



The DCPS Academic Looking Glass

Volume 4, Issue 5

October 19 – November 1, 2010

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 Theme 2 and 3, Comprehensive Core Reading Program. Theme 2: Predict/Infer, Sequence of Events, Making Predictions, Summarize. Theme 3: Evaluate, Story Structure, Predict/Infer, Drawing Conclusions, Summarize, Inferences.
1	Begin Theme 3, Comprehensive Core Reading Program. Targeted Strategies/Skills: Topic/Main Idea/Details, Summarizing, Predict/Infer, Making Predictions, Questioning, Categorize and Classify.
2	Continue Theme 2, Comprehensive Core Reading Program. Targeted Strategies/Skills: Compare and Contrast, Questioning, Fact and Opinion, Evaluate, Categorize and Classify, Monitor/Clarify.
3	Continue Theme 2, Comprehensive Core Reading Program. Targeted Strategies/Skills: Author's Viewpoint, Evaluate, Categorize/Classify, Question, Noting Details, Summarize, Topic/Main Idea/Supporting Details, Monitor/Clarify, Focus on Genre: Trickster Tales.
4	Continue Theme 2, Comprehensive Core Reading Program. Targeted Strategies/Skills: Sequence of Events, Predict/Infer, Making Inferences, Evaluate, Making Generalizations, Summarizing, Categorize and Classify, Questioning.
5	Continue Theme 2, Comprehensive Core Reading Program. Targeted Strategies/Skills: 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/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 - 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.

English Language Arts

Grade	Student focus:
6	Identify/analyze historical fiction including the setting. Recognize connections active readers can make. Analyze literary elements in story to determine main idea/theme. Create the literary analysis essay for the portfolio item.
7	Interpret main ideas in text through inferring. Analyze author's purpose and use the information to better understand the text. Identify/analyze varying types of conflict in fiction and their resolutions. Know how to draw conclusions based on textual evidence/personal knowledge/personal experience. Complete news article for the portfolio item.
8	Identify cause/effect relationships in given text. Use key vocabulary that is directly taught. Identify/analyze basic story elements in a text. Locate and analyze conflict and resolution in a fiction. Articulate importance of activating background knowledge before reading. Complete conflict essay for the portfolio item.
9	Unit 3: <i>Hunter or Hunted?</i> Learn how to analyze diction as well as write in a style that conveys a particular tone or mood.
10	Unit 3: <i>What we value.</i> Learn to analyze internal and external plot structures in texts and be able to express your understanding of these elements in written form.
11	Unit 3, <i>The Inner Soul</i> , explores the art of persuasive writing as students continue to learn techniques to vary expression and make ideas explicit.
12	Unit 3, <i>Appearance Vs. Reality</i> , explores character analysis through multiple vehicles: traditional, classical, and contemporary literature.
Notes	6-8: Optional Novel Study in Unit 3. 11-12: FCAT Reading Retakes window opens (October 18).



Secondary Intensive Reading

Subject	Student focus:
READ 180	<p>6-8: Determine main idea/essential message in grade-level text through inferring/paraphrasing/summarizing/identifying relevant details. Identify advanced word/phrase relationships and their meanings. Use information from text to answer questions related to main idea/relevant details, maintaining chronological/logical order. Use background knowledge of subject/related content areas, pre-reading strategies, graphic presentations, and knowledge of text structure to make/confirm complex predictions of content, purpose, and organization of a reading selection. Write in a variety of informational/expository forms. Apply appropriate tools/strategies to evaluate/refine draft.</p> <p>9-10: Determine main idea in grade-level/higher texts through inferring, identifying relevant details, etc. Organize/synthesize/analyze/evaluate validity/reliability of information from multiple sources (including primary/secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations. Use context clues to determine meanings of unfamiliar words. Determine correct meaning of words with multiple meanings in context. Explain how text features aid the reader's understanding. Analyze/evaluate information from text features. Write in a variety of informational/expository forms, including technical documents. Research/organize information for oral communication appropriate for the occasion, audience, and purpose.</p>
Plugged-in to Reading	<p>Unit 2: Determine correct meaning of words with multiple meanings in context. Identify cause/effect relationships in text. Analyze variety of text structures (e.g., comparison/contrast, etc.) and text features (main headings with subheadings) and explain their impact on meaning in text. Compare/contrast elements in multiple texts. Analyze/evaluate information from text features. Texts used for this unit are thematically linked to the core text, <i>Lay That Trumpet in Our Hands</i>.</p>
Academic Literacy	<p>Unit 2: Determine main idea in grade level or higher texts through inferring, paraphrasing, identifying relevant details, etc. Analyze author's purpose and/or perspective in a variety of texts and understand how they affect meaning. Identify cause/effect relationships in text. Analyze variety of text structures (e.g., comparison/contrast, etc.) and text features (main headings with subheadings) and explain their impact on meaning in text. Compare/contrast elements in multiple texts. Analyze/evaluate information from text features (e.g., transitional devices, glossary, etc.). Texts used are thematically linked to the core text: Plaxico Burress: Victim or Criminal? Reading Strategy for this unit: Conclusion Log.</p>

