



The DCPS Academic Looking Glass

Volume 3, Issue 12

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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 my child is learning?" link under the "How Do I..." section.

Elementary Reading (Grades K-5)

Grade	Student focus:
K	Instruction continues in Theme 7. Targeted Comprehension Strategies and Skills in Theme 7: Summarize, Text Organization and Summarizing; Monitor/Clarify, Cause and Effect; Question, Making Predictions.
1	Instruction continues in Theme 7. Targeted Comprehension Strategies and Skills in Theme 7: Summarize, Problem Solving; Question, Noting Details; Predict/Infer, Making Predictions.
2	Instruction begins in Theme 4. Targeted Comprehension Strategies and Skills in Theme 4: Monitor/Clarify, Drawing Conclusions; Question, Text Organization; Summarize, Cause and Effect; Evaluate, Understanding Biographies. Instruction begins in Theme 5. Targeted Comprehension Strategies and Skills in Theme 5: Evaluate, Making Generalizations; Questions, Following Directions; Predict/Infer, Making Judgments; Monitor/Clarify, Sequence of Events, Monitoring Student Progress, Focus on Genre-Chapter Books.
3	Instruction begins in Theme 4. Targeted Comprehension Strategies and Skills in Theme 4: Evaluate, Fact & Opinion; Summarize, Compare & Contrast; Monitor & Clarify, Making Judgments; Question, Understanding Biographies; Review previously taught strategies and skills.
4	Instruction continues in Theme 4. Targeted Comprehension Strategies and Skills in Theme 4: Predict/Infer, Predicting Outcomes, Evaluate, Problem Solving; Monitor/Clarify, Understanding Poetry; Summarize, Drawing Conclusions; Question, Story Structure.



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

Grade	Student focus:
5	Instruction continues in Theme 4. Targeted Comprehension Strategies and Skills in Theme 4: Predict/Infer, Problem Solving/Decision Making; Monitor/Clarify, Noting Details; Phonics/Decoding; Question/Compare/Contrast; Making Inferences; Evaluate/Making Judgments; Understanding Plays, Visualizing, Responding; Preparing for Literature Discussion. Instruction begins in Theme 5. Targeted Comprehension Strategies and Skills in Theme 5: Predict/Infer, Drawing Conclusions; Question, Propaganda; Evaluate, Making Judgments, Author's Viewpoint; Summarize, Story Structure, Problem Solving and Decision Making; Focus on Genre-Autobiography.
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-2	Instruction continues in the Report Writing Genre
3	Instruction continues in the Response to Literature Genre
4	Instruction continues in the Narrative Procedure Genre
5	Instruction continues in the Narrative Procedure Genre and instruction begins in Response to Literature.

READ 180

Full implementation for Instructional Model:

Whole-Group Direct Instruction (20 min.):

- Direct instruction to the whole class is provided using the rBook
- Workshop in consumable rBook
(*Note:* Completion of each workshop may vary depending on the needs of the students.)

Small-Group Rotations (60 min.):

- 20 minutes of individually paced instructional software
- 20 minutes of small group diagnostically informed instruction using the rBook to meet individual needs
- 20 minutes of independent reading in which students read books that are Lexile level appropriate or on grade level with the assistance of an audio book

Whole-Group Wrap-Up (10 min.):

