



The DCPS Academic Looking Glass

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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 (Grades K-5)

Grade	Student focus:
K	Continue instruction of Theme 6 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 6: Predict/Infer, Fantasy/Realism, Summarize, Story Structure, Evaluate.
1	Continue instruction of Theme 6 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 6: Story Structure, Summarize, Noting Details, Question, Making Predictions, Predict/Infer.
2	Continue instruction of Theme 4 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 4: Drawing Conclusions, Monitor/Clarify, Text Organization, Questioning, Cause and Effect, Summarize, Understanding Biographies, Evaluate.
3	Continue instruction of Theme 4 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 4: Fact and Opinion, Evaluate, Compare and Contrast, Summarize, Making Judgments, Monitor/Clarify, Understanding Biographies, Question.
4	Continue instruction of Theme 4 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 4: Predicting Outcomes, Predict/Infer, Problem Solving, Evaluate, Drawing Conclusions, Summarize, Story Structure, Questioning, Understanding Poetry, Monitor/Clarify.
5	Continue instruction of Theme 4 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 4: Problem Solving and Decision Making, Predict/Infer, Noting Details, Monitor/Clarify, Compare and Contrast, Question, Making Inferences, Evaluate, Understanding Plays, Monitor/Clarify



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

	Student focus:
Notes	Instruction in the Comprehensive Core Reading Program is implemented by Themes. The targeted comprehension strategies and skills listed are introduced through main selections of literature. The length of each theme varies by grade level.

Elementary Writing (Grades K-5)

	Student focus:
K-2	Continue teaching the functional writing genre. Begin teaching the report writing genre.
3-5	Continue teaching the informational/expository writing genre.
Notes	The District Anchor Lessons may be referred to throughout the year as needed to reinforce rituals and routines. Throughout the year, students should be immersed in a variety of texts aligned with the genre in which they are writing.

Secondary Intensive Reading

Subject	Student focus:
READ 180 MS	6th: 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. 7th – 8th: 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.
HS	Unit 5: Crash: Compare and Contrast. Word Families. How do good readers use compare and contrast to aid in the comprehension of the text?
Plugged-in to Reading (PITR)	Unit 3: Power Strategy Texts - Understand various effective strategies that can be used to comprehend non-fiction—and that the same strategies support learning in wide variety of subjects. <i>Power Strategies</i> are eight strategies identified by Janet Allen as being ones that best support students' increasing independence with a variety of texts. These strategies are aligned to the benchmarks in preparation for FCAT 2.0.
Academic Literacy	Unit 5: Animation Domination How does the author's use of descriptive language impact text? How can making inferences and drawing conclusions aid in determining the main idea and supporting details?

Advanced Placement (AP)

Subject	Student focus:
English Language & Composition	Verbalize connections between learning objectives and learning activities.
English Literature	Demonstrate ability to critique a piece of literature for specific characteristics.
Statistics	Sampling Distributions
US History	Populism and Progressivism; AP Exam Preparation
Human Geography	Agricultural Hearths; Agricultural Revolutions; Agriculture & the Cultural Landscape



English Language Arts

Grade	Student focus:
6	Unit 5 Snapshots: Understand the characteristics of a biography and 3 rd person point of view. Understand the characteristics of an autobiography/memoir and 1 st person point of view.
7	Unit 5 Heroes: Are Heroes Always Perfect? Compare and contrast the use of character development. Analyze characters within text and across multiple texts in order to have complete understanding of the characters.
8	Unit 5 Things of Value: Determine how conflict and change are affected by the conflict and point of view.
9	Unit 5, <i>Man's Inhumanity to Man:</i> How to impact social change through words and actions. Understand how an author's choices concerning how to structure a text, and order events within it (e.g., parallel plots) is important in this unit.
10	Unit 5, <i>Got Inspiration?:</i> A solid understanding of a narrator/speaker's perspective (e.g., motivation, intent, qualities/characteristics) helps readers understand how perspective evolves or contributes to plot. Author's perspective and narrative technique are important in this unit.
11	Unit 5, <i>Discoveries and Awakenings:</i> Use writing as a vehicle for personal exploration. Analytical writing is important in this unit.
12	Unit 5, <i>Appearance Vs. Reality:</i> How writers develop advanced character analyses and the art of exploration through expository writing.



Social Studies

Grade	Student focus:
K My World	Long Ago and Today: Today, tomorrow and yesterday is how we think of time.
1 School & Family	World of Work: People get money from many different kinds of jobs.
2 Neighbors	People at Work: Money can be spent or saved in a bank.
3 Community	Ancient Egypt: The Ancient Egyptians built a great river civilization.
4 Florida History	The Development of Florida: Florida's economic life, socialization, and population experienced radical transformations from 1860-1950.
5 US History	Causes of the Civil War: Economic, political, and social differences created tension that erupted in Civil War.
6 World History	Ancient Greece: Governments develop and change in response to the needs and wants of the people.
7 Geography	Europe and Russia: The European Union plays a vital role in world trade.
8 US History	The Early Presidency and Defining Events: People use political parties to respond to needs and desires on local, state, and national levels.
10 World History	Industrial Revolution: Industrialization radically changed economic and social aspects of society in the 19 th century. The growth of nationalism led to the formation of nation-states in the 19 th century.
11 US History	The Great Depression: Economic crisis can be a primary change agent of governments.
12 US Gov	Foundations of Government: The principle of democracy is the basis for American Government.
Economics	Basic Economic Concepts: All economic systems have economic goals and attempt to meet them in various ways.



