



The DCPS Academic Looking Glass

Volume 5, Issue 8

HAPPY HOLIDAYS!!!

Dec. 7, 2011 – Jan. 4, 2012

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.

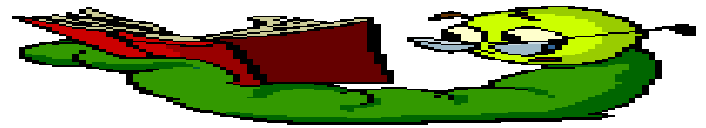
Teachers are given flexibility in the speed of covering the listed learning schedules according to the individual needs of students. More information on the district's curriculum and past issues of **The Looking Glass** can be accessed on the DCPS website at www.duvalschools.org by selecting "Know what's being taught?" link under the "How Do I..." section.

Elementary Reading (Grades K-5)

Grade	Student focus:
K	Continue instruction of Theme 4 and 5 in the Comprehensive Core Reading Program. Targeted Strategies and Skills in Theme 4: Questioning, Text Organization and Summarizing, Predict/Infer, Cause and Effect, Evaluate. Targeted Strategies and Skills in Theme 5: Monitor/Clarify, Categorize and Classify, Summarize, Story Structure, Questioning.
1	Continue instruction of Theme 4 and 5 in the Comprehensive Core Reading Program. Targeted Strategies and Skills in Theme 4: Summarize, Drawing Conclusions, Evaluate, Compare/Contrast, Monitor/Clarify, Sequence of Events. Targeted Strategies and Skills in Theme 5: Compare and Contrast, Question, Making Generalizations, Summarize, Cause and Effect, Monitor/Clarify.
2	Continue instruction of Theme 3 in the Comprehensive Core Reading Program. Targeted Strategies and Skills in Theme 3: Making Judgments Summarize, Main Idea/Details, Question, Problem Solving, Predict/Infer, Making Inferences, Evaluate.
3	Theme 3 in the Comprehensive Core Reading Program. Targeted Strategies and Skills in Theme 3: Fantasy and Realism, Evaluate, Following Directions, Question, Drawing Conclusions, Predict/Infer, Story Structure, Monitor/Clarify.
4	Continue instruction of Theme 3. Targeted Strategies and Skills in Theme 3: Noting Details, Monitor/Clarify, Compare and Contrast, Questioning, Fantasy and Realism, Evaluate.
5	Continue instruction of Theme 3 and 4 in the Comprehensive Core Reading Program. Targeted Strategies and Skills in Theme 3: Author's Viewpoint, Evaluate, Cause and Effect, Summarize, Topic/Main Idea/Details, Question. Targeted Strategies and Skills in Theme 4: Problem Solving and Decision Making, Predict/Infer, Noting Details, Monitor/Clarify, Compare and Contrast, Making Inferences, Evaluate, Understanding Plays.

Elementary Reading (cont'd) (Grades K-5)

	Student focus:
Notes	Instruction in the Comprehensive Core Reading Program is implemented by Themes. The targeted comprehension strategies and skills listed are introduced and taught through main selections of literature. The length of each theme varies by grade level.



Elementary Writing (Grades K-5)

	Student focus:
K-2	Continue teaching the persuasive writing genre. Begin teaching the functional writing genre.
3-5	Continue teaching the persuasive writing genre. Begin teaching the informational/expository genre.
Notes	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 aligned with the genre in which they are writing.

Secondary Intensive Reading

Subject	Student focus:
MS	6 th - Unit 3 (Workshop 9): <i>The Streets of Harlem</i> Inferencing, Multiple Meaning Words.
READ 180	7 th /8 th - Unit 3 (Workshop 9): <i>The Art of the Memoir</i> Inferencing, Multiple Meaning Words.
HS	9 th -Unit 4: <i>The Secret of Happiness</i> Cause and Effect, Multiple Meanings. Recognizing cause and effect relationships in a text can lead to greater comprehension of the selection.
Plugged-in to Reading (PITR)	9 th -Unit 2: <i>Getting Away with Murder</i> 10 th -Unit 2: <i>Deadly Invaders</i> Use a variety of strategies and skills to understand nonfiction texts. Apply 'fix-up' strategies and self-monitoring when confusion arises.
Academic Literacy	11 th -12 th -Unit 4: <i>Second Chances</i> Validity and Reliability. Analyzing the validity of information to gain a clearer understanding of the text and evaluating the reliability of the source will enable the reader to better understand the text.

Advanced Placement (AP)

Subject	Student focus:
English Language & Composition	Receive explicit instruction in various rhetorical strategies.
English Literature	Focus on in-depth literary analysis of carefully selected readings with emphasis on quality over quantity.
Statistics	Probability: Foundations for Inference; Random Variables.
US History	Civil War; Reconstruction; Origins of the New South.
Human Geography	Political Organization and Territorial; Dimensions; Colonialism; Devolution.