- Closure and review of the Read 180 daily experience

English Language Arts

Grade	Student focus:
6	<p>Reader's Workshop: Learn to analyze elements of style in different works. Become proficient in author's purpose & identifying text features. Develop understanding for recognizing puns and word play. Introduce analyzing a story. Writer's Workshop: Introduce the concepts of writing a compare-contrast essay while reviewing the writer's process.</p>
7	<p>Reader's Workshop: Become proficient in analyzing, comparing and contrasting tone. Understand the use of literal and figurative meaning of words. Continue to build vocabulary for reading and writing. Complete the following portfolio items: Short and Extended Responses to Literature questions, and Set a Purpose for Reading Chart. Reinforce the FCAT Short and Extended Response Rubrics.</p> <p>Writer's Workshop: Produce an interpretive essay/project as a culminating task after going through the complete stages of the writer's process. Editing strategies such as punctuation and compound sentences will be covered as needed.</p>
8	<p>Reader's Workshop: Explore ways to use specific text features to locate important information in the text. Review how to summarize the main idea and how to interpret graphic aids while reading. Become proficient in recognizing and analyzing author's purpose. Complete the following portfolio items: Short Responses Question and Elements of Nonfiction Text Features Chart. Reinforce the FCAT Short and Extended Response Rubrics.</p>
9	<p>Answer essential questions for Unit 4 regarding drama/dramatic performance and strategies to be a better reader/writer/speaker/listener. Complete learning activities Primary texts include Shakespeare's <i>Romeo and Juliet</i>.</p>
10	<p>Continue process in Unit 3: How a work of fiction can make a statement about culture and how the cultural fabric of a community can be stretched or altered. Complete learning activities. Primary texts include Chinua Achebe's <i>Things Fall Apart</i>.</p>
11	<p>Continue in Unit 3 about components of rhetoric applied to effective speeches and how artistic expression can advance social commentary. Complete learning activities. Primary texts include persuasive pieces (e.g., speeches) and Arthur Miller's drama, <i>The Crucible</i>.</p>
12	<p>Answer essential questions on Unit 4 (how examination of text affects understanding and how media production elements shape a message). Complete learning activities. Primary texts will include Tan's <i>The Arrival</i>.</p>
Notes	<p>6-8: FCAT Reading and Math begins week of March 8th.</p>

Advanced Placement (AP)

Grade	Student focus:
English Language & Composition	Assessments will reflect AP Language exam format (multiple choice and timed writings).
English Literature	Assessments will reflect AP Literature exam format (multiple choice and timed writings).
Statistics	Introduction to Inference.
US History	The New Era – 1920s: Business and Culture; Republican Politics; Great Depression and New Deal; AP Exam Preparation.
Human Geography	Rostow's Modernization Theory; Barrier to Economic Development; Industrial Revolution.

Social Studies



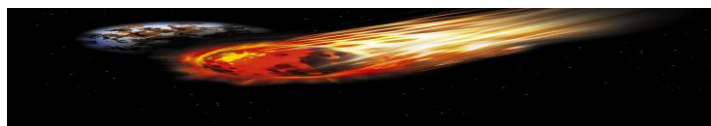
Grade	Student focus:
K My World	Long Ago and Today: People have different ways of getting water, food, and clothes long ago and today.
1 School & Family	Everything Changes: Native Americans were the first people to live in our country.
2 Neighbors	America's Past: The 13 colonies became the United States of America.
3 Community	Ancient Asia: Ancient India and China had great civilizations in Asia.
4 Florida History	New Challenges: Florida's economic life, socialization, and population experienced radical transformations from 1860-1950.
5 US History	Civil War and Reconstruction: The economy of America after the Civil War was influenced by immigration, industry, and agricultural advances.
6 World History	Ancient Greece II: Ancient achievements can influence modern societies.
7 Geography	Africa: Nations face challenges while developing. Social issues can hinder developing nations.
8 US History	Westward Expansion: The Jackson administration furthered the ideals of democracy. The idea of Manifest Destiny led to westward expansion.
10 World History	Industrial Revolution: The growth of nationalism led to the formation of nation-states in the 19th century.
11 US History	The Great Depression: Economic crisis can be a primary contributor of major changes of existing government.
12 US Gov	The Legislative Branch: The legislature makes laws that protect the rights of the people, the states and local governments in a federal system.
Economics	Product Markets: Competition type along with supply and demand, affect price and output. Price and non-price factors affect supply and demand.