Advanced Placement (AP)

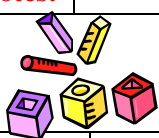
Subject	Student focus:
English Language & Composition	Begin work on skills development through analysis on content; learning activities begin to be centered on debate, seminar, panel discussions, and collaborative learning.
English Literature	Refer to English Language & Composition listed above.
Statistics	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

Social Studies

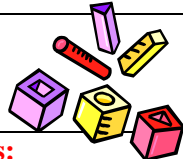
Grade	Student focus:
K My World	A Big Wide World: Our planet has many kinds of land and bodies of water.
1 School & Family	Where We Live: Our planet has many different oceans and continents.
2 Neighbors	Places Near and Far: Our state has unique weather and natural resources.
3 Community	People from Many Places: People in America come from many places around the world.
4 Florida History	The First Floridians: Native Americans adapted their way of life based on their geographic surroundings.
5 US History	European Settlements: The settlers faced many challenges such as: weather, topography, and indigenous people.
6 World History	The Birthplace of Civilization: Civilization consists of government, laws, religion, artisans, writing, art and architecture.
7 Geography	U.S. and Canada: The political and economic systems of the United States allow it to be a world power.
8 US History	Colonial Period: Many groups and beliefs were represented in the colonization of North America.
10 World History	Renaissance, Reformation, & Scientific Revolution: Major changes in one sector of society influence all areas of society.
11 US History	Early America Review: The goals and ideals of early America arose from its rapid expansion and economic development.
12 US Gov Economics	<p>The Executive Branch: The President leads the everyday operation of Government, is Commander-in-Chief, and leads his party.</p> <p>Microeconomics: Each type of business organization involves different risks/rewards. In the marketplace to create equity or price stability, sometimes the government has to intervene.</p>

Science

Grade	Student focus:
K	Explorations of and performance task about classifying objects. Introduction to motion.
1	Explorations of soil/rocks/water found on Earth's surface.
2	Observing and measuring properties of matter.
3	Explorations of and a performance task about how living things respond to changing seasons. Explorations and observations of stars.
4	Explorations of the properties of matter.
5	Explorations of Earth's seasons/changes to its surface.
6	Lesson 6 Project week. Performance tasks and/or science projects. Review/administer 9-weeks assessments. Begin lab activities exploring erosion/deposition/landforms.
7	Lesson 5 Project week. Performance tasks and/or science projects. Review/administer 9-weeks assessments. Lesson 6 Lab activities exploring electromagnetic spectrum.
8	Lesson 6 Lab activities exploring moon's phases and earth's tides.
9-12	<p>Earth Space: Continue Oceans unit, exploring oceans' currents and their influence on climate and the biosphere.</p> <p>Biology: Complete unit on Ecology. PMA #1. Begin Biochemistry unit, exploring unique properties of water. Begin Nutrition Performance task.</p> <p>Chemistry: Unit B performance task. Complete District PMA. Begin Unit C and performance task for Units C/D.</p> <p>Physics: Explore matter and motion.</p>
Notes:	6-8: Advanced – Continue with science projects.



Mathematics



Grade	Student focus:
K	Sort and compare shapes. Sort shapes according to their attributes (sides, corners, round, color, etc). Use attributes to describe how shapes are sorted.
1	Counting and combining things that come in groups of 5's and 10's. Develop strategies for organizing sets of objects so that they are easy to count and combine. Adding single digit numbers.
2	Visualize/retell/model/use standard notation (+, -, =) to represent addition/subtraction situations. Create stories to match given equations. Solve problems with an unknown change. Connect the inverse relationship between addition/subtraction. Understand that any number that can be divided into groups of two (partners) can also be divided into two equal groups (teams); characterize even/ odd numbers using this understanding. Identify patterns/develop fluency with skip counting by 2s, 5s, and 10s. Describe 2:1, 5:1, 10:1 relationships. Solve problems that involve equal groups.

