



The DCPS Academic Looking Glass

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September 22 – October 5, 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)

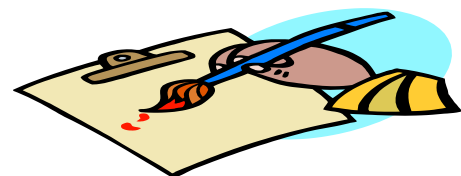
Grade	Student focus:
K	Targeted Comprehension Skills in Theme 1: Compare and Contrast; Noting Details; Retelling Targeted Comprehension Strategies and Skills in Theme 2: Predict/Infer, Sequence of Events; Summarize, Inferences: Making Predictions.
1	Targeted Comprehension Strategies and Skills in Theme 1: Predict/Infer, Sequence; Summarize, Compare/Contrast; Evaluate, Cause and Effect Targeted Comprehension Strategies and Skills in Theme 2: Question, Noting Details; Monitor/Clarify, Fantasy/Realism; Summarize, Story Structure.
2	Targeted Comprehension Strategies and Skills in Theme 1: Fantasy & Realism, Story Structure, Summarize; Fantasy & Realism, Monitor & Clarify; Predict/Infer, Predicting Outcomes; Focus on Poetry.
3	Targeted Comprehension Strategies and Skills in Theme 1: Predict/Infer Cause and Effect; Monitor/Clarify, Making Inferences; Summarize, Sequence of Events.
4	Targeted Comprehension Strategies and Skills in Theme 1: Summarize, Story Structure; Predict/Infer, Author's Viewpoint; Monitor/Clarify, Text Organization; Question, Noting Details; Understanding Mysteries.
5	Targeted Comprehension Strategies and 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.
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)

Grade	Student focus:
K-5	Continue instruction in the Narrative Writing Genre

English Language Arts

Grade	Student focus:
6	Learn the stages of the writing process, editing and revising, write a short story which will be graded based on the FCAT Writing Rubric, understand supporting details and be able to analyze text features such as headings, captions, sidebars, ad titles. Reading strategies covered include summarizing and context clues. Capitalization, punctuation, and spelling will be taught/ reviewed. Writing strategies include editing, revising, and organization. The Florida Assessment for Instruction in Reading (FAIR) is administered between 8/31 & 10/19.
7	Learn how to generate various ideas from multiple sources in order to develop their personal writing style and how to synthesize and draw conclusions. Writing strategies include prewriting, revising, editing, and publishing. Cluster diagram, reporter's questions, and story frame will also be taught /reviewed. Focus on one writing trait will be taught to produce a portfolio item for the student's notebook. Grammar skills taught/reviewed include parts of speech, word choice, and irregular verbs. The Florida Assessment for Instruction in Reading (FAIR) is administered between 8/31 & 10/19.
8	Identify and analyze character traits, narrator, and character motivation. Develop strategies to build reading stamina. During the Reader's Workshop, students will engage in activating prior knowledge, identifying point-of-view and it's affects on plot and conflict, and make predictions in fiction. Students will learn how to apply strategies and information and will respond to an Extended Response question that will be added to the students Portfolio. The Florida Assessment for Instruction in Reading (FAIR) is administered 8/31 -10/19.



English Language Arts (continued)

9	Continue to work toward first performance assessment: <i>Presenting an Interview</i> . Students should have completed revising their first district timed writing and are working towards individual goals to improve writing. Students have demonstrated ability on reading benchmarks through Progress Monitoring Assessment #01 and are working towards mastery.
10	Continue to work on the first performance assessment: <i>Presenting Two of My Voices</i> . One shared through an oral presentation, the other in a written text. Students should have completed revising their first district timed writing and are working on individual goals established to improve writing. Students have demonstrated their ability on reading benchmarks through Progress Monitoring Assessment #01 and are working towards mastery.
11	Continue to work on the first performance assessment: <i>Presenting Findings from a Survey</i> . Students should have completed revising first district timed writing and are working towards individual goals to improve writing. Students have demonstrated current ability on reading benchmarks through Progress Monitoring Assessment #01 and are working towards mastery.
12	Continue to work on the first performance assessment: <i>Creating a Photo Essay</i> . Students should have completed revising their first district timed writing and are working towards individual goals established to improve writing. Students have demonstrated ability on reading benchmarks through Progress Monitoring Assessment #01 and are working towards mastery.