Mathematics

Grade	Student focus:
K	Describe attributes; sort items according to their attributes. Record information in a picture. Count a set of objects. Use one-to-one correspondence to match two sets of objects. Count items in a data set. Keep track of and compare two sets of data. Represent a set of data. Recognize shapes in the environment. Observe/describe/develop vocabulary to describe two-dimensional shapes. Use shapes to make a picture.
1	Find combinations of up to 20. Explore relationships among different combinations of a number. Find the total of two or more single-digit numbers. Record solutions with pictures/numbers/words. Find more than one solution to a problem. Show number combinations with pictures/words/equations. Develop strategies for organizing sets of objects so they are easy to count and combine. Find the total of several 2's, 4's, 5's, or 10's. Record strategies for counting and combining, using pictures, numbers, and words.
2	Work with 100 and combinations of numbers that equal 100. Add strings of numbers by chunking/grouping numbers that go together. Write a story that reflects an addition equation. Compare two quantities. Record strategies for solving. Operate with 1's/10's on the 100 chart. Solve problems involving combining/separating/comparing.
3	Use measurement as a way of collecting data. Conduct a data analysis project. Organize/represent/analyze data. Make recommendations based on conclusions drawn from data.
4	Apply knowledge of coordinates to locate points on a computer screen. Describe geometric figures such as rectangles and squares in several ways. Understand turns as a change in orientation or heading. Explore what happens when turns are repeated. Become familiar with degrees as a common measurement for turns.
5	Compare lengths expressed in different ways, such as meters/centimeters & meters/decimal fractions. Keep track of/calculate total measurements. Develop benchmarks for and measure distances of 100 meters. Compare the relative sizes of US standard and metric measures of weight/liquids. Order items by measures of weight/liquid quantity.
6 MJ I Standard/ Advanced	Determine outcome of an experiment; predict if likely/unlikely, fair/unfair. Determine/compare/make predictions based on experimental or theoretical probability events. Differentiated Instruction based on student data. Students write rules and equations of two operations.
7 MJ II	Understand how changes in dimensions affect the prism's volume; design rectangular prisms. Understand effect on surface area/volume of applying a scale factor to a rectangular prism. Use line plots to display data distributions.

Mathematics (continued)

Grade	Student focus:
6-8	Pre-Algebra: Classify and determine the measure of angles. Demonstrate that the sum of the angles in a triangle is 180 degrees. Validate and apply the Pythagorean Theorem. Algebra I: Polynomials and Quadratics- Module 6. Geometry: Module 10: Trigonometry and Special Right Triangles.
9-12	Algebra I: Polynomials and Quadratics Algebra II: Exponential and Logarithmic Functions Geometry: Trigonometric and Special Right Triangles Pre-Calculus: Trigonometric Identities
Notes	Grades 6-8: Quarter Exams for all areas



Science

Grade	Student focus:
K	Explorations and observations of the size of objects that can be seen in the sky.
1	Explorations of and a performance task about living and nonliving things.
2	Explorations of habitats for plants and animals.
3	Explorations of the properties of light energy. A performance task about heat and light energy.
4	Explorations of the functions of human body systems.
5	Explorations of balanced and unbalanced forces. Turnaround Schools continue Benchmark Review lessons.
6	Lesson 13 Lab activities exploring infectious agents. Lesson 14 Lab activities exploring classification of living organisms. Lesson 15 Lab activities exploring energy transformations. Accelerated: Continue Lesson 13 Lab.
7	Continue Lesson 13 Lab activities exploring adaptations and interactions. Accelerated: Continue Lesson 12. Lesson 13 Lab activities exploring genetic engineering.
8	Continue Lesson 14 Lab activities exploring Annually Assessed Benchmarks. Begin Lesson 15 Lab activities exploring reproduction in plants and animals.
9-12	Earth Space: Explore the effect of an asteroid impact on Earth and the effects of the Sun on Earth, specifically sunspot and solar radiation. Students continue to work on performance task. Biology: Begin Mendelian genetics; explain what a gene is, what it does. Trace the events that occur from DNA replication to protein synthesis. Regional Science and Engineering Fair at UNF University Center Feb. 22. Chemistry: Complete chemical reactions and stoichiometry unit. Investigate acids and bases. Physics: Investigate how work, energy, and power are related. Standard and Honors complete and present final roller coaster performance task for this unit.