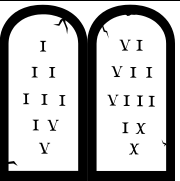



Mathematics (cont'd)

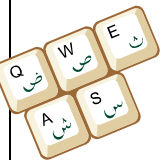


Grade	Student focus:
3	Continue to tell time to the nearest minute/quarter hour. Accurately/efficiently add/subtract numbers.
4	Relate/understand decimal and fractions as representing parts of a whole, and each fraction represented by the same decimal or an equivalent form. Develop an understanding that a percent is a special kind of ratio in which a part is compared to a whole with 100 parts (the whole is 100%).
5	Determine the prime factorization of numbers. Identify/relate prime/composite numbers, factors, and multiples within the context of fractions.
6 MJ I/ Advanced	Continue Module 3: Data Analysis. Engage in process of data investigation, Represent data using line plots/bar graphs/etc, Explore ways of describing data, measures of center and range/variability in data. Understand how outliers affect mean/median.
6-7 MJ II/ Advanced	Continue Module 4: Linear Functions. Find input/output for given functions. Graph data to demonstrate relationships. Understand slope as it relates to rate of change. Compare/contrast proportional/non-proportional linear functions. Use direct and inverse variation to solve problems.
8 MJ III	Module 4: Equations and Inequalities. Understand steps to solving equations/ inequalities. Understand how to construct/graph inequality. Understand difference between graphing with a closed circle (● for \geq, \leq) and open circle (○ for $>, <$). Solve one- and two- step inequalities/equations. Graph solutions to one- and two- step inequalities on a number line.
7-8 Algebra I	Graph a line given any of the following information: a table of values, the x- and y- intercepts, two points, the slope and a point, the equation of the line in slope intercept form, standard form, or point-slope form.
8 Geometry	Construct congruent segments and angles, angle bisectors, and parallel and perpendicular lines using a straight edge and compass or a drawing program, explaining and justifying the process used.
9-12	<p>Algebra I: Graph a line given any of the following information: a table of values, the x- and y- intercepts, two points, the slope and a point, the equation of the line in slope intercept form, standard form, or point-slope form.</p> <p>Algebra II: Solve systems of linear equations and inequalities in two and three variables using graphical, substitution, and elimination methods.</p> <p>Geometry: Construct congruent segments and angles, angle bisectors, and parallel and perpendicular lines using a straight edge and compass or a drawing program, explaining and justifying the process used.</p> <p>Pre-Calculus: Graph exponential and logarithmic functions.</p>

World Languages

Subject	Student focus:
Chinese	Level 1: 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. 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.
 Latin	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. 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/prophesies. Roman landmarks.
Portuguese I & II	Fashion transcends all countries/cultures, so we are going shopping. As compras e a variedade de lojas e de artigos uteis para comprar sao muitos. Hagora, tambem e possivel fazer compras atraves da Internet. Learn the preterit tense of regular verbs, and of the verbs IR and SER, with context determining the meaning. Once the preterit is mastered, study direct object nouns and pronouns. Answer questions such as Quem vende a saia? A Silvia vende-a.
Spanish 	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. Level II: Review, enrichment, and 9-weeks assessment. Begin Capitulo 1B. Verbs: saber vs. conocer . Personal a . Making comparisons. Hace + time expressions. Extracurricular activities. Soccer, Fernando Botro, Celia Cruz.
German	Level I: 3-A Present tense of haben. Word order. Free time activities. Youth activities. Level II: 3-A Narrative past-regular verbs. Vacation plans. Chiemsee.
French	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.

World Languages (cont'd)

Subject	Student focus:
French (Cont.)	Level I (cont): 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. 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.
American Sign Language	Level I: MASL 3 Time/topic/comment. Object + Subject + Verb. Cities/holidays. Name signs. Level II: Review & Quarter Exam. SN 6 Number Incorporation. Time Line–Past, Present, and Future. Home and community activities. Keeping each other informed.
Arabic 	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 , , and , pronunciation and writing. About letters , , and , 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 and . Hamza with Fatha, Damma, and Kasra (aa, ee, oo sounds). Arabic signs and advertisements.

Fast Facts about Physical Education

The Florida Alliance for Health, Physical Education, Recreation, and Dance & Sport (FAHPERDS), along with Adventure to Fitness, provided Duval County with a Physical Education tool to support the state mandate of 150 minutes of moderate to vigorous physical activity per week. Adventure to Fitness is an interactive, physical education supplement broadcast directly into elementary general education classrooms. The program safely engages students in moderate to vigorous activity in an entertaining, yet educational environment.

The Adventure to Fitness program allows physical education teachers to integrate physical activity in the general education classroom by combining cross-curricular information with movement. Weekly episodes support Next Generation Sunshine State Standards and include corresponding teacher guides.

The Adventure to Fitness program uses advanced technology to deliver amazing video quality and clarity directly into the classroom. This resource tool is easily implemented by classroom teachers while allowing students to engage in safe activities that satisfy state mandates.