



# The DCPS Academic Looking Glass

Volume 5, Issue 9

HAPPY NEW YEAR!!!

January 5 – 19, 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](http://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:
<b>K</b>	Continue instruction of Theme 5 and 6 in the Comprehensive Core Reading Program. <b>Targeted Comprehension Strategies and Skills in Theme 5:</b> Monitor/Clarify, Categorize and Classify, Summarize, Story Structure, Questioning. <b>Targeted Comprehension Strategies and Skills in Theme 6:</b> Predict/Infer, Fantasy/Realism, Summarize, Story Structure, Evaluate.
<b>1</b>	Continue instruction of Theme 5 and 6 in the Comprehensive Core Reading Program. <b>Targeted Comprehension Strategies and Skills in Theme 5:</b> Compare and Contrast, Question, Making Generalizations, Summarize, Cause and Effect, Monitor/Clarify. <b>Targeted Comprehension Strategies and Skills in Theme 6:</b> Story Structure, Summarize, Noting Details, Question, Making Predictions, Predict/Infer.
<b>2</b>	Continue instruction of Theme 3 in the Comprehensive Core Reading Program. <b>Targeted Comprehension Strategies and Skills in Theme 3:</b> Making Judgments, Summarize, Main Idea/Details, Question, Problem Solving, Predict/Infer, Making Inferences, Evaluate.
<b>3</b>	Continue instruction of Theme 3 in the Comprehensive Core Reading Program. <b>Targeted Comprehension Strategies and Skills in Theme 3:</b> Fantasy and Realism, Evaluate, Following Directions, Question, Drawing Conclusions, Predict/Infer, Story Structure, Monitor/Clarify.
<b>4</b>	Continue instruction of Theme 3 and 4 in the Comprehensive Core Reading Program. <b>Targeted Comprehension Strategies and Skills in Theme 3:</b> Noting Details, Monitor/Clarify, Compare and Contrast, Questioning, Fantasy and Realism, Evaluate. <b>Targeted Comprehension Strategies and Skills in Theme 4:</b> Predicting Outcomes, Predict/Infer, Problem Solving, Evaluate, Drawing Conclusions, Summarize, Story Structure, Questioning, Understanding Poetry, Monitor/Clarify.

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

	Student focus:
<b>5</b>	Continue instruction of Theme 4 in the Comprehensive Core Reading Program. <b>Targeted Comprehension Strategies and Skills in Theme 4:</b> Problem Solving and Decision Making, Predict/Infer, Noting Details, Monitor/Clarify, Compare and Contrast, Making Inferences, Evaluate, Understanding Plays.
<b>Notes</b>	The targeted comprehension strategies/skills listed are introduced and taught through selections of literature. The length of each theme varies by grade level.

## Elementary Writing (Grades K-5)

	Student focus:
<b>K-2</b>	Continue teaching the functional writing genre.
<b>3-5</b>	Continue teaching the informational/expository writing genre.
<b>Notes</b>	Students should be immersed in a variety of texts aligned with the genre in which they are writing.

## Secondary Intensive Reading

Subject	Student focus:
<b>READ 180</b>	6 <sup>th</sup> : Unit 4 (Workshop 7): <i>Alien Invaders</i> . Cause and Effect, Context Clues. A cause and effect analysis is an attempt to understand why things happen as they do.
<b>MS</b>	7 <sup>th</sup> – 8 <sup>th</sup> : Unit 4 (Workshop 5): <i>Wired for Trouble</i> . Determining Importance, Words in Context. Good readers are able to read the text and determine what information is important.
<b>HS</b>	9 <sup>th</sup> : Unit 4: <i>The Secret of Happiness</i> . Performance Task: Read the two articles identified in the learning schedule and write an extended response in which they answer the question: <i>What causes can lead to a happier life?</i>
<b>Plugged-in to Reading (PITR)</b>	9 <sup>th</sup> : Unit 2: <i>Getting Away with Murder</i> . Performance Task: A choice of several tasks that are aligned to Janet Allen's power strategies. 10 <sup>th</sup> : Unit 2: <i>Deadly Invaders</i> . Performance Task: choose from several tasks that are identified in the learning schedule under stage 2.
<b>Academic Literacy</b>	11 <sup>th</sup> -12 <sup>th</sup> -Unit 4: <i>Second Chances</i> . Performance Task: Read an article identified in the learning schedule and either agree or disagree with the court ruling. Explain his rationale and consider both the validity of the ruling and the reliability of the source.

## Advanced Placement (AP)

Subject	Student focus:
<b>English Language &amp; Composition</b>	Verbalize knowledge of rhetorical strategies for specific writing purposes. Learn how to respond to questions beyond the knowledge level.
<b>English Literature</b>	Learn how to question beyond the knowledge level. Learn to verbalize connections between learning objectives and learning activities.
<b>Statistics</b>	Binomial and Geometric Distributions.
<b>US History</b>	Civil War; Reconstruction; Origins of the New South.
<b>Human Geography</b>	Political Organization and Territorial; Dimensions; Colonialism; Devolution.

