



# The DCPS Academic Looking Glass

Volume 5, Issue 4

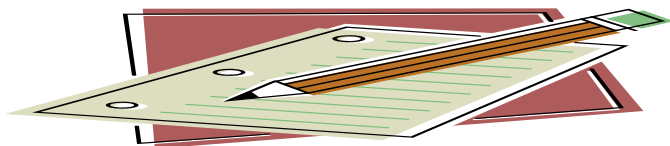
October 4 – 17, 2011

**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>Theme 2:</b> Predict/Infer, Sequence of Events, Making Predictions, Summarize.
<b>1</b>	<b>Theme 2:</b> Question, Noting Details, Monitor/Clarify, Fantasy/Realism, Summarize, Story Structure.
<b>2</b>	<b>Theme 1:</b> Story Structure, Summarize, Compare/Contrast, Monitor/Clarify, Fantasy and Realism, Predicting Outcomes, Predict/Infer, Focus on Genre: Poetry. <b>Theme 2:</b> Compare and Contrast, Questioning, Fact and Opinion, Evaluate, Categorize and Classify, Monitor/Clarify.
<b>3</b>	<b>Theme 1:</b> Cause/Effect, Predict/Infer, Making Inferences, Monitor/Clarify, Summarize, Sequence of Events. <b>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>Theme 1:</b> Story Structure, Summarize, Author's Viewpoint, Predict/Infer, Text Organization, Monitor/Clarify, Noting Details, Questioning, Focus on Genre: Mysteries. <b>Theme 2:</b> Sequence of Events, Predict/Infer, Making Inferences, Evaluate, Making Generalizations, Summarizing, Categorize and Classify, Questioning
<b>5</b>	<b>Theme 1:</b> Sequence of Events, Predict/Infer, Text Organization, Questioning, Categorize and Classify, Monitor/Clarify, Focus on Genre: Tall Tales. <b>Theme 2:</b> Fact and Opinion, Evaluate, Story Structure, Summarize, Predicting Outcomes, Predict/Infer, Topic/Main Idea/Supporting Details, Monitor/Clarify
<b>Notes</b>	Instruction in the Comprehensive Core Reading Program is implemented by themes. The targeted comprehension strategies and skills listed are taught through main selections of literature. The length of each theme varies by grade level.



## Elementary Writing (Grades K-5)

	Student focus:
<b>K-5</b>	Continue teaching the narrative writing genre
<b>Notes</b>	The District Anchor Lessons may be referred to throughout the year as needed to reinforce rituals and routines. Students should be immersed in a variety of fictional texts during the narrative genre and throughout the year.

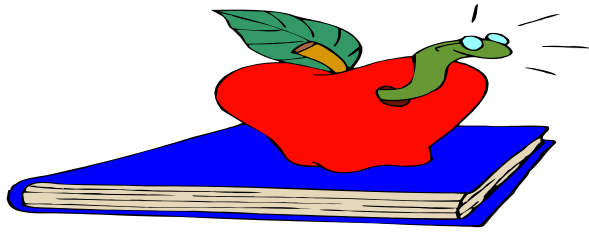
## Secondary Intensive Reading

Subject	Student focus:
<b>MS</b>	<b>6:</b> Unit 2 - <i>When Disaster Strikes</i> : Sequence of Events, Prefixes and Suffixes.
<b>READ 180</b>	<b>7-8:</b> Unit 2 - <i>Going Global</i> : Compare and Contrast, Context Clues.
<b>HS</b>	<b>9:</b> Unit 2 - <i>Dare to Lead</i> : Making Inferences Prefixes and Suffixes.
<b>Plugged-in to Reading (PITR)</b>	<b>9:</b> Unit 1 - <i>Bronx Masquerade</i> : Identifying Author's Perspective, Descriptive and Figurative Language. <b>10:</b> Unit 1 - <i>The Juvie Three</i> : Monitoring, Understanding Tier 2 and Tier 3 Words.
<b>Academic Literacy</b>	<b>11-12:</b> <i>The Sound of Success</i> : Making Inferences, Prefixes and Suffixes.