English Language Arts



Grade	Student focus:
6	Recognizing and identifying elements of plot within a story and determine theme. Use and analyze text features to locate information. Elaborate, use transitions, engage the reader, and organize essays. Components of the rubric: support, organization, focus, and conventions. Gather relevant information from multiple sources to create an original product.
7	Understand causes and effects; analyze a variety of text features to construct meaning. Produce coherent writing that includes accurate details, textual evidence, and credible sources. Components of the rubric and how to elaborate, use transitions, engage the reader and organize their essays.
8	Locate and use text features and information in a selection. Apply a variety of strategies to comprehend, interpret, and evaluate texts; showing evidence of responsible interpretations of texts and examining texts critically. Effective use of word choice, sentence structure, and creative language devices. Demonstrate the components of the FCAT Writing Rubric.
9	Unit 4, <i>Revenge and Redemption</i> : Understanding of literary devices, primary and secondary sources and the ability to analyze cause-and-effect relationships in texts.
10	Unit 4, <i>Look, Listen, and Learn</i> : Examine the relationship between text features, text structures, and writers' intended aims in an effort to communicate ideas. Advanced text features, methods of development, authors' purposes for writing and theme.
11	Unit 4, <i>The Creative Spirit</i> : Study how a writer's work often reflects the values of a given culture or time period and his or her ability to 'create' requires a great deal of thought/reflection, evaluation and synthesis of ideas. Descriptive/figurative language, text structure, writing, and the ability to discern and interpret information are the foundations of this unit.

English Language Arts (cont'd)

Grade	Student focus:
12	Unit 4, <i>The Search for Wisdom</i> : Learn how our value and belief systems shape who we are and literature often reveals insights into a character, the writer, or a group of people. An understanding of imagery, mood, theme, and strategies for writing across-the-curriculum are important in this unit.
Notes	6-8: Complete District Timed Writing #3.

Social Studies

Grade	Student focus:
K My World	A Big Wide World: People have many different needs and wants.
1 School & Family	World of Work: People buy many goods and services.
2 Neighbors	Ways of Living: Our country has national, state and religious holidays.
3 Community	Communities and Trade: Many communities trade with each other.
4 Florida History	Florida From Territory to State: Joining forces with the United States afforded Florida securities it did not have on its own as a territory.
5 US History	Causes of the Revolution: Significant events affected the colonies securing independence from Britain.
6 World History	Ancient India: Religion affects society's social structure and development. Leaders affect the growth and development of civilizations.
7 Geography	Europe and Russia: The fall of the Soviet Union was a major turning point in history.
8 US History	U.S. Constitution: Compromise was required in the creation of the Constitution. The Constitution is a changeable document, with clearly defined goals and a system of checks and balances.
10 World History	Age of Absolution and Enlightenment: Some cultures believe that their rulers have divine authority. Enlightened rulers gain power from their usefulness to society.
11 US History	The Roaring Twenties: War impacts a nation economically, socially, and politically. The 1920s were times of great social change in the US.
12 US Gov	Civic Participation: Citizens must be active participants in government for a democracy to function as it was designed.
Economics	Macroeconomics: The business cycle indicates the current economic phase of a nation. The spending and taxing policies of a nation can promote or hinder economic growth.

Mathematics

Grade	Student focus:
K	Describe and compare measurable attributes of objects such as weight and height. Compose and decompose numbers from 11 to 19.
1	Solve 2 or more quantities adding up to 20 by counting all, counting on or using number combinations. Represent adding and subtracting numbers by using manipulatives, drawing pictures, or words. Solve addition and subtraction stories.
2	Demonstrate an 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.
3	Describe, analyze, compare, classify, compose, and decompose polygons. Examine congruency and symmetry.
4	Generate equivalent fractions and simplify fractions. Relate equivalent fractions and decimals, and halves, fourths, tenths, and hundredths to decimals and percents.
5	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.
6 M/J Math I	Complete standards on data analysis. Write and evaluate mathematical expressions that correspond to given situations. Apply the commutative, associative, and distributive properties to show expressions are equivalent. Write, solve, and graph one- and two step linear equations and inequalities.
6 M/J Math I Advanced	Work backward with two-step functions rules to undo expressions. Construct and analyze tables, graphs and equations to describe linear functions and other simple relations using both common language and algebraic notation.
7 M/J Math II	Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.
6-7 M/J Math II Advanced	Introduce surface area and volume. Justify and apply formulas for surface area and volume of pyramids, prisms, cylinders, and cones. Use formulas to find surface areas and volume of three-dimensional composite shapes.



Mathematics (cont'd)

Grade	Student focus:
8 M/J Math III	Operations on Real Numbers. Use exponents and scientific notation to write large and small numbers and to solve problems. Make reasonable approximations of square roots and mathematical expressions. Simplify real number expressions using the laws of exponents. Perform operations on real numbers (including integer exponents, radical, percents, scientific notation, absolute value, ration numbers, and irrational numbers) using multistep and real world problems.
9-12	Algebra I: Graph linear equations or inequality in two variables with and without graphing technology. Geometry: Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles. Algebra II: Solve quadratic equations over the real numbers by completing the square. Pre-Calculus: Define and use the trigonometric ratios (sine, cosine, tangent, cotangent, secant, and cosecant) in terms of angles of right triangles.

