



The DCPS Academic Looking Glass

Volume 5, Issue 5

October 18 – November 1, 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 by selecting "Know what's being taught?" link under the "How Do I..." section.

Elementary Reading & Writing (Grades K-5)


Grade	Student focus:
K	Theme 2: Predict/Infer, Sequence of Events, Making Predictions, Summarize. Theme 3: Evaluate, Story Structure, Predict/Infer, Drawing Conclusions, Summarize, Inferences.
1	Theme 3: Topic/Main Idea/Details, Summarizing, Predict/Infer, Making Predictions, Questioning, Categorize and Classify.
2	Theme 2: Compare and Contrast, Questioning, Fact and Opinion, Evaluate, Categorize and Classify, Monitor/Clarify.
3	Theme 2: Author's Viewpoint, Evaluate, Categorize and Classify, Question, Noting Details, Summarize, Topic/Main Idea/Supporting Details, Monitor/Clarify, Focus on Genre: Trickster Tales.
4	Theme 2: Sequence of Events, Predict/Infer, Making Inferences, Evaluate, Making Generalizations, Summarizing, Categorize and Classify, Questioning.
5	Theme 2: Fact and Opinion, Evaluate, Story Structure, Summarize, Predicting Outcomes, Predict/Infer, Topic/Main Idea/Supporting Details, Monitor/Clarify.
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.

Elementary Writing (Grades K-5)



	Student focus:
K-5	Continue teaching the narrative writing genre.
Notes	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:
MS	6: Unit 2: <i>When Disaster Strikes</i> - Organizational Patterns, Prefixes and Suffixes Identifying the Organizational Pattern.
READ 180	7-8: Unit 2: <i>Going Global</i> -Compare and Contrast, Prefix, Comparison-Contrast Charts.
HS	9: Unit 2: <i>Dare to Lead</i> -Making Inferences Prefixes and Suffixes.
Plugged-in to Reading (PITR)	9: Unit 1: <i>Bronx Masquerade</i> Performance Task: Poetry Anthology Project or Video Poem Project. Unit 2: <i>Getting Away with Murder</i> (2 nd Quarter). Readers must use a variety of strategies and skills in order to understand nonfiction texts.
	10: Unit 1: <i>The Juvie Three</i> - Performance Task: The student has a choice of three: support your position, support your description, or support your ideas. Unit 2: <i>Deadly Invaders</i> (2 nd Quarter)-Readers must use a variety of strategies and skills in order to understand nonfiction texts.
Academic Literacy	11 - 12: Unit 2: <i>The Sound of Success</i> - Making Inferences, Prefixes and Suffixes Performance Task: Using information from the selected texts, students will write an extended response. Unit 3: <i>Beating the Odds</i> (2 nd Quarter) Cause and Effect, Context Clues. Identifying cause and effect relationships can assist students with gaining a clearer understanding of the text. Good readers use context clues to aid in understanding unfamiliar words.

Fast Facts about English Speakers of other Languages (ESOL)

The ESOL Department is working hard to promote attendance at ESOL Parent Meetings. This year the gatherings will focus on family safety and community concerns of parents as well as the education of their children. Programs involving the Jacksonville Sheriff's officers giving tips to newly arrived immigrants are most helpful to them. Members of the ESOL Department staff provide programs to educate parents concerning protocol in American schools. School attendance, parent conferences, and options for parent participation in school activities are some of the topics presented to parents. Translators are also available at the meetings to assist the parents. The ESOL office will provide more specific information about topics to be discussed prior to each scheduled meeting.

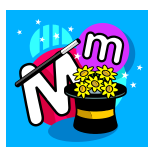
English Language Arts

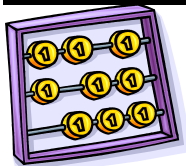
Grade	Student focus:
6	Complete the compare and contrast response to literature performance task from Unit 2. Demonstrate an understanding of plot with an emphasis on how a character’s attitude changes throughout the story, how to determine theme and recognize the development of conflict. Identify cause and effect relationships. Vocabulary instruction will focus on the meaning of prefixes, suffixes, and roots and using context clues.
7	Complete the compare and contrast performance task from Unit 2. Begin to explore the various structures of text and organizational patterns. Identify the author’s purpose/perspective in literary and non-literary text. Explore the use of inferring to determine the main idea or essential message.
8	Complete the performance task of Unit 2 on perspectives in literature. Understand the meaning of conceptually advanced prefixes, suffixes, and root words. Explore the variety text structures/features and explain their impact on meaning in text. Compare and contrast the elements within text and analyze their overall impact on the selection.
9	Unit 3, <i>Hunter or Hunted?</i> Read literature that emphasizes the interconnectedness of conflict and character as well as make thoughtful reading connections to their own lives. A solid of understanding of literary elements, simple and complex characters, text structures, and analysis are critical in this unit.
10	Unit 3, <i>Decisions, Actions, and Consequences</i> : Learn to evaluate authors’ reasoning and choices as well as apply their understanding through writing in order to improve the quality of their own works. A solid understanding of the cumulative impact of word choice, text features and structures, fallacious reasoning, and expository writing structures are important in this unit.
11	Unit 3, <i>The Inner Soul</i> : Students will learn how writers often use imagery, tone, irony, and mood in order to explore and express the inner workings of the “self”. A solid understanding of advanced-level words and phrases as well as the language techniques of professional authors are critical in this unit.
12	Unit 3, <i>Life-Changing Experiences</i> : Read iconic works of literature and study how an author’s work often reflects changes within his/her life. A solid understanding of the connotative meaning of words/phrases, figurative language, and implicit as well as explicit meaning are all important in this unit.
Note	Grades 6-8: Complete District Timed Writing #2