## Fast Facts about Guidance Services

DCPS is pleased to announce the kickoff of the first annual 'Jacksonville Goes to College Week'. During the week of **October 9<sup>th</sup> – 15<sup>th</sup>**, families, communities, school staff, and students will be engaged in activities that promote college access and student success. The week will end with the **Jacksonville National College Fair** held at the **Prime Osborn Convention Center** from 9:00 a.m. until 1:00 pm. The college fair allows students and parents to meet one-on-one with admission representatives from a wide range of national and international, public and private, two-year and four-year colleges and universities. Participants will learn about admission requirements, financial aid, course offerings, and campus environment, as well as other information pertinent to the college-selection process.

For more information about the **Jacksonville National College Fair** visit [www.jaxcollegefair.org](http://www.jaxcollegefair.org). Students are encouraged to register prior to attending the fair and can do so online at [www.gotomyncf.com](http://www.gotomyncf.com).



## English Language Arts

Grade	Student focus:
6	Demonstrate an understanding characterization through analysis and inferences made while reading. Identify how conflict impacts the characters. Compare and contrast characters and conflict in various selections. Begin to address the response to literature performance task.
7	Analyze word/phrase relationships to understand unknown words during reading. Explore the impact descriptive/figurative language has in creating the mood and/or tone in literary text. Compare/contrast descriptive elements across text. Begin to work on the literary analysis performance task.
8	Explore cause and effect relationships within text. Determine and analyze an author's purpose/perspective and how it affects text. Analyze word/phrase relationships to gain a better understanding of the selections. Begin to work on the cause/effect performance task.
9	Unit 2, <i>Cultural Perspectives</i> : Begin to understand how literature gives us the power extend personal culture, beliefs, and ideologies. The ability to write in a variety of expressive and reflective forms that use a range of appropriate strategies and writing techniques is critical in this unit.
10	Unit 2, <i>Passion and Purpose</i> : Learn how authors use language and rhetoric to advance their own aims for writing. An understanding of how writers employ high-impact literary devices and "catchy" techniques to capture readers' interests are important in this unit.
11	Unit 2, <i>Freedom and Bondage</i> : Learn how conflict often serves to influence an individual's actions and decisions through argumentative writing. A solid understanding of position, evidence, and reasoning are critical in this unit.
12	Unit 2, <i>The Search for Wisdom</i> : Learn how an author's written language often reflects their personal observations of the world. Solid understandings of purpose, perspective or point-of-view are important in this unit.



## Social Studies

Grade	Student focus:
<b>K</b> <b>My World</b>	Families and Friends: People need rules at home and at school.
<b>1</b> <b>School &amp; Family</b>	People Everywhere: A community is made up of many different people with many different jobs.
<b>2</b> <b>Neighbors</b>	Places Near and Far: Our state has many different landforms and bodies of water.
<b>3</b> <b>Community</b>	Communities in History: Europeans established communities in America that later became independent.
<b>4</b> <b>Florida History</b>	The First Floridians: Native Americans adapted their way of life based on their geographic surroundings.
<b>5</b> <b>US History</b>	Age of Exploration: People settled the United States for various reasons: religious, economic, political, geographic and social.
<b>6</b> <b>World History</b>	The Birthplace of Civilization: Ancient people used geographical factors to their advantage.
<b>7</b> <b>Geography</b>	U.S. and Canada: European imperialism played a dominant role in the development of the United States and Canada.
<b>8</b> <b>US History</b>	Beginnings of Slavery and the Colonial Period: Economic factors led to the introduction of African slave labor and the development of slave systems during the colonial period.
<b>10</b> <b>World History</b>	Renaissance and Reformation: Major changes in one sector of society influence all areas of society. Major changes in history can only occur when people are willing to question society.
<b>11</b> <b>US History</b>	Industrialism/Frontier: Significant inventions were contributed by individuals, including African-Americans and women, during the Industrial Revolution. Immigration/Urbanization: Technological changes in production result in economic and social changes.
<b>12</b> <b>US Gov</b>	The Legislative Branch: The legislature makes laws that protect the rights of the people, the states and local governments in a federal system.
<b>Economics</b>	Microeconomics: Each type of business organization involves different risks and rewards. In the marketplace to create equity or price stability, sometimes the government has to intervene.