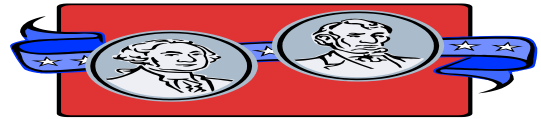


## English Language Arts

Grade	Student focus:
<b>6</b>	Unit 4 <i>Face the Facts</i> : Identify author's purpose and perspective in a text. Use and analyze text features to locate information. Gather relevant information from multiple sources to create an original product.
<b>7</b>	Unit 4 <i>Misunderstood</i> : <i>How can literature teach us not to judge a book by its cover?</i> Understand causes and effects. Analyze text features to construct meaning. Produce coherent writing that includes accurate details, textual evidence, and credible sources.
<b>8</b>	Unit 4 <i>Exploration</i> Locate and use text features and information in a selection. Explain how text features clarify informative selections. Apply a variety of strategies to comprehend, interpret, and evaluate texts.
<b>9</b>	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.
<b>10</b>	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.
<b>11</b>	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.

## English Language Arts (cont'd)

Grade	Student focus:
<b>12</b>	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.

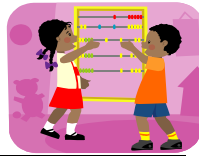


## Social Studies

Grade	Student focus:
<b>K My World</b>	A Big Wide World: People have many different ways to get and use money.
<b>1 School &amp; Family</b>	World of Work: People make many different choices about buying and saving.
<b>2 Neighbors</b>	People at Work: People can be producers or consumers.
<b>3 Community</b>	Communities Long Ago: Some of the first communities developed long ago in Mesopotamia.
<b>4 Florida History</b>	Florida From Territory to State: Joining forces with the United States afforded Florida securities it did not have as a territory.
<b>5 US History</b>	Creating a Nation: The major documents were written to establish a government and take care of the needs of the many.
<b>6 World History</b>	Ancient China: Societies choose to welcome or reject interaction with other countries and value conformity or individual expression.
<b>7 Geography</b>	Europe and Russia: Europe led the way in industrialization and urbanization.
<b>8 US History</b>	The Early Presidency and Defining Events: The Presidency was defined by individuals who held the office and helped shape the U.S. as a nation.
<b>10 World History</b>	The Revolutions: Governments face political, economic, and/or social crises that can affect their stability. People are more likely to give up rights and submit to totalitarianism when they are facing warfare or are in fear for their lives.
<b>11 US History</b>	The Roaring Twenties: Social behavior may not always be regulated by government mandates. The Great Depression: War impacts a nation economically, socially, and politically.
<b>12 US Gov Economics</b>	Foreign Policy: The U.S. government affects its citizens and people around the world through its foreign policies. Consumer Economics: Creating and maintaining a good credit score impacts your standard of living. A budget allows you to plan how you plan and spend your income.



## Mathematics



Grade	Student focus:
<b>K</b>	Conceptualize the value of a number by making models and connecting the number name and its unique symbol to the model. Develop strategies for accurately counting a set of objects. Use manipulatives, drawings, tools, and notation to show strategies and solutions. Working with larger numbers.
<b>1</b>	Develop methods for recording addition and subtraction strategies. Visualize and retell the action in subtraction situations. Subtract one number from another with totals up to 12. Verbalize their thinking as they apply strategies for solving addition and subtraction problems.
<b>2</b>	Demonstrate 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>	Describe, analyze, compare, classify, compose, and decompose polygons. Examine congruency and symmetry.
<b>4</b>	Describe and determine area as the number of same-sized units that cover a region in the plane, recognizing that a unit square is the standard unit for measuring area. Justify the formula for the area of the rectangle “area = base x height” and select and use appropriate units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems.
<b>5</b>	Find the area of two-dimensional shapes by using formulas. Describe three-dimensional shapes and analyze their properties, including volume and surface area. Identify and plot ordered pairs on the first quadrant of the coordinate plane.
<b>6</b> <b>M/J</b> <b>Math I</b>	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.  <i>Advanced:</i> Continue with working backward to solve two-step functions and undo expressions. Introduction to solving problems with a given formula.
<b>7</b> <b>M/J</b> <b>Math II</b>	Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.
<b>6-7</b> <b>M/J</b> <b>Math II</b> <b>Advanced</b>	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:
<b>8</b> <b>M/J</b> <b>Math III</b>	Use similar triangles to solve problems that include height and distances. Classify and determine the measure of angles. Demonstrate that the sum of the angles of a triangle is 180-degrees and use this information to find the measure of unknown angles. Apply the Pythagorean Theorem to find distances in real world situations.
<b>9-12</b>	<b>Algebra I:</b> Solve systems of linear equations and inequalities in two and three variables using graphical, substitution, and elimination methods. <b>Geometry:</b> Describe, classify, and compare relationships among quadrilaterals including the square, rectangle, rhombus, parallelogram, trapezoid, and kite. <b>Algebra II:</b> Identify and graph common functions (including but not limited to linear, rational, quadratic, cubic, radical, absolute value). <b>Pre-Calculus:</b> Verify the basic Pythagorean Identities, such as $\sin^2 x + \cos^2 x = 1$ and show they are equivalent to the Pythagorean Theorem.



