



The DCPS Academic Looking Glass

Vol. 3, Issue 1

WELCOME BACK!!!

Aug. 24 – Sept. 4, 2009

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 my child is learning?" link under the "How Do I..." section.

Elementary Reading & Writing (Grades K-5)

All elementary schools in DCPS schedule a minimum of 90 uninterrupted minutes for reading instruction, including a 60 minute Readers Workshop and a 30 minute Skills Block. Writers Workshop occurs during an additional 60 minute block of time.

Readers and Writers Workshop includes an Opening Instruction, Work Time and a Closing.

- The **Opening Instruction (mini-lesson)** is a whole group activity with a focus on a skill or reading/writing strategy through a shared and modeled approach.
- The reading **Work Time** is for small group instruction including guided reading, differentiation and independent application of new learning into literacy activities.
- The **Closing** is a whole group activity where connections are made to the Opening Instruction and students reflect on their learning.

Skills Block occurs outside of the 60 minute Readers Workshop timeframe. It includes:

- Two or three 10-15 minute activities
- Interactive Instruction
- Explicit instruction in:
 - K-2 Phonics, Phonemic Awareness, Vocabulary, Fluency, Comprehension
 - 3-5 Spelling, Grammar, Vocabulary, Fluency, Comprehension

| Grade | Student focus for Reading & Writing: |
|-------|---|
| K - 5 | Teaching of the District Anchor Lessons 1-10 |
| Notes | The District Anchor Lessons are used to establish the rituals and routines of the classroom for the implementation of the Workshop model. |

English Language Arts

| Grade | Student focus: |
|-------|--|
| 6 - 8 | Learn classroom and school rituals and routines. Understand the Reader's Workshop and focus on how to become an active reader. Practice note taking skills, test taking procedures, take a student interest inventory, and understand reading and writing rubrics. Complete District Writing #1 (expository essay). |
| 9 | Focus on answering the Unit 1 essential questions: (1) What it means to "come of age"; and (2) How rhetorical appeals are used to influence an audience; Establishing writing portfolios, timed writing to establish baseline writing skills, and how the state scores Florida <i>Writes!</i> |
| 10 | Focus on answering the Unit 1 essential questions: (1) How cultural experiences shape, impact, or influence our perception of the world; and (2) How voice functions in and beyond the context of writing; Establishing writing portfolios, taking a timed writing to establish baseline writing skills, and learning how the state scores Florida <i>Writes!</i> |
| 11 | Focus on answering the Unit 1 essential questions: (1) Determine the ways in which the American Dream manifests itself in American life; and (2) How one creates a personal definition of the American Dream; Establishing writing portfolios, timed writing to establish baseline writing skills, and learning how the College Board scores SAT English essays. |
| 12 | Focus on answering the Unit 1 essential questions: (1) How our perceptions determine our interpretation of the world; (2) How perceptions are filtered through various perspectives, values, prejudices, and attitudes; (3) How points of view present a filter or perspective through which incidents are viewed; (4) How authors construct a vision of reality; and (5) How our interpretation of the world is based on what and how we perceive our environment. In addition, establish their writing portfolios, timed writing to establish baseline writing skills, and learning how the College Board scores SAT English essays. |

READ 180

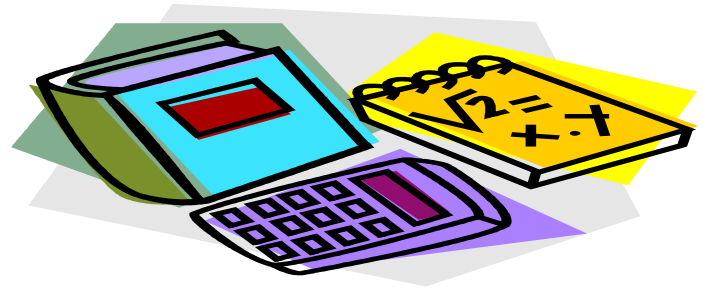
- Complete READ 180 lesson plans for Weeks 1 and 2. Teachers should use the first three-week lesson plans from Scholastic with their READ 180 classes to set up class rituals and routines.
- Complete Scholastic Reading Inventory (SRI) during the SRI testing window August 31-September 18.
- Complete Scholastic Phonics Inventory (SPI) as indicated by SRI results during the SRI testing window August 31-September 18.