Social Studies

Grade	Student focus:
K My World	Families and Friends: Schools have many different kinds of people and places in them.
1 School & Family	People Everywhere: Leaders and rules are important to communities.
2 Neighbors	People and Places: Some communities are in rural areas.
3 Community	Old and New Communities: Old and new communities are to be found throughout the United States.
4 Florida History	The First Floridians: Native Americans adapted their way of life based on their geographic surroundings.
5 US History	Age of Exploration: People settled the United States for various reasons: religious, economic, political, geographic and social.
6 World History	Prehistoric Life: Specialization changes the way of life of people. Geography affects the way people live.
7 Geography	Basic Geography Skills: Cultural diffusion is often a result of exploration and colonization.
8 US History	European Exploration: The Age of Exploration grew out of the innovation and invention of the Renaissance.
10 World History	Classical Review: Greek and Roman civilization served as major contributors to modern western civilization.
11 US History	Constitutional Era Review: Societies form new governments when current governments no longer serve needs.
12 US Gov	Federalism: Federalism creates a four tiered umbrella of national, state, county (parish) and municipal governments.
Economics	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.





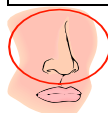
Mathematics



Grade	Student focus:
K	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.
1	Place value of and sequence of numbers from 0 to 100. Know vocabulary to compare numbers appropriately. Compare and order whole numbers. The magnitude of numbers changes when moving up and down the number line.
2	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.
3	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.
4	Determine factors and multiples for specified whole numbers, use and describe various models for multiplication in problem-solving situations, and demonstrate recall of basic multiplication and related division facts with ease.
5	Develop an understanding of and fluency with division of whole numbers. Describe the process of finding quotients involving multi-digit dividends using models, place value, properties, and the relationship of division to multiplication. Estimate quotients and interpret solutions to division situations involving multi-digit whole numbers in real-world problems.
6 MJ I Standard/ Advanced	Estimate the results of computations with fractions, decimals, and percents and judge the reasonableness of the results. Use reasoning about multiplication and division to solve real-world problems involving ratio and rate problems.
7 M/J Math II	Interpret and compare ratios and rates. Measures of central tendency (mean, median, and mode) and variability (range) for a given set of data.
7 M/J Math II	Solving one and two-step linear equations using different strategies, 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. Solve non-routine problems by working backward. Situational problems that are proportional or not proportional.

Mathematics (cont'd)

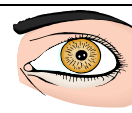
Grade	Student focus:
6-7 M/J Math II Advanced	Distinguish between situations that are proportional or not proportional. Apply proportionality to scale drawings and constant speed. Determine how changes in dimensions affect the perimeter, area of common geometric figures. Convert units of measure between different measurement systems.
8 M/J Math III	Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations. Identify the solution to a system of linear equations using graphs. Translate among verbal, tabular, graphical, and algebraic representations of linear functions. Compare the graphs of linear and non-linear functions for real-world situations.
9-12	Algebra I: Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities. Algebra II: Identify/graph common functions. Describe and graph transformations of functions. Pre-Calculus: Find vertical, horizontal or oblique asymptotes and graph rational functions with and without the use of technology. Geometry: Identify, construct, and use the relationships between special pairs of angles formed by parallel lines and transversals.



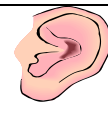
The Nose



Science



The Human Eye





The Ear

Grade	Student focus:
K	Explorations using the five senses to observe and compare objects.
1	Explorations about looking at objects close up and far away.
2	Explorations of soil and the life cycles of plants.
3	Explorations of characteristics and needs of plants and of how plants are grouped.
4	Explorations of erosion and Florida's natural resources.
5	Explorations of physical and chemical change. Begin energy unit.
6	Begin Lesson 7 lab activities exploring erosion, deposition, and landforms.
7	Lesson 5 Lab activities exploring the electromagnetic spectrum. Advanced students continue to work on science projects.
8	Lesson 9 Lab activities exploring the structure of the universe.
9-12	Earth Science: Oceans unit, exploring how oceans currents and their influence on climate and the biosphere. Biology: Explore photosynthesis and cellular respiration. Continue working on performance task.