## Science

Grade	Student focus:
<b>K</b>	Explorations of gravity. Performance task about using pushes and pulls to move objects.
<b>1</b>	Research about the needs of animals.
<b>2</b>	Explorations of what parts of our bodies do for us (heart, lungs, and brain) and performance task about the human body functions. Begin observing and measuring properties of matter.
<b>3</b>	Explorations of the properties of water and performance task about water. Explorations of and performance task about the forms of energy.
<b>4</b>	Explorations of energy of motion.
<b>5</b>	Explorations and research about galaxies, the solar system, and planets.
<b>6</b>	Lesson 10 Lab activities exploring cell structure and function.
<b>7</b>	Lesson 9 Lab activities exploring energy transfer and Law of Conservation of Energy. Conduct performance tasks 10.
<b>8</b>	Lesson 16 Lab activities exploring the gas giant planets. Lesson 17 Lab activities exploring small bodies in the solar system. Conduct performance tasks 18 and/or science projects.

## Science (cont'd)

Grade	Student focus:
9-12	<p><b>Earth Science:</b> Explore the impact of global climate change on Florida. Take PMA and semester exams.</p> <p><b>Biology:</b> Explore the impacts of biotechnology. Finish up genetics. Finish performance task. Complete midterm finals.</p> <p><b>Chemistry:</b> Investigate metal reactivity and redox reactions. Begin stoichiometry Science projects in Honors classes should have been completed by mid-January. Teacher mid-term final given.</p> <p><b>Physics:</b> Unit 3 Energy begins as students investigate energy changes in a roller coaster.</p>
Notes	Science projects in Honors classes should be completed by mid-January.



## World Languages

Subject	Student focus:
Chinese	<p><b>Level I:</b> 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. Review and mid-term exam.</p> <p><b>Level II:</b> 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. Review and mid-term exam.</p>
Latin	<p><b>Level I:</b> 20-21 Verbs: 3rd -io 4th conj. pres. imper.; word order; lists 20-21; ; word study; signs of the times . Mid-term exam.</p> <p><b>Level II:</b> 16-17 Cum clauses; complete sequence of tenses; lists 16-17; derivatives; suffixes and prefixes; borrowed science words; landmarks of the classical world. Mid-term exam.</p>
Spanish <i>Felices Fiestas!</i>	<p><b>Level I:</b> Capítulo 2B. Plurals of nouns and articles. Classroom items/furniture. Arts of the classroom. Prepositions of location. UNICEF's work in Latin America. Spanish schools. Central America. Review/enrichment and mid-term assessment. <b>Level II:</b> Capítulo 2A. <b>Ser</b> vs. <b>estar</b>. Reflexive verbs; adverbs ending in -mente; possessive adjective long forms. Daily routines. Getting ready for an event. Clothing styles. Family and special events. <b>El teatro</b>. A ver si recuerdas. Cardinal numbers. Shopping. Review/enrichment and mid-term assessment.</p>

## World Languages (cont'd)

Subject	Student focus:
German <i>Forhe Feiertage!</i>	<p><b>Level I:</b> Review and mid-term exam.</p> <p><b>Level II:</b> Review and mid-term exam.</p>
American Sign Language	<p><b>Level I:</b> Review and mid-term exam.</p> <p><b>Level II:</b> Review and mid-term exam.</p>
French <i>Joyeuses Fêtes!</i>	<p><b>Level I:</b> Continue Unit 3, Lesson 8 as outlined for the last two weeks. Review and final exam. <b>Level II:</b> Continue Unit 2, Lesson 6 as outlined for the last two weeks.</p>
Arabic	<p>The Letters ح,م Pronunciation and Writing. Vocabulary words: Building, pen/pencil, office, library, word, drill/exercise, man, woman, boy, girl, daughter, test, beautiful. The letter ه pronunciation and writing. Vocabulary words: Arabic coffee, American coffee, water. ي. Culture: Making coffee/tea. Drinking coffee/tea. Time in the Middle East. Coffee houses and recreation in the Middle East.</p>

## Fast Facts about...Duval Virtual Instruction Academy (DVIA)

### Full-time Instruction via the Internet

Duval Virtual Instruction Academy (DVIA) offers full time instruction in grades Kindergarten through 12 and is a Duval County Public Schools school choice option. Parents may apply for student enrollment for the 2012 - 2013 school year at [www.duvalschools.org/duvalvirtual](http://www.duvalschools.org/duvalvirtual) by the following dates:

- **Priority enrollment deadline:** February 29<sup>th</sup>
- **Late enrollment window:** June 15<sup>th</sup> - August 15<sup>th</sup>

Part time enrollment is also possible and can be arranged with the guidance counselor at a student's current school. Students must have access to a computer, reliable Internet, and a printer.

DVIA creates a wonderful environmental blend of all stakeholders who are passionate about student success. If you are seeking a district sponsored virtual education opportunity that meets the whole child's academic and social needs, combines highly qualified teachers, counselor support, and partnership with the family to ultimately assist students in obtaining a diploma, we are an option for you!