Mathematics

| Grade | Student focus: |
|----------|---|
| K | Implement rituals and routines, exploring the use and care of math manipulatives. Observe and describe attributes of the manipulatives. |
| 1 | Implement rituals and routines, exploring the use and care of math manipulatives. Comparing and finding relationships among geometric shapes. Counting objects up to 20 objects. |
| 2 | Implement rituals and routines, exploring the use and care of math manipulatives. Describing and sorting materials on the basis of their attributes. Identifying categories for different things. Counting a set of objects. Writing number expressions to describe configurations of cubes. |
| 3 | Implement rituals and routines, exploring the use and care of math manipulatives. Comparing two numbers and developing strategies for figuring out the difference between them. Developing ways of getting close to 100 by combining numbers. Using landmark numbers (multiples of 10 and 100) to help in making a comparison of two quantities. |
| 4 | Implement rituals and routines, exploring the use and care of math manipulatives. Using skip counting as a model for multiplication Seeing multiplication as an accumulation of groups of a number. Looking for the multiplication patterns of numbers. Interpreting standard multiplication and division notation. Using known relationships to solve harder relationships. |
| 5 | Implement rituals and routines, exploring the use and care of math manipulatives. Skip counting by 2-, 3-, and 4-digit numbers between any two 4- to 5- digit numbers. Relating repeated addition or skip counting to multiplication. Using skip-counting patterns to help solve multiplication and division problems. Developing, explaining, and comparing strategies for subtracting 4- and 5- digit numbers. Recording computation strategies using words, numbers, and arithmetic symbols. Reading, writing, and sequencing 4- and 5- digit numbers. |
| 6 | MJ I: Inventory their skills in Prime Time for Multiplication review, prime, composite and square numbers, etc. Also review factors, multiplies, greatest common factors, least common multiples, and divisibility rules. Pre-Test and Benchmarks. Pre-Algebra: Solve real-world problems using parts of a whole, convert numbers into equivalent forms, use operations with fractions, decimals and integers. Pre-Test and Benchmark exams. |
| 7 | MJ II: Pre-Assessment, CHAMPS, Rituals & Routines, Collect Experimental Data, and identify patterns and relationships between variables from data. Create coordinate graphs of data in a table and compare table and graph. Benchmark exams. Pre-Algebra: Solve real-world problems using parts of a whole, convert numbers into equivalent forms, use operations with fractions, decimals and integers. Pre-Test and Benchmark exams. |

Mathematics (continued)

| Grade | Student focus: |
|-------------|--|
| 8 | Pre-Algebra: Solve real-world problems using parts of a whole, convert numbers into equivalent forms, use operations with fractions, decimals and integers. Pre-Test and Benchmark exams. Algebra: Properties of Linear Equations. Explore understand that real-world problems can be represented and solved algebraically to find efficient solutions. Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities. Pre-Test and District Benchmarks Geometry: Review using XY coordinate system by completing a line design. Practice combining expressions, writing equations and solving simple equations. .Pre-Test and District Benchmarks |
| 9-12 | Algebra I: Number and Operations review Geometry: Exploration of coordinate plane and systems of linear equations Algebra II: Write the equation of a line in standard form, slope-intercept form or point-slope form given various information Pre-Calculus: Review of function notation and characteristics of parent functions |



Advanced Placement (AP)

| | Student focus: |
|---|---|
| English Language & Composition | Course overview, class syllabus, course readings, timeline for practice essays and questions |
| AP English Literature | Analyze a short story for plot and character and their impact on author's purpose; Develop documents for college entrance submissions |
| Statistics | Exploring Data |
| US History | Pre-Columbian Societies; Transatlantic Encounters and Colonial Beginnings |
| Human Geography | Introduction and fundamental terms of Human Geography; Discussion of map projections and thematic maps |

NOTE: Advanced Placement (AP) courses must have syllabi that have been approved and authorized by the College Board AP Course Audit. By using authorized syllabi, DCPS ensures that our students receive a college-level instructional experience.