Mathematics

Grade	Student focus:
K	Observe & describe attributes. Recognize & describe a pattern. Create & extend patterns. Predict what comes next in a pattern.
1	Find combinations of numbers up to 15. Find the total of two quantities up to 10. Find larger of two quantities up to about 20. Use pictures, stories, and objects to model number combinations.
2	Express numbers in more than one way. Solve problems using doubling. Write about problem solving. Use familiar number combinations to add a total. Develop counting strategies. Explore patterns and develop fluency in skip counting.
3	Recognize that finding the area of a rectangle is one situation where multiplication can be used. Use arrays to skip count. Use arrays with skip counting to multiply/divide. Find factor pairs. Make connections between number and shape.
4	Use arrays as a model for multiplication. Become more familiar with multiplication pairs, and a variety of notation used for multiplication.

Mathematics (continued)

Grade	Student focus:
5	Develop, explain, and compare strategies for estimating and finding exact answers to multiplication and division problems. Record strategies for solving problems. Solve problems in more than one way. Use relationships between multiplication and division to solve problems.
6th MJ I Standard/ Advanced	Read and create line plots and bar graphs. Find the mode, median and range of a data set. Students will learn what an outlier is. Students will learn the difference between categorical and numerical data. Read and create stem-and-leaf plots. Create coordinate graphs. Find the mean of a dataset. Select and analyze the measures of central tendency or variability to represent, describe, analyze and /or summarize a data set for the purposes of answering questions appropriately.
7	Informally explore various strategies for presenting quantitative comparison information. Use the language of ratios. Make judgments and choices on given comparative statements about quantities. Become comfortable with ratio and related forms of comparisons to solve problems. Continue to work with ratio comparisons. Examine and connect the idea of unit rates to what students already know about ratios and about linear relationships.
6th, 7th, 8th Pre- Algebra	What measures of central tendency and variability tell us about a set of data? Discover the correspondence between data sets and their graphical representations, especially histograms, stem-and-leaf plots, box plots, and scatter plots. Graphical representations are used to make conjectures about possible relationships between two characteristics of a sample. How scaling of graphs affects the interpretation of data.
Algebra I	Properties of Linear Equations
Algebra II	Exploring Functions
Geometry	Area and Perimeter
Pre- Calculus	Polynomial and Rational Functions

READ 180

- Full implementation of READ 180 model:
 - 20 minutes of whole class direct instruction (rBook)
 - 60 minutes of small group rotation (20 min. for software, 20 min. for small group direct instruction, and 20 min. for independent reading)
 - 10 minutes of whole class wrap-up
- Learning how to identify and describe the main idea and main details from a passage of non-fiction (rBook)

Science

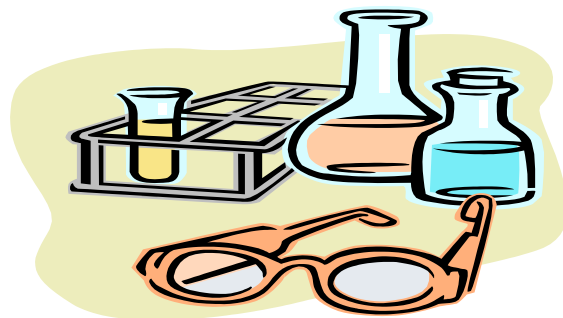
Grade	Student focus:
K	Explorations using the five senses and tools of science to observe and compare objects. A performance task about the five senses.
1	Explorations of and a performance task about sorting and describing objects by observable properties.
2	Observing & measuring properties of states of matter.
3	Explorations of how plants and animals are grouped.
4	A performance task that highlights characteristics of the planets. Explorations of Earth's cycles.
5	Explorations of physical and chemical changes in matter.
6	Lesson 4 Lab activities exploring weather and climate. Advanced: Continue to develop science projects.
7	Continue Lesson 2 Lab activities exploring the properties of matter. Begin Lesson 3 Lab activities exploring physical and chemical change. Advanced students-continue to develop science projects. Accelerated: Lesson 3 Lab activities exploring changes in matter. Continue to develop science projects.
8	Continue Lesson 3 Speed and Acceleration. Lesson 4 Lab activities exploring gravity. Advanced students-science projects should continue to be developed.
9-12	Earth Space Science: Continue work on Chapter Challenge while exploring the hazards of Severe Weather locally and regionally and technology used to study severe weather. Biology: Exploration of the interference of organisms in environments relating to matter and energy transfers, continue working on performance task Chemistry: Standard students will learn about the history of the atom. Honors students are learning about the history and structure of the atom. Physics: Kinematics through the remaining activities in schedule. Honors sections will do Chapter 3 in Merrill book. Continue to work on Performance task.

Advanced Placement (AP)

	Student focus:
English Language & Composition	Students will develop skills in analysis of content from multiple perspectives (cultural, social, and historical).
AP English Literature	Students will refine skills in analysis of literary devices and figurative language.
Statistics	The Normal Distribution; A. P. Review
US History	The American Revolution
Human Geography	Population Density and Pyramids; Demographic Transition Model; Population Concepts and Trends

Social Studies

Grade	Student focus:
K My World	Families & Friends: Schools have many different kinds of people & 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 U.S. for various reasons: religious, economic, political, geographic & 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 Economics US Gov	Product Markets: Type of competition along with supply and demand affects price and output. Price and non-price factors affect supply and demand. The Legislative Branch: The legislature makes laws that protect the rights of the people, the states, and local governments in a federal system.



