesis and cellular respiration. Explore mitosis. Continue working on performance task.</p> <p><b>Chemistry:</b> Explore periodic table properties and trends.</p> <p><b>Physics:</b> Investigate the relationship between velocity and acceleration.</p>
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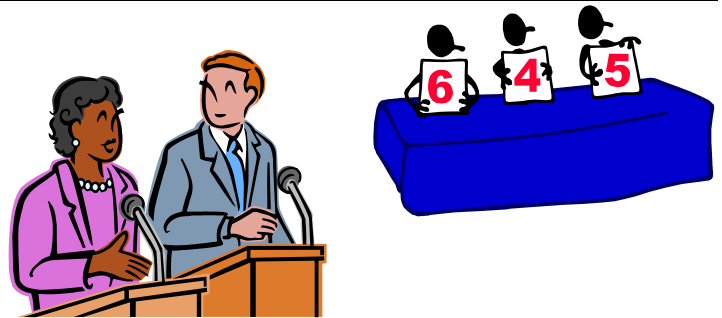
## World Languages

<b>Subject</b>	<b>Student focus:</b>
<b>Chinese</b> 中文	<p><b>Level I:</b> Lesson 2-3 Measure word 个/张; Adverb 都; Prefix 小/老; 我有; Meals The prefix shows the relationship: 小高, 老陈, 老二</p> <p><b>Level II:</b> Lesson 8 (1) Serial Verbs/Verb Phrases; (2) Double Objects; (3) Particle 了; Talking about Studying Chinese; The Chinese Educational System; 九年义务教育</p>
<b>Latin</b>	<p><b>Level I:</b> 12-13-14 Verbs-perf. tense 1st and 2<sup>nd</sup> conj.; Case Usage: Vocative- d. address; Abl. Place from which; 2nd Decl -er nouns and adjs.; Lists 12-13-14; Word Study; Word Formation Suffixes and Prefixes; Derivatives; Familia; Greek Influence.</p> <p><b>Level II:</b> 9-10 Comparison of irreg. adjs./adverbs; 4th decl.; all Subjunctive forms Volitive Subjunctive; Lists 9-10 Prefixes and suffixes; Vowel changes; Gladiators; Roman Landmarks; English spelling; Landmarks of the classical world.</p>
<b>Spanish</b>	<p><b>Level I:</b> Continue Capitulo 1B. Begin Capitulo 2A. Subject pronouns. Present tense of -ar verbs. Schedule/classes. Adjectives to describe classes. Classroom items. Ordinal numbers. Costa Rican school schedules. Soccer in Mexico.</p> <p><b>Level II:</b> Continue Capitulo 1B. Verbs: <b>saber</b> vs. <b>conocer</b>. Personal <b>a</b>. Making comparisons. <b>Hace</b> + time expressions. Extracurricular activities. Soccer, Fernando Botro, Celia Cruz. El ballet.</p>
<b>German</b>	<p><b>Level I:</b> 3-B zu Hause/nach. Hause. Time. Television.</p> <p><b>Level II:</b> 3-B Narrative past-irregular verbs. Weather. Bodensee.</p>
<b>American Sign Language</b>	<p><b>Level I: Pledge of Allegiance.</b> Conceptual accuracy; <b>BRAVO 4</b> Time/topic/comment. Food. Handshape / number stories.</p> <p><b>Level II: PERFORMANCE</b> Conceptual accuracy; Spatialization; Eye gaze; <b>Star Spangled Banner.</b></p>



## World Languages (cont'd)

<b>Subject</b>	<b>Student focus:</b>
<b>French</b>	<p><b>Level I:</b> Continue Unit 3, Lesson 5 as outlined for last two weeks. Begin Unit 3, Lesson 6. Invitations. Asking where people are. Extending an invitation. Responding affirmatively or negatively. Ici, là, à + city, en, au, à la; à, de, et, ou, avec, pour, mais. French cities. In the city, restaurant, cinema, café, class, France. ÊTRE. Asking questions with Est-ce que? Negations.</p> <p><b>Level II:</b> Continue Unit 1, Lesson 4. Teen activities. Talking about what you have just done, are doing, are going to do. ALLER + infinitive, VENIR de + finitive. TRAVERSER, INVITER, VOIR, circulation. depuis + present tense. Plus de, moins de.</p>
<b>Arabic</b> العربية	<p>Shadda: َ. The letters ش, ص, ض : Pronunciation and Writing. Watch/Clock, Street, Teacher/Professor, Mr. and Mrs., Friend(s), Arab, Happy, Wide/Spacious. The Letters ط, ظ, ع. Pronunciation and Writing. Terms of Address. Calling upon someone.</p>



## Advanced Placement (AP)

<b>Subject</b>	<b>Student focus:</b>
<b>English Language &amp; Composition</b>	Begin work on skills development through analysis on content; learning activities begin to be centered on debate, seminar, panel discussions, and collaborative learning.
<b>English Literature</b>	Refer to English Language & Composition listed above.
<b>Statistics</b>	Producing Data; Barron's AP Review
<b>US History</b>	Antebellum America; Territorial Expansion and Manifest Destiny
<b>Human Geography</b>	World Religions; Religious Architecture