Science

| Grade | Student focus: |
|-------------|---|
| K | Lab activities that explore observing and comparing objects, weather, and seasons. |
| 1 | Lab activities that explore making, describing, and recording observations. |
| 2 | Lab activities that explore scientific questioning, observing, measuring, and recording. |
| 3 | Lab activities to explore scientific processes & tools. |
| 4 | Lab activities to explore the Solar System & planets. |
| 5 | Lab activities that explore observing, measuring, comparing, classifying objects and experimentation with density columns. |
| 6 | Standard: Lab activities exploring scientific method and safety Gifted: Lab activities exploring practices and characteristics of science including lab safety. Lab activities that explore theories, laws, hypotheses and models. |
| 7 | Lab exploring scientific method distinguishing between dependent and independent variables. Lab safety should be reviewed. |
| 8 | Lab activities exploring scientific method and density. Lab safety should be reviewed. |
| 9-12 | Earth Science: Introduction to course format, lab safety, and Earth systems science and Severe Weather Chapter Challenge. Biology: Introduction to lab safety and the Nature of Science and how it relates to biology. Nutrition is introduced. Chemistry: Introduction to lab safety, the inquiry course format and the Nature of Science and how it relates to chemistry. <i>Standard</i> - Explore the chemistry of water by completing the foul water lab activity. <i>Honors</i> - Explore the properties of matter. The performance task on a Fish Kill is introduced to all students to be completed second semester. Physics: Introduction to lab safety and the course inquiry format; Introduction to kinematics. <i>Standard & Honors</i> - Explore velocity and frame of reference. All students are introduced to the performance task on physics principles of track and field events. |

Social Studies

| Grade | Student focus: |
|--|--|
| K My World | Families and Friends: Families are made of adults and children. |
| 1 School & Family | People Everywhere: Families are made of adults and children who cooperate. |
| 2 Neighborhoods | People and Places: Neighborhoods are made of many different families. |
| 3 Community | Places We Live: The places we live are known as communities. Land and Resources: The land and resources in the United States are diverse and plentiful. |

Social Studies (continued)

| Grade | Student focus: |
|--|---|
| 4 Florida History | The Geography of Florida: The geography of a place helps to shape the lives of the people who live there. |
| 5 US History | America's Land: The land and climate of America are very diverse and provide many benefits and challenges. |
| 6 World History | Introduction to Social Studies/ Map Skills: The five themes of geography affect the way people live. |
| 7 Geography | Basic Geography Skills: Geography, access and use of natural resources influence the development of economies and where people live. |
| 8 US History | Native Americans: Humans have used various survival strategies and methods to adapt to different environments. |
| 10 World History | Prehistory Review: Humans could only create settled societies once they discovered agriculture and domestication of animals. |
| 11 US History | Colonial America Review: Nations may have several reasons for colonization - religious, financial and social. |
| 12 Economics & Government | Introduction to Economics: In the economy, all individuals make choices in their own self-interest that involve costs and benefits. Foundations of Government: The principle of democracy is the basis for American Government. |

Advancement Via Individual Determination (AVID)

The AVID Student

AVID targets students in the academic middle - B, C, and even D students - who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation.

AVID is an academic program whose mission is to ensure that every participant will:

- Succeed in rigorous curriculum
- Complete a rigorous college preparatory path
- Be prepared to enroll and succeed in a four-year college



Guidance Services Fast Facts

School counselors are responsible for academic, career and social personal counseling. At the high school level, counselors will be focusing this first part of the year on making sure students are scheduled correctly and on track to meet promotion and graduation requirements. Emphasis will also be placed on “Major Areas of Interest” which are required for all 9-11 graders.

Middle school counselors will be identifying students who need course recovery, Standards Based Promotion and making sure that students understand promotional requirements.

Elementary school counselors will be working with teachers and parents to make sure students transition into the new school year successfully. Helping to verify that students are placed in appropriate programs will also be a fall focus for these counselors.

World Languages

| Subject | Student focus: |
|-------------------------------|--|
| Chinese | <p>Level I:</p> <ul style="list-style-type: none"> • Pinyin - shengmu (initial), yunmu (final), shengdiao (tone) • Greetings/Farewells – general, particular situation, in the beginning/end of class <p>Level II:</p> <ul style="list-style-type: none"> • Pinyin, radicals, strokes • Greetings, family, date and time, hobbies, visiting friends |
| American Sign Language | <p>Level I:</p> <ul style="list-style-type: none"> • Markers/signals, personal pronouns • Manual alphabet, introductions, greetings and farewells • Introduction to ASL history – Gallaudet/ Clerc • Formal vs. informal gaining attention DPN <p>Level II:</p> <ul style="list-style-type: none"> • Distance markers, spatial agreement • Introductions and personal information • History of deaf education DPN |
| French | <p>Level I:</p> <ul style="list-style-type: none"> • Alphabet • Subject pronouns • Accent marks • Gender and adjectives of nationality <p>Level II:</p> <ul style="list-style-type: none"> • Review of Level 1 grammar • Review of Level 1 vocabulary • Review of Level 1 culture, schools & classes |
| German | <p>Level I:</p> <ul style="list-style-type: none"> • Comparison of adjectives and adverbs • Types of carrying cases • Means of transportation <p>Level II:</p> <ul style="list-style-type: none"> • Comparison of adjectives and adverbs • Types of carrying cases • Means of transportation |



World Languages (continued)

| Subject | Student focus: |
|-------------------|--|
| Latin | <p>Level I:</p> <ul style="list-style-type: none"> • 1st Declension, case usage: nominative-subject/predicate nominative accusative- direct object, adjectives • Alphabet, pronunciation, lists 1 & 2, introductions, word study-loan words • Romance languages, geography of Italy, intro. of familia, & roman numerals <p>Level II:</p> <ul style="list-style-type: none"> • 1st & 2nd decl. nouns & adj's. 1st & 2nd conj. verbs, possum, sum, case usage from level 1 (appen. 494-500), apposition, 3rd decl. nouns & Adj's. & items; reading in the Latin word order (Appen. 512-3) List 1-2, bases and derivatives, prefixes and roots, workbook pp.5-8 (review) • Roman education, family life-adoptions, name abbreviations |
| Spanish | <p>Level I:</p> <ul style="list-style-type: none"> • Interrogative words, asking & responding to questions in the 1st , 2nd, 3rd persons, yes/no questions, gender of nouns • Greetings, introductions, farewells Alphabet, numbers (0 - 100), time, body parts, classroom objects, school supplies, days, months, dates • Concept of time, personal space, greetings, names, Aztec calendar <p>Level II:</p> <ul style="list-style-type: none"> • Adjective-noun agreement, questions, regular verbs, forms of ser • Describing people, asking for information nationalities • Schools in Spanish-speaking countries, Enrique Iglesias |
| Portuguese | <p>Level I:</p> <ul style="list-style-type: none"> •SER, cognates, greetings, introductions, farewells, alphabet, numbers , time, classroom objects, school supplies, common expressions heard in the classroom, days, months, dates • Personal space, addresses, telephone numbers, calendar, time / punctuality <p>Level II:</p> <ul style="list-style-type: none"> • Adjective-noun agreement, forming questions Regular verbs, forms of ser, stem-changing verbs, affirmative and negative words • Describing people, asking for information, nationalities, classroom items, activities • Greetings, personal space, addresses, telephone numbers, calendar, time / punctuality |