## 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 (instead of having to begin at 1). Write numbers from 0-20.
<b>1</b>	Extending repeating and growing patterns. Identify what comes next in a repeating pattern. Represent a repeating unit in more than one way. Identify various types of patterns.
<b>2</b>	Demonstrate quick recall of basic addition and subtraction facts. Begin developing conceptual understanding of addition and subtraction strategies associated with real-world situations within one hundred. Estimate and solve two-digit addition and subtractions problems using various strategies; demonstrate understanding and characteristics of even and odd numbers; and count fluently by 2s, 5s, and 10s.
<b>3</b>	Represent, identify, compare, and/or order numbers through the hundred thousand place in real-world contexts. Compute sums and differences of numbers through the hundred thousand.
<b>4</b>	Use and describe various models for multiplication in problem-solving situations of multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems. Demonstrate recall of basic multiplication and related division facts with ease and use models to represent division as the inverse of multiplication, as partitioning, and as successive subtraction.
<b>5</b>	Represent addition and subtraction of decimals and fractions with like and unlike denominators using models, place value, or properties. Students will 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>MJ I</b> <b>Standard/ Advanced</b>	Use equivalent forms of fractions, decimals, and percents to solve problems.  Compare and order fractions, decimals, and percents, including finding their approximate location on a number line.
<b>7</b> <b>M/J</b> <b>Math II</b>	Use different strategies to solve one-step and two-step linear equations, including equations with rational coefficients.  Use the properties of equality to represent an equation in a different way and to show that two equations are equivalent in a given content. Use the strategy of working backward to solve non-routine problems.



## Mathematics (cont'd)

Grade	Student focus:
<b>6-7</b> <b>M/J</b> <b>Math II</b> <b>Advanced</b>	Use different strategies to solve one-step and two-step linear equations, including equations with rational coefficients. Use the properties of equality to represent an equation in a different way and to show that two equations are equivalent in a given content. Use the strategy of working backward to solve non-routine problems
<b>8</b> <b>M/J</b> <b>Math III</b>	Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations.  Translate among verbal, tabular, graphical, and algebraic representations of linear functions.
<b>9-12</b>	<b>Algebra I:</b> Solve algebraic ratios and proportions <b>Algebra II:</b> Identify and graph common functions; Describe and graph transformations of functions; Determine reasonable domain and range values for continuous and discrete situations. <b>Pre-Calculus:</b> Horizontal, vertical, and/or slant asymptotes of rational functions; graph rational functions with and without the use of technology. <b>Geometry:</b> Use methods of direct and indirect proof and determine whether a short proof is logically valid.

## Science


Grade	Student focus:
<b>K</b>	Sorting objects into groups by observable properties and changing materials.
<b>1</b>	Observations of the day and night sky and a performance task about observing objects close up and far away.
<b>2</b>	Explorations of life cycles of plants. A performance task about the life cycle of a plant.
<b>3</b>	Explorations of how animals are grouped.
<b>4</b>	Explorations of the properties of matter.
<b>5</b>	Explorations of light, heat, and electrical energy.
<b>6</b>	Continue Lesson 4 lab activities exploring weather and climate. Lesson 5 Lab activities exploring natural disasters in Florida.
<b>7</b>	Lesson 3 Lab activities exploring limiting factors.
<b>8</b>	Lesson 7 Lab activities exploring the periodic table.
<b>9-12</b>	<b>Earth Space:</b> Chapter Challenge; Exploring the hazards of Severe Weather locally and regionally, including lightning and tornados. Begin Oceans Unit. <b>Biology:</b> How membranes influence cell survival. Continue to work on performance task. <b>Chemistry:</b> Explore nuclear reactions including fission and fusion. <b>Physics:</b> Finish Unit 1 and turn in performance task. District PMA should be given. Begin Unit 2 - 2D Force and Motion; Introduce the performance task.
<b>Notes:</b>	<b>6-8:</b> Advanced students continue to work on science projects.

