



The DCPS Academic Looking Glass

Vol. 3, Issue 2

September 8 – 21, 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 (Grades K-5)

Grade	Student focus:
K	Continue District Anchor Lessons; begin Theme 1 in the Comprehensive Core Reading Program. Targeted Comprehension Skills in Theme 1: Compare and Contrast; Noting Details; Retelling
1	Continue District Anchor Lessons; begin Theme 1 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 1: Predict/Infer, Sequence; Summarize, Compare/Contrast; Evaluate, Cause and Effect
2	Continue District Anchor Lessons; begin Theme 1 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 1: Story Structure, Summarize; Fantasy & Realism, Monitor & Clarify; Predict/Infer, Predicting Outcomes; Focus on Poetry
3	Continue District Anchor Lessons; begin Theme 1 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 1: Predict/Infer, Cause and Effect; Monitor/Clarify, Making Inferences; Summarize, Sequence of Events
4	Begin Theme 1 in Comprehensive Core Reading Program Targeted Comprehension Strategies & Skills in Theme 1: Summarize, Story Structure; Predict/Infer, Author's Viewpoint; Monitor/Clarify, Text Organization; Question, Noting Details; Understanding Mysteries
5	Begin Theme 1 in Comprehensive Core Reading Program. Targeted Comprehension Strategies & Skills in Theme 1: Sequence of Events, Noting Details, Predict/infer, Story Structure; Text Organization, Fact and Opinion, Sequence of Events, Question; Categorize and Classify, Topic, Main Idea, and Details, Text Organization, Monitor/Clarify; Understanding Tall Tales

Elementary Reading (continued)

Grade	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)

Grade	Student focus:
K	Continue teaching District Anchor Lessons and begin instruction in the Narrative Writing Genre
1	Begin instruction in the Narrative Writing Genre
2	Continue teaching District Anchor Lessons and begin instruction in the Narrative Writing Genre
3	Continue teaching District Anchor Lessons and begin instruction in the Narrative Writing Genre. On Demand Narrative Writing Prompt administered on September 8 th .
4	Begin instruction in the Narrative Writing Genre. On Demand Narrative Writing Prompt administered on September 8 th .
5	Begin instruction in the Narrative Writing Genre. On Demand Narrative Writing Prompt administered on September 8 th .
Notes	The On Demand Writing Prompt will be scored by the teacher and reviewed with students using the state Florida Writing 6 point rubric.

READ 180

- Finish *first 3 week* READ 180 lesson plans
- Complete Scholastic Reading Inventory (SRI) during the SRI testing window of August 31-September 11.
- Complete Scholastic Phonics Inventory (SPI) for those students scoring BR-400 on SRI.
- After the *first 3 week* READ 180 lesson plans are complete, full implementation of READ 180 instruction model should begin:
 - 20 minutes of whole class instruction using the rBook or rBook Flex (refer to District Pacing Guide)
 - 60 minutes of small group rotations (20 minutes for software; 20 minutes for small group directed instruction; 20 minutes for independent reading)
 - 10 minutes of whole class wrap-up

English Language Arts

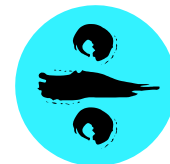
Grade	Student focus:
6	Students will enhance the skill of using the Reader's Workshop Model and learn the stages of the writing process. The District Timed Writing #1 will be conducted and included as a portfolio item.
7 & 8	Students will enhance the skills and strategies of becoming active readers via the Reader's Workshop Model. Students will demonstrate the ability to respond effectively to an Extended Response question. The portfolio item that will be produced is the Sequence Chart. The District Timed Writing #1 will be conducted and included as a portfolio item.
9	Focus on answering the Unit 1 essential questions. To answer the essential questions, students will work toward their first performance assessment: Presenting an Interview, which requires students to create an interview, conduct an interview, and present the results of that interview in a written text.
10	Focus on answering the Unit 1 essential questions. To answer the essential questions, students will work toward their first performance assessment: Presenting Two of My Voices, which requires students to write two original texts that reflect two distinctive voices. One will be shared through an oral presentation and the other in a written text.
11	Focus on answering the Unit 1 essential questions. To answer the essential questions, students will work toward their first performance assessment: Presenting Findings from a Survey, which requires students to create a survey about the American dream, conduct survey, analyze the survey results, and present the survey results in a written text.
12	Focus on answering the Unit 1 essential questions. To answer the essential questions, students will work toward their first performance assessment: Creating a Photo Essay, which requires students to create a photo essay, work collaboratively to organize and title the essay, present the essay to peers, and write a reflection of peer reactions.

