



The DCPS Academic Looking Glass

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HAPPY SUPER BOWL XLVI!!!

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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	Targeted Comprehension Strategies and Skills in Theme 6: Predict/Infer, Fantasy/Realism, Summarize, Story Structure, Evaluate. Targeted Comprehension Strategies and Skills in Theme 7: Summarize, Text Organization, Monitor/Clarify, Cause and Effect, Question, Making Predictions.
1	Targeted Comprehension Strategies and Skills in Theme 6: Story Structure, Summarize, Noting Details, Question, Making Predictions, Predict/Infer. Targeted Comprehension Strategies and Skills in Theme 7: Summarize, Problem Solving, Monitor/Clarify, Sequence of Events, Question, Fantasy and Realism.
2	Targeted Comprehension Strategies and Skills in Theme 4: Drawing Conclusions, Monitor/Clarify, Text Organization, Questioning, Cause and Effect, Summarize, Understanding Biographies, Evaluate.
3	Targeted Comprehension Strategies and Skills in Theme 4: Fact and Opinion, Evaluate, Compare and Contrast, Summarize, Making Judgments, Monitor/Clarify, Understanding Biographies, Question.
4	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	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.
Note	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)

	Student focus:
K	Continue teaching the report writing genre.
1	Continue teaching the functional writing genre. Begin teaching the report writing genre.
2	Continue teaching the report writing genre.
3	Begin teaching the report writing genre.
4	Continue teaching the informational/expository writing genre. Begin teaching FCAT Ramp-Up lessons.
5	Continue teaching the informational/expository writing genre. Begin teaching the report 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	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.
MS	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)	9th - 10th : 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	11th-12th : 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	Assessments will reflect AP exam format (multiple choice and timed writings).
English Literature	Assessments will reflect AP exam format (multiple choice and timed writings).
Statistics	Sampling Distributions; AP Exam Free Response.
US History	Emergence of America as a World Power; American Imperialism; War in Europe; World War I Home Front; AP Exam Preparation.
Human Geography	Modern Agriculture & Cash Crops; Environmental Impact of Agriculture; AP Exam Preparation; History of Economic Development.

English Language Arts

Grade	Student focus:
6	Unit 5 Snapshots: Understand main idea, sequence and chronological order within a text. Identify author's purpose and perspective within a text. Unit 5 Performance Task: Use the literature selections from unit 5 as a guide to create memoir/personal narrative.
7	Unit 5 <i>Heroes: Are Heroes Always Perfect?</i> Identify prefixes, suffixes and root words and determine their meanings. Understand the author's use of connotation in order to determine the tone of the selection. Unit 5 Performance Task: Choose two literature selections from unit 5 and compare and contrast how the heroes were developed through characterization (actions, thoughts, words spoken, other characters and the writers' descriptions).
8	Unit 5 <i>Things of Value</i> : Determine word meanings based on root words, prefixes and suffixes. Analyze the author's use of figurative language. Unit 5 Performance Task: Think of something you consider highly valuable and write to convince your audience of the value and importance of the item.
9	Write an essay that states a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and appeals, and acknowledge and refute opposing arguments. Organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.
10	Write an essay that shows how writers use imagery to convey critical themes in stories read. Analyze and develop an interpretation of a literary work. Analyze and evaluate information from text features.
11	Analyze and evaluate similar themes or topics by different authors across a variety of selections. Use information from the text to answer questions or to state the main idea or provide relevant details.

English Language Arts (cont'd)

Grade	Student focus:
12	Compare and contrast elements in multiple texts. Analyze, compare, evaluate, and interpret poetry and literary works.
Note	Grade 6-8: District Timed Writing #4 (February 1 - 6)



Social Studies

Grade	Student focus:
K My World	Long Ago and Today: History is how we find out about the past
1 School & Family	Everything Changes: The present, past, and future is how we think about time.
2 Neighbors	America's Past: Many European explorers came to America for different reasons.
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	Civil War and Reconstruction: Major battles created complex social, economic, and political situations.
6 World History	Ancient Greece: A Golden Age has distinct characteristics. Leaders influence the spread of culture and ideas.
7 Geography	Africa: European imperialism has had a lasting impact on Africa.
8 US History	Early Industrialism and Sectionalism: The Industrial Revolution impacted American society, including the expansion of slavery. Differences over national issues led to a rise in sectionalism.
10 World History	Industrial Revolution: Power struggles in politics led to new political theories. Imperialism: Multiple motives led industrialized countries to engage in power struggles during New Imperialism.
11 US History	World War II and the Holocaust: Some nations enjoy positive consequences as a result of war.
12 US Gov	The Constitution: The Constitution is a living, changing document that created a guideline for government that protects the rights of individuals.
Economics	Basic Economic Concepts: All economic systems have economic goals and attempt to meet them in various ways.

Mathematics

Grade	Student focus:
K	Interpret shapes into the physical world using corresponding vocabulary. Use basic shapes, spatial reasoning, and manipulatives to model objects in the environment and to construct more complex shapes. Compose and decompose both two- and three-dimensional shapes.
1	Understand that numbers change when moving up and down the number line. Find and extend skip counting patterns on a 100 chart. Solve problems by finding patterns in a table of related number pairs.
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	Classify angles of two-dimensional shapes using benchmarks angles (45° , 90° , 180° , and 360°). Identify and describe the results of translations, reflections, and rotations of 45, 90, 180, 270, and 360 degrees, including figures with line and rotational symmetry. Identify and build a three-dimensional object from a two-dimensional representation of that object and vice versa.
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	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.
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. Introduce application of formulas for surface area and volume of pyramids, prisms, cylinders and cones.

