



The DCPS Academic Looking Glass

Vol. 3, Issue 10

January 25 – February 5, 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 my child is learning?" link under the "How Do I..." section.

Elementary Reading (Grades K-5)

Grade	Student focus:
K	Instruction continues in Theme 6. Targeted Comprehension Strategies and Skills in Theme 6: Predict/Infer, Fantasy/Realism; Summarize, Story Structure: Plot; Evaluate.
1	Instruction continues in Theme 6. Targeted Comprehension Strategies and Skills in Theme 6: Summarize, Story Structure; Question, Noting Details; Predict/Infer, Making Predictions.
2	Instruction begins in Theme 4. Targeted Comprehension Strategies and Skills in Theme 4: Monitor and Clarify, Drawing Conclusions; Question, Text Organization; Summarize, Cause and Effect; Evaluate, Understanding Biographies.
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.
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.
5	Instruction continues in Theme 4. Targeted Comprehension Strategies and Skills in Theme 4: Predict/Infer, Problem Solving and Decision Making; Monitor/Clarify, Noting Details; Phonics/Decoding; Question, Compare and Contrast; Making Inferences; Evaluate, Making Judgments; Understanding Plays, Visualizing, Responding; Preparing for Literature Discussion.



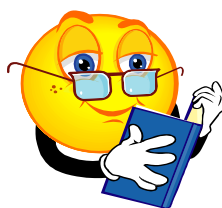
Elementary Reading (cont.) (Grades K-5)

Grade	Student focus:
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 level.



Elementary Writing (Grades K-5)

Grade	Student focus:
K	Begin instruction in the Report Writing Genre.
1	Instruction continues in the Report Writing genre.
2	Instruction continues in the Persuasive Writing Genre and instruction begins in the Report Writing Genre.
3	Begin instruction in the Functional Writing Genre.
4	Instruction continues with FCAT Writing Ramp Up Lessons.
5	Instruction continues in the Report Writing Genre and instruction begins in the Narrative Procedure Genre.



READ 180

Complete the third Scholastic Reading Inventory (SRI) during the SRI testing window of January 25 – February 5.

Full implementation of Read 180 instructional model:

- 20 minutes of whole class instruction using the rBook or rBook Flex
- 60 minutes of small group rotations (20 minutes for software; 20 minutes for small group directed instruction; 