Science

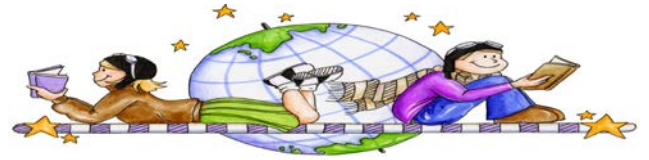
Grade	Student focus:
K	Explorations of the motion of objects.
1	Explorations and a performance task about the differences between living and nonliving things.
2	Explorations of what parts of our bodies do for us (skeleton and muscles, and stomach).
3	Explorations of the properties of water as it changes state.
4	Explorations of sound.
5	Explorations of forces and motion and a force and motion performance task.
6	Lesson 10 Lab activities exploring cell structure and function.
7	Lesson 8 Lab activities exploring heat flow.
8	Lesson 14 Lab activities exploring the Sun. Lesson 15 Lab activities exploring the terrestrial planets.
9-12	Earth Science: Explore how climates are impacted by geology and the trace past climate change. Biology: Explore the basic processes of DNA replication. Continue working on the performance task. Chemistry: Exploring the concept of a mole, balancing equations, molar mass. Physics: Finish 2D Force and motion unit. Students should turn in track and field performance task, unit assessments and district PMA completed. Teacher mid-term final given.
Note	6-8: Advanced students continue to work on science projects.

World Languages

Subject	Student focus:
Chinese	<p>Level I: Lesson 4 Sentences with V+不 + V. • 你喜欢不喜.欢...? 你想不想? Hobbies: Sports, entertainment sports in China, Beijing Olympics. Level II: 能and 会 Compared National College Entrance Exam After- School Learning Centers. 书中自有黄金屋, 书中自有颜如玉.</p>
Latin	<p>Level I: 18-19- Verbs: 3rd conj. pre. imp. fut. ind. pres. imper. Apposition. Question words. Lists 18-19. Word study, root words, Roman house, borrowed phrases. Level II: 13-14-15 Fero; Result clauses; 5th dcl; Ablative of degree of difference. Lists 13-14-15. Derivatives, suffixes and prefixes. Latin in medicine. English spelling. Landmarks of the classical world.</p>
Spanish	<p>Level I: Capítulo 3A. Present tense of -er and -ir verbs. Me gusta(n), me encanta(n). Foods/ beverages. Adverbs of frequency. Expressions to show surprise. Typical Spanish foods. Northern South America. Level II: Capítulo 3B. Direct object pronouns. Irregular affirmative tú commands. Irregular present participle forms. Places in city/town. Driving. Modes of transportation. Asking for/giving directions. Mexico City subway system. Diego Rivera. Frida Kahlo. La plaza. El barrio.</p>
German	<p>Level I: 4-B Question words: Wer? Wen? Was? Present tense of sein, plural. School schedules, report cards. Geography of Germany. Level II: 4-B Infinitives used as nouns. Animals-farm and pets. Houses in Germany, farms. Lichtenstein.</p>
American Sign Language	<p>Level I: Gloss structure English to ASL. Holiday vocabulary. Conceptual accuracy. Holiday performance. Level II: Candy bar. Holiday performance.</p>
French	<p>Level I: Unit 3, Lesson 7 as outlined for the last two weeks. Begin Unit 3, Lesson 8. Getting to know someone, making plans. Asking questions about identity, where someone lives. Asking what someone is doing, wants to do. Où, quand, Qu'est-ce que, A quelle heure. Comment, pourquoi, parce que. Qui. Match, promenade, voyage, attention. Poser une question. FAIRE and its expressions. ETRE d'accord. Asking questions with est-ce que. Review for final exam. Level II: Continue Unit 2, Lesson 5 as outlined for the last two weeks. Begin Unit 2, Lesson 6. Helping out at home. Talking about what you have done/not done. PRENDRE, METTRE. Hier, dernier, avant, après, pendant. D'abord, ensuite, finalement, enfin. Passé composé with AVOIR. Forming regular past participles. Déjà...jamais.</p>

World Languages (cont'd)

Subject	Student focus:
Arabic	<p>The Letters ف,ق. Pronunciation and writing. Chair, table, story, sheet of paper, class, sugar. Getting someone's attention (Excuse me.). The Letters ل,ك. Pronunciation and writing. Notebook, page, room, milk, book, money and window. Saying "Please/ Go ahead/Sit down."</p>



Fast Facts about...Exceptional Education & Student Services (EE/SS)

Project Achieve

In a collaborative partnership between Duval County Public Schools, Nassau County Public Schools and Florida State College at Jacksonville (FSCJ), a pilot post-secondary career/technical preparation program has been initiated for students with significant cognitive abilities. Five students from Duval and five students from Nassau, ages 18 – 22, are participating in a career training program that will prepare them for independent living as well as job placement upon completion of their program of study. Students are participating in programs such as automotive repair, logistics, cosmetology and child care. The goal of this pilot program is to provide post-graduate students with significant cognitive abilities opportunities to experience college campus life as well as to provide them with marketable skills which will lead to gainful employment.