World Languages

Subject	Student focus:
Chinese	<p>Level I: Review pinyin, 我叫/不叫, 我姓/不姓, 我是/不是, Forms of address in school, common Chinese surnames, 百家姓, Chinese names, ask others' surname 你贵姓?</p> <p>Level II: 别, the Auxiliary Verb 得, directional Complements, calling a friend for help, public phone in China, cell phone in China, descriptive components, 太 and 真 (really), the Adverb 就, asking about Chinese exam, simplified and traditional characters, characteristics of Chinese script, Chinese writing tools.</p>
American Sign Language	<p>Level I: MASL 2 negation, classroom essentials deaf vs deaf, sign variations, audiology / AD / ALD, BRAVO 2 negation, adjectives, modulation, food and meals deaf vs. deaf .</p> <p>Level II: MASL 9 spatialization home and community NTD, Road Trip Project.</p>
French	<p>Level I: Unité 3 Leçon 5-basic sentence structure, daily activities, preferences, daily activities at home, school, on weekends, telephone. Level II: Unité 1 Leçon 2-regular and irregular adjectives, c'est and il est, descriptive adjectives, expressions with être, descriptions.</p>
German	<p>Level I: 2-A Formation of questions, family members, telephone Level II: 2-A Reflexive verbs – accusative, dative, reflexive pronouns, Words relating to a youth hostel, youth hostels</p>
Latin	<p>Level I: Nouns- Genitive case, verbs- future and imperfect tenses, lists 5-6 word study, borrowed phrases, geography of the Roman world</p> <p>Level II: Review passive voice, ablative, absolute, all participles act. & pass, prefixes and suffixes, workbook pp.5-8 (review), Roman landmarks, borrowed words, family life-the role of women</p>
Spanish	<p>Level I: Capítulo 1A, infinitives, making negative statements, <i>Gustar</i>, weather & seasons, cognates, activities, likes and dislikes, music, pastimes, Spain. Level II: Capítulo 1B, repaso: verbs: saber v. conocer, making comparisons, "Hace" + time expressions, repaso: Extracurricular activities Soccer, Fernando Botero, Celia Cruz, El ballet</p>
Portuguese I	<p>Capítulo 1 –A, Universidade, ask for and provide information, express needs, likes and dislikes, talk about daily activities, ask about and express location, subject pronouns, present tense of –ar verbs, articles and nouns, (gender and number), estar (to be), question words, school subjects, places, -ar verbs, expressions of time, common words and expressions, culture in the university setting, Brazilian currency, Sao Paulo and Rio de Janeiro.</p>

World Languages (continued)

Subject	Student focus:
Portuguese II	<p>Capítulo 7 – O tempo e os passatempos</p> <p>Describe physical and leisure activities, ask and answer questions about weather conditions, discuss sports and sporting events, talk about ongoing and past events, express how long ago events occurred, Indirect object nouns and pronouns, some irregular preterits, imperfect tense of regular and irregular verbs, the preterit and imperfect, sports/equipment, events, places, nature, weather, common verbs, common words and expressions, investigating school life, sports, research popular sports and regulations in Brazil.</p>

Fast Facts About Career and Technical Education

Career and Technical Education (CTE) is responsible for developing educational programs that will prepare individuals for the occupations that are important to Florida's economic development. With partners from education, trade associations, business and industry, these initiatives will align CTE Programs with skill requirements of the economy.

The curriculum frameworks are divided into the sixteen nationally recognized career clusters. Each framework includes technical and academic skills that are essential for that career or occupation. Each framework was developed through collaboration with all stakeholders, with business and industry taking the lead.

Career Academies are small, personalized learning communities within a high school that select a subset of students and teachers for a two-, three-, or four-year span. Students enter the academy through a voluntary process; they must apply and be accepted with parental knowledge and support.

Staff teams, who often share common planning time, work together to implement the key features of the model and provide students with exposure to the career field. Students are grouped together for several periods every day with a core group of teachers.

A career academy includes the following essential elements:

- Small learning community
- College-prep curriculum with a career theme
- Partnerships with employers, the community, and higher education

By design, these three essential elements of a career academy lead to a school that is rigorous, relevant, and relational.

SCHEDULING AND FLORIDA READY-TO-WORK

CTE education students in a sequential program of study should be preparing for the industry credentialing process. If you have questions regarding the process, please contact CTE Office at 904-348-7882.