Mathematics (cont'd)

Grade	Student focus:
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.
6-7 M/J Math II Advanced	Graph proportional relationships and identify the unit rate as the slope of the related linear function. Distinguish direct variation from other relationships, including inverse variation.
8 M/J Math III	Use similar triangles to solve problems that include height and distances. Validate and apply Pythagorean Theorem to find distances in real world situations or between points in the coordinate plane.
9-12	Algebra I: Use the zero product property of real numbers in a variety of contexts to identify solutions to equations. Geometry: Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles. Algebra II: Solve problems involving functions and their inverses. Pre-Calculus: Use the area of triangles given two sides and an angle or three sides to solve real-world problems.



Grade	Student focus:
K	Explorations and observations of objects that can be seen in the day sky and in the night sky.
1	A performance about animals and their parents. Begin to explore needs of plants.
2	Explorations of properties of liquids and gases.
3	Exploration of heat conductors and a performance task about heat energy.
4	Explorations of patterns in the sky.
5	Explorations of conditions related to weather.
6	Lesson 12 Lab activities exploring human body systems. Advanced students complete activities at a higher cognitive level.
7	Lesson 12 Lab activities exploring how to predict heredity. Advanced students complete activities at a higher cognitive level.
8	Continue Lesson 20. Lesson 21 Lab activities exploring Earth's tides. Advanced students complete activities at a higher cognitive level.
9-12	Earth Science: Study the relationship between the Moon and Earth, specifically tides and day length, and the influence ours orbit around the sun. Complete district PMA and continue working on performance task. Biology: The study of Darwin's theory of evolution, begin the study of natural selection.

Science (cont'd)

Grade	Student focus:
9-12	<p>Chemistry: Investigate the pH of solutions. Standard students only should begin working on the performance task for unit E.</p> <p>Physics: Continue to work on performance. Investigate how work, energy, and power are related.</p>



World Languages

Subject	Student focus:
Chinese	<p>Level I: Lesson 5-6 “Wh” sentences: Where/What/When. Conjunction 要是..... Particle word 了 Adverb 才. Places in community. Places in schools. Culture of community 窜门/侃大山. 打麻将. 太极/武术.</p> <p>Level II: Lesson 9 1. Amounts of Money Exchange Shoes Chinese Shopping Bill, Receipt, and Invoice. 跟/和...(不)一样. 虽然..., 可是/但是, 钱币, 收据, 发票.</p>
Latin	<p>Level I: Idioms; Review of imp. tense; passive voice- 4 conjs. pres. syst.; lists 25-26-27; prefixes and roots; roman books; Latin colloquial expressions.</p> <p>Level II: Review personal, reflexive pronouns; indirect questions; Eo; indefinite; pronouns and adjectives; lists 19-20; suffixes, Roman wedding ceremonies; English spelling; Delpi, Delphic Oracle; borrowed legal phrases.</p>
Spanish	<p>Level I: Capítulo 4B. Ir + a + infinitive. Interrogative words. (Unit 4 Assessment) Leisure activities. Feelings. Extending, accepting and declining invitations. Telling when something happens. Golf in Latin America. Hobbies.</p> <p>Level II: Capítulo 4B. Preterite vs. imperfect: describing a situation. Reciprocal actions. Expression of manners and customs. Talking about people. Talking about special events Holidays and celebration. Rules of etiquette Antonio M. Ruíz. Basque language.</p>
German	<p>Level I: 5-B Plural forms of nouns German-speaking countries. German vacations.</p> <p>Level II: 5-B Additional der words-dieser, jeder, welcher. Dishes and utensils Abitur.</p>
American Sign Language	<p>Level I: BRAVO 7 Directional verbs School Deaf education GU. BRAVO 8 Number incorporation School Numbers.</p> <p>Level II: SN 9 Directional Money Regional Signs Deaf vs. deaf. SN 8 Classifiers Describing Others.</p>

World Languages (cont'd)

Subject	Student focus:
French	<p>Level I: Unité 5. Leçon 13. Asking and giving directions Streets and public buildings Neighborhood. Rooms in the house. Names of streets. City life</p> <p>Level II: Unité 4. Leçon 15. Connaître Object pronouns: le, la, les. Object pronouns in passé compose. Verbs used to talk about possession Leisure</p>
Arabic	<p>Level I: Review. The Letters م,ن,ه pronunciation and writing. The complete alphabet. ما شاء الله.</p> <p>Level II: Arabic numerals and numbers. Writing numbers 1-10. 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.</p>



Fast Facts about...

Community and Family Engagement

Mentoring

Mentoring is a one-to-one relationship between a caring adult and a student who could benefit from extra help and support. Mentoring has a proven record as a powerful factor in helping students improve their grades and self-esteem and in raising their goals and expectations. The commitment for mentoring is typically one hour a week for one year, but varies from program to program. Mentors serve as coaches, supporters, role models and advocates and work closely with classroom teachers and school staff. Those in need of mentoring (the mentee) range from students in elementary school (age 8 or higher) to high school seniors (age 18).

Mentor volunteers are special types of volunteers committed to being a friend and helping students experience greater success academically, socially, mentally and emotionally. Potential mentors are required to receive a Level 2 background finger-print screening and training prior to entering a school-based mentoring program. The Jacksonville Children’s Commission assists mentors in meeting this requirement.

For more information on this and other DCPS Office of Community and Family Engagement programs and services, refer to pages 80-84 of the [Comprehensive Student Support System \(CSSS\)](#).