Mathematics

Grade	Student focus:
K	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. Students will begin working with larger numbers.
1	Show that problems can be solved in multiple ways using various materials. Use the inverse operation to solve an equation. Use counters and other concrete visual materials as means to help solve addition and related subtraction problems.
2	Understand how place value can be used to compare and order whole numbers through 2-digits, and how it can explain the relationships between the ones and tens place. Identify values of coins and bills, combine coins and bills, and create equivalences.
3	Represent, describe, compare and order fractions, use models to represent equivalent fractions, measure objects using fractional parts of linear units, tell time to the nearest minute and quarter hour, determine the amount of time elapsed.
4	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.
5	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.
6 M/J Math I	Write, solve, and graph one- and two- step linear equations and inequalities. 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.
6 M/J Math I Advanced	Solve problems given a formula. Understand the concept of pi, know common estimate of pi (3.14; $\frac{22}{7}$) and use these values to estimate and calculate the circumference and area of circles. Find the area of composite two-dimensional figures. Find the missing dimension of plane figure or prism, given its volume and some of the dimensions.
7 M/J Math II	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:
6-7 M/J Math II Advanced	Construct and analyze histograms, stem-and-leaf plots, and circle graphs. Determine the outcome of an experiment and predict which events are likely or unlikely, and if the experiment is fair or unfair. Make prediction based on experimental or theoretical probability of independent or dependent events.
8 M/J Math III	Use similar triangles to solve problems that include height and distances. Apply the Pythagorean Theorem to find distances in real world situations.
9-12	Algebra I: Simplify monomials and monomials expressions using the laws of integral exponents and add, subtract, and multiply polynomials. Geometry: Use co-ordinate geometry to prove properties of congruent, regular and similar quadrilaterals. Algebra II: Describe the relationships among the solutions of an equation, the zeros of a function, the x-intercepts of a graph, and the factors of a polynomial expression with and without technology. Pre-Calculus: Use basic trigonometric identities to verify other identities and simplify expressions.

Science

Grade	Student focus:
K	Explorations of sound.
1	Explorations of how animals grow and change.
2	Explorations of properties of solids.
3	Explorations of heat and how it moves.
4	Explorations of and a performance task about the motion of objects.
5	Explorations and research about Earth and space. Performances tasks on space and the water cycle.
6	Lesson 11 Performance Task week. Students conduct performance tasks and/or science projects. Review and administer nine weeks assessments. Lesson 12 Lab activities exploring human body systems.
7	Lesson 11 Lab activities exploring genetics.
8	Lesson 19 Lab activities exploring Earth's days, years, and seasons. Lesson 20 Lab activities exploring moon phases and eclipses.
9-12	Earth Science: Astronomy unit is started and performance task about a potential impact from an asteroid. Examine scale and distances in space. Biology: Study of Darwin's theory of evolution. Chemistry: Do mass-mass and mass-mole calculations. Investigate types of reactions and limiting reactants. Standard and Honors complete and present performance task (coin design). Physics: Investigate factors affecting the work done in various situations.
Notes	6-8: Advanced students complete activities at a higher cognitive level.



World Languages

Subject	Student focus:
Chinese	<p>Level I: 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>Level II: 能和会 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>Level I: 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>Level II: 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	<p>Level I: 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. Level II: Capitulo 2A. Ser vs. estar. Reflexive verbs; adverbs ending in -mente; possessive adjective long forms. Daily routines. Getting ready for an event. Clothing styles. Family and special events. El teatro. A ver si recuerdas. Cardinal numbers. Shopping. Review/enrichment and mid-term assessment.</p>
German	<p>Level I: Review and mid-term exam.</p> <p>Level II: Review and mid-term exam.</p>
American Sign Language	<p>Level I: Review and mid-term exam.</p> <p>Level II: Review and mid-term exam.</p>
French	<p>Level I: Continue Unit 3, Lesson 8 as outlined for the last two weeks. Review and final exam.</p> <p>Level II: Continue Unit 2, Lesson 6 as outlined for the last two weeks.</p>
Arabic	<p>The Letters ا, ب, ح 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. يلا. Culture: Making coffee/tea. Drinking coffee/tea. Time in the Middle East. Coffee houses and recreation in the Middle East.</p>



Fast Facts about...Advancement via Individual Determination (AVID)

AVID's mission is...

...student-focused, but our work transforms the behaviors and expectations of the teachers who support the AVID student. Our mission centers on the goals our students set out to achieve.

...to close the achievement gap

At AVID, we seek to close the achievement gap by improving the performance of all students, especially those who have not traditionally succeeded in completing college entrance requirements: (1) students who are underrepresented in four-year colleges and universities, (2) students in the academic middle, and (3) students who are the first in their family to go to college.

...by preparing ALL students

A common misconception about AVID is that we focus solely on minority and low-income students...Not at all! AVID is a college readiness system that starts in elementary school. We have a school-wide approach for elementary grades where AVID is available to all students. In middle and high school, we target a core population of students who enroll in an AVID elective class. As the system takes root in secondary schools, AVID gradually expands school-wide to serve all students. AVID Postsecondary continues to support students in their efforts to earn a college degree by developing the skills needed to persist in college.

...for college readiness

Because AVID provides students with a clearly defined and delineated road map, they gain the confidence needed to pursue their dreams of college. AVID prepares students for the rigors of college, and provides them with academic skills, content knowledge, and social adaptability needed for college success.

...and success in a global society.

The AVID system empowers students by instilling in them the academic and social skills needed to successfully complete college and become responsible participants and leaders in our global society.