World Languages

Subject	Student focus:
<p>Chinese</p> 	<p>Level I: Lesson 6. Sentences with preposition (place): 他在学校学习。; Sentences with preposition (time): 午我要开会。 Teachers' daily works Languages; Teachers' duties: 师者，所以传道授业解惑。; 教不严，师之惰; 得(dě); Difference of 时间/时候; 一日为师，终生为父; Fan Run “范跑跑“.</p> <p>Level II: Lesson 10 Comparative Sentences with 比; The particle 了 as a Sentence- Final Particle; The auxiliary verb 会(will); the weather is getting better; climate in China; the rivers; big cities; the famous tour attraction. The Adverb 又; 又...又... (both...and...); complaining about the weather; the 3 main Chinese Festivals in China; 节，端午，中秋; Dragon dance / lion dance; lantern; dragon boat competition; holiday food.</p>
<p>American Sign Language</p>	<p>Level I: BRAVO 9 Rule of 9 Money Deaf professions “Deaf can do anything but hear.” DEAF AND FAMOUS PROJECT.</p> <p>Level II: SN 10 Age numbers Family and Occupations. SN 11 Role shifting Attributing qualities. FISHY STORY.</p>
<p>Latin</p>	<p>Level I: 28-29-30 Transitive/Intransitive Verbs. Review of Passive Voicepres. System-past perfect; future perfect, active. Case Usage: Ablative of agent. Adjectives as substantives. Lists 28-29-30. Prefixes and roots. Roman Dress (Nota bene p.198). Mythology - Trojan War. Borrowed Phrases. Level II: 21-22-23 Future passive participle; Dative of agent; Volitive noun clauses; noun clauses of result; gerunds; gerundives; Lists 21-22-23; suffixes, Spanish derivatives, democracy, athletics, the Olympic Games, famous Greeks & Romans.</p>
<p>Portuguese I</p>	<p>Capítulo 5 – A casa e os moveis; discuss housing/household items/domestic chores. Ask about/discuss schedules. Express ongoing actions; describe physical/emotional states; express familiarity and describe skills. Present Progressive (ing). Expressions ter (permanent/habitual)and estar; com (moment of speaking). Demonstrative adjectives and pronouns. Present tense of irregular verbs: Dar, ler, ver, vir. Ordinal numbers; bedroom items; kitchen items; furniture; electronic equipment; rooms in a house; household chores; abstract places. Common verbs; common words/expressions; housing options; rural/urban living. Brasilia e o Centro-Oeste.</p>

World Languages (cont'd)

Subject	Student focus:
<p>Portuguese II</p>	<p>Capítulo 11. A saude e os médicos. Describe body , health, and medical treatments; express emotions, opinions and attitudes; express collective suggestions and requests; state goals and purposes. Subjunctive with expressions of emotion; the equivalent of “let’s”; additional uses of por and para; relative pronouns. The body parts; medical treatments; health. Common verbs. Common words/expressions. Compare health care systems. Prepare sets of goals.</p>
<p>Spanish</p>	<p>Level I: Capítulo 5A. Tener; possessive adjectives; family members; parties and celebrations; Quinceañera; Mexican paper craft; Eres Tú Maria (video mystery program).</p> <p>Level II: Continue with Capítulo 4B. Begin Capítulo 5A. Imperfect tense: other uses Preterite of oír, leer, creer, & destruir; natural disasters; emergencies; rescues; héroes; legends; Fernando Botero.</p>
<p>German</p>	<p>Level I: 6-A Modals. Food items, types of restaurants, table manners, paying for the check</p> <p>Level II: 6-A Demonstrative pronouns, food items-fruits and vegetables, metric systems, shopping for food, paying for the check.</p>
<p>French</p>	<p>Level I: Unité 5 Leçon 14. Aller; Aller plus infinitive. Contractions with à; expressions with chez; making future plans; weekend in Paris.</p> <p>Level II: Unité 4 Leçon 16. Dire, lire, écrire. Object pronouns: lui, leur. Double object pronouns. Savoir. Verbs using indirect objects. Reading options. Louisiana; Québec; Les Acadiens; DOM.</p>

Fast Facts about Career and Technical Education (CTE)

DCPS has 11,000 students enrolled in more than 140 CTE programs across the district, of which 4,973 are students housed in the 28 Career Academy programs in our high schools. Program offerings for the Career Academies include: Culinary Arts, Early Childhood Education, International Business & Hospitality, Communications, Robotics, and Health. Three of our Career Academies have earned the National Standards of Practice Certification (NCAC) as a “Certified Career Academy.”

Dedicated and highly trained teachers have helped students in the Career Academies to achieve many accomplishments, such as assisting 77 DCPS students in qualifying for the SkillsUSA Florida State Competition. These students, from Frank H. Peterson and A. Philip Randolph Academies of Technology, competed in SkillsUSA’s Florida Region II competition and advanced to the state competition. Peterson students received 51 medals: 30 gold, 13 silver and eight bronze, while the students from Randolph received 26 medals: four gold, 14 silver and eight bronze.

CTE students in a sequential program of study should be preparing for the industry credentialing process. Please contact the CTE Office at 904-348-7882 with questions.