## World Languages

Subject	Student focus:
<b>Chinese</b> 	<p><b>Level I:</b> Lesson 1 Questions ending with 呢/吗. 你是中国人吗? . 你呢? . Adverb 也. Suffix 们. Name of nations. Nationality. Chinese minorities. Hong Kong/Macao. Taiwan. Tibet (西藏).</p> <p><b>Level II:</b> Lesson 7 1. Ordinal Numbers. 2. 有一点儿(you yidianr, somewhat, rather; a little bit). 3. 怎么(zenme,how come) in questions. Prepare for the Chinese Class. Common Chinese / Surname 百家姓.</p>
<b>Latin</b>	<p><b>Level I:</b> 7-8-9 Nouns- Case Usage; Dativei. Object; Ablative-means. Verbs, present act. imper. 1<sup>st</sup> conjugation. Noun/adjective agreement. List 7-8-9. Word study. Roman landmarks. Borrowed phrases. Quarter exam.</p> <p><b>Level II:</b> 6 Infinitives all forms and uses. Relative pro.; Interrogative pro/adj. Indirect statement. List 6. Prefixes and suffixes. Workbook pp.5-8. (Review) Roman landmarks. Cursus Honorum. 3 periods of Roman History (Appendix p.492). Borrowed words. Quarter Exam.</p>
<b>Spanish</b>	<p><b>Level I:</b> Continue Capitulo 1A: infinitives, making negative statements, Gustar, cognates, activities, likes and dislikes, music, pastimes, and Spain. <b>Level II:</b> Continue Capitulo 1A. Stem-changing verbs. Affirmative/negative words. Review/expansion of classroom items and school activities. School rules. Grading system in Mexico. School life. José Martí, <b>Versos sencillos.</b></p>
<b>German</b> 	<p><b>Level I:</b> 2-B Definite articles. Time. Answering the telephone. Time of day.</p> <p><b>Level II:</b> 2-B Word order of dative and accusative cases. Words relating to camping. Camping in German-speaking countries.</p>
<b>French</b>	<p><b>Level I:</b> Continue Unit 2, Lesson 3. Begin Lesson 4. Making dates. Talking about time/days of week/months/seasons. Talking about weather. Asking how much and borrowing money. Hours of the day, periods of the day, the date. Days of the week, today and tomorrow. Months. Seasons and weather. Masculine/feminine forms of interrogative pronouns. Il est + hour; c'est le + date, season; c'est + day, month. Irreg. vbs ETRE, AVOIR, FAIRE; contrast with reg. vbs. Asking questions with quand and pourquoi (p.271—Quel and forms).</p>

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## World Languages (cont'd)

Subject	Student focus:
<b>French (cont'd)</b>	<p><b>Level II:</b> Continue Unit 1, Lesson 2. Begin Unit 1, Lesson 3. Deciding what to do, ordering in a café. Talking about what to do, making suggestions for action. Talking about what you want and need. Expressions with AVOIR. Qu'est-ce qu'il y a; Qu'est-ce que tu as? Expressions with FAIRE. AVOIR, COMMANDER, FAIRE. Questions with inversion.</p>
<b>American Sign Language</b>	<p><b>Level I:</b> BRAVO 3 Negation. Prepositions of location. Locations and locatives. Audiology / AD / ALD. MASL 2. BRAVO 3 ear and hearing AD/ALD project. <b>Level II:</b> SN 5 Contrastive structures. Negation. Possessives. MASL 2. BRAVO 3 reunion project.</p>
<b>Arabic</b> 	<p>The Letters م,ن,ه. Pronunciation and writing. The complete alphabet. Order and names of letters. Arabic numerals/numbers. Writing numbers 1-10. Vocabulary: Test, pen, girl, boy, library, office, word, water, coffee, woman, man, building and beautiful. يلا. Making coffee/tea. Drinking coffee/ Tea time in the Middle East. Coffee houses and recreation in the Middle East. ا, ال. Pronunciation at beginning and middle of words. Pronouns: he, she, you (feminine and masculine), and I. Vocabulary: Thirsty, hungry, cold, hot, tired, sick, exhausted, and upset. Wishing someone well. "معلش". Special cases of letters ي, و, ئ. Pronunciation. Expressions: "I have a question." "How do we say....?" And "I don't know." Names of countries in the Middle East and Arab world. Visiting and hosting guests in the Middle East. توين: ّ, ُ, ُوّ Arabic Handwriting. Calligraphy.</p>



## Advanced Placement (AP)

Subject	Student focus:
<b>English Language &amp; Composition</b>	Focus on analysis and discussion of authors' styles and rhetorical strategies for specific audiences and purposes.
<b>English Literature</b>	Develop skills in analysis of content from multiple perspectives (cultural, social, and historical) and comparisons of cultural, social, and historical elements across texts.
<b>Statistics</b>	Normal Distribution; A. P. Review
<b>US History</b>	Early Republic; AP Exam practice test
<b>Human Geography</b>	Types of Migration and Migration Patterns; Governmental and Economic factors related to migration; Push/Pull factors