Science (cont'd)

9-12	<p>Chemistry: Finish up the atom unit. Performance task for Unit B. Unit C is introduced, as is performance task for Units C and D.</p> <p>Physics: Continue to work on performance task. Explore the force of gravity by completing activities on projectile motion and shot puts.</p>
Notes	6-8: Review nine weeks assessments.

World Languages

Subject	Student focus:
Chinese 	<p>Level I: Lesson 2 这是 This is ...; 谁 Who...; 的 possessive/modifying; Professional careers; Forms of address of family members and relatives; School system; Chinese family forms of address, One Child Policy.</p> <p>Level II: Lesson 8 (1) The Use of Nouns and Pronouns in Continuous Discourse. (2) The position of Time-When Expressions 就(jiu). (3) 一边...一边... A Typical School Day High School Life in China, University Life in China.</p>
Latin	<p>Level I: 10-11 2nd conj.- present act.; imper., pres. imp. fut. ind.; Preposition In. Case Usage: Accusative place to which; Ablative of place where. Lists 10-11. Word Study. Derivatives. Latin forms of English Names.</p> <p>Level II: 7-8 Review Numerals & Irreg. adjs. Demonstratives; Case Usage: Ablative- respect; Dative with special adjs.; Intensives; Comparison of reg. adjs. List 7-8. Prefixes and suffixes. Correlatives. Derivatives. Workbook pp.5-8 (review). Roman holidays and calendars. Oracles/prophecies. Roman landmarks.</p>
Spanish 	<p>Level I: Review, enrichment, and 9-weeks assessment. Begin Capitulo 1B: adjectives, definite/indefinite articles, word order. Adjectives-personality traits. The Caribbean, personal information, pen pals.</p> <p>Level II: Review, enrichment, and 9-weeks assessment. Begin Capitulo 1B. Verbs: saber vs. conocer. Personal a. Making comparisons. Hacer + time expressions. Extracurricular activities. Soccer, Fernando Botro, Celia Cruz.</p>
German	<p>Level I: 3-A Present tense of haben. Word order. Free time activities. Youth activities.</p> <p>Level II: 3-A Narrative past-regular verbs. Vacation plans. Chiemsee.</p>
American Sign Language	<p>Level I: MASL 3 Time/topic/comment. Object + Subject + Verb. Cities/holidays. Name signs.</p> <p>Level II: Review & Quarter Exam. SN 6 Number Incorporation. Time Line–Past, Present, and Future. Home and community activities.</p>

World Languages (cont'd)

Subject	Student focus:
French	<p>Level I: Continue Unit 2, Lesson 4 as outlined for last two weeks. Unit 3, Lesson 5. Daily activities. Talking about what you like/want to do, what you don't like/ want to do, what you are able/unable to do, must do. Accepting/refusing invitations. Aimer, parler, téléphoner, manger, dîner, chanter, danser. Jouer, nager, regarder, écouter, étudier, travailler, voyager. Telephone vocabulary. Regular –ER verbs. Verbs of preference + infinitive form. VOULOIR, POUVOIR, DEVOIR. Negations.</p> <p>Level II: Continue Unit 1, Lesson 3 as outlined for last two weeks. Begin Unit 2, Lesson 7. Making purchases, going to the movies. Talking about what you bought/saw. VOIR. Quelqu'un/ personne; Quelque chose/rien. Expressions of time indicating past, present, future. Irregular past participles for AVOIR, ÊTRE, FAIRE, METTRE, PRENDRE, VOIR. Passé composé of ALLER with être. Agreement of past participle. Negations rien and personne. p.218-243 direct/indirect object pronouns.</p>
Arabic 	<p>Introduction to the Arabic alphabet. Special characteristics of the Arabic alphabet. Notes on pronunciation. Names of letters and pronunciation. Greetings and their meanings and significance in Arabic language and culture. Notes on different dialects. About letters ا, ت, ب and ث, pronunciation and writing. About letters ا, ت, ب and ث, pronunciation and writing. Vocabulary: door, welcome!, evening, greetings, good, young people, morning. Good morning! How are you? Fine and Goodbye! Pronunciation and writing of the letters و and ي. Hamza with Fatha, Damma, and Kasra (aa, ee, oo sounds). Arabic signs and advertisements.</p>



Advanced Placement (AP)

Subject	Student focus:
English Language & Composition	Begin work on skills development through analysis on content; learning activities begin to be centered on debate, seminar, panel discussions, and collaborative learning.
English Literature	Refer to English Language & Composition listed above.
Statistics	Examining Relationships; Formative Assessment; A. P. Exam.
US History	Antebellum America; Territorial Expansion and Manifest Destiny.
Human Geography	Cultural Landscapes; Ethnicity vs. Race; Languages as an Element of Culture.