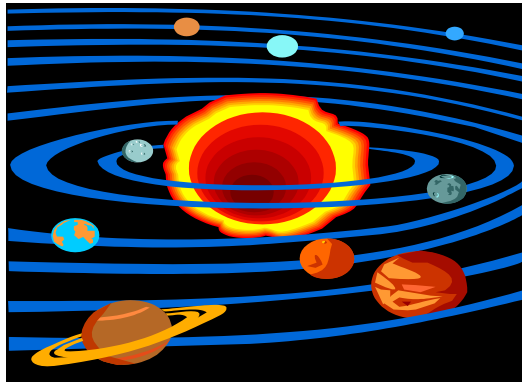
Mathematics

Grade	Student focus:
K	Count sets of objects, create sets of given size. Learn to use the calendar. Count on the calendar connecting number names, numerals & quantities.
1	Count quantities up to 20. Develop strategies for counting and comparing number of dots in dot patterns. Develop strategies for organizing collections of objects. Use numerals to record how many for quantities up to 20. Find combinations of numbers up to 15.
2	Create strategies for addition & subtraction. Become familiar with 10 as an important number in our system. Become familiar with number combinations of 10 and doubles.

Mathematics (continued)

Grade	Student focus:
3	Explore mathematical characteristics of the calendar & using them to add, subtract, & solve problems. Solve complex problems by breaking them into manageable parts. Find things that come in groups. Use multiplication notation. Use multiplication to mean groups of groups.
4	Use arrays as a model for multiplication, become familiar with multiplication pairs and a variety of notations used for multiplication and division. Decide what to do with leftovers in division.
5	Skip count between 2, 3, & 4 digit numbers. Understand the relationship between multiplication & division. Develop, record, & compare strategies for solving multiplication, & division problems. Make sense of remainders.
6 th MJ I Standard/ Advanced	Read & create plots & bar graphs. Find mode, median & range of data set. Explore experimental & categorical data. Read & create coordinate graphs & stem-and-leaf plots. Select & analyze central tendency of data.
7	Write one-step equations. Describe pattern change in tables and graphs. Write two-step equations showing relationships between variables. Write equations to represent situations. Use ratios to determine similarity in figures. Use ratios or scale factors to find missing side lengths.
6 th , 7 th , 8 th Pre- Algebra	Perform operations on real numbers including exponents, radicals, percents, scientific notation, absolute value, & irrational numbers. Examine equivalent forms of real numbers as stated above. Use exponents & scientific notation to write large & small numbers to solve problems. Simplify real number expressions using laws of exponents.
Algebra I	Properties of Linear Equations. Add, subtract, multiply & divide fractions. Solve real-world problems. Know equivalent forms of real numbers. Perform operations on real numbers using multi-step problems.
Geometry	Combining algebraic expressions, writing equations, & solving equations. Develop the Pythagorean Theorem & explore the concept of area & perimeter.
9 – 12	Algebra I: Properties of Linear Equations Geometry: Pythagorean Theorem, Distance, and Midpoint Algebra II: Linear Systems Pre-Calculus: Polynomial and Rational Functions





Science

Grade	Student focus:
K	Using the five senses to observe and compare objects.
1	Explore observing, describing, and sorting objects.
2	Awareness of safety during severe weather. Describing, sorting, and measuring properties of matter.
3	Explore characteristics and needs of plants.
4	Explore the inner/outer planets of Solar System.
5	Explore physical properties of matter and phase changes.
6	Lesson 3 Lab activities exploring energy and water in the atmosphere. <i>Advanced:</i> Science projects should be introduced.
7	Lesson 2 Lab activities exploring the properties of matter. <i>Advanced:</i> Continue to introduce science projects. <i>Accelerated:</i> Lesson 2 Lab activities exploring the properties of matter. Science project should continue to be introduced.
8	Lesson 2 Lab activities exploring speed and acceleration. Begin Lesson 3 Labs exploring forces and energy. <i>Advanced:</i> continue to introduce science projects.
9-12	Earth Science: Continue work on Chapter Challenge while exploring the hazards of Severe Weather locally & regionally, including lightning & tornados. Biology: Exploration of Biogeochemical cycles of earth and the flow of matter through the biosphere, continue working on performance task. Chemistry: Standard: explain properties of water that they explored in the foul water lab. Honors: do density lab focusing on accuracy and precision. All students take first formative. All students begin Unit B - Atoms. Performance tasks (GRASP) on nuclear concerns introduced. Physics: Explore Kinematics through the next three activities in schedule. Honors sections will do Chapter 2 in Merrill book. Continue to work on Performance task.

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 Neighbors	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.
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 and 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 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: Humans could only create settled societies once they discovered agriculture & domestication of animals.
11 US History	Colonial America Review: Nations may have several reasons for colonization: religious, financial and social.
12 US Govt Economics	Foundations of Government: Democracy is the basis for American Government. Intro to Economics: All individuals make choices in their own self-interest that involve costs & benefits.

Advanced Placement (AP)

	Student focus:
English Language & Composition	Rhetorical Strategies & Techniques: Matters of Style – Diction. The Modes: Description & Narration
AP English Literature	Fiction: Plot, character, theme, and rhetorical strategies
Statistics	Exploring Data
US History	AP Exam Prep; Colonial North America
Human Geography	Visual Representations of Data; Cultural Diffusions; Environmental Determinism vs. Possibilism

Fast Facts About English Speakers of Other Languages (ESOL)

Opportunities for Teachers

The ESOL Department has been in-servicing teachers as they prepare for the beginning of the new school year. A summer institute was held to focus on the latest information and strategies to assist students. There is a great emphasis on vocabulary this year as a building block for developing language proficiency.

In addition all ESOL teachers have been in discussion concerning a common assessment tool to aid in assessing language proficiency. A common assessment will serve as a tool for guiding instruction and use of appropriate materials for each student. It will also assess language growth over the period of the school year.

Opportunities for Parents

The Center for Language and Culture offers many opportunities for parents and their families as they transition into American culture. English classes as well as homework assistance are offered in the afternoons and evenings. Community awareness and assistance with government services are also available from Monday through Friday.

World Languages

Subject	Student focus:
Chinese	<p>Level I: Pinyin, tone change, 一, 不, two continuing syllables, Chinese writing system, cardinal numbers 1-100, radicals, strokes, national language: Mandarin, Chinese geography, famous tour attractions, Chinese history, first and last dynasty, traditional and simplified, characters</p> <p>Level II: Functional Expressions: 喂, 没问题, 谢谢, preposition 给, the auxiliary verb 要, calling one's teacher, Chinese phone etiquette</p>
American Sign Language	<p>Level I: WH? / YN?, family, gaining attention, family tree project</p> <p>Level II: PERFORMANCE, where you live, finger spelling</p>
French	<p>Level I: Gender of nouns, food and drinks, expressions of time, and weather, Euro, café and restaurants, familiar and formal (vous/tu)</p> <p>Level II: Review of level 1 grammar, nationalities, family, professions, telephone, personal data, information on others, telephone messages</p>

World Languages (continued)

Subject	Student Focus:
German	<p>Level I: Comparing using gern/lieber, talking about flights, the U-Bahn</p> <p>Level II: Comparing using gern/lieber, Talking about flights, the U-Bahn</p>
Latin	<p>Level I: Verbs, 1st conjugation, present tense, present stem, principal parts, nouns, 2nd decl. masc., adjectives - 2nd decl. masc.</p> <p>Level II: Pres. act. ind. syst. 3rd & 4th conjugations, review ablative of means, infinitive as subj./obj.; perf. act. syst. all conjugations, case usage: partitive genitive (appendix 519-22), lists 3-4, prefixes and suffixes, derivatives, workbook pp.5-8 (review)</p>
Spanish	<p>Level I: 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> <p>Level II: Stem-changing verbs, affirmative and negative words, (PE & unit 1a assessment), classroom items, activities, rules, grading system in Mexico, school life, José Martí, Versos sencillos,</p>
Portuguese	<p>Level I: SER (to be), cognates, greetings, introductions, farewells, alphabet, numbers (0 - 99), time, classroom objects, school supplies, common expressions heard in the classroom, days, months, dates, greetings, personal space, addresses, telephone numbers, calendar, time / punctuality</p> <p>Level II: Adjective-noun agreement, forming questions, regular -ar, -er, -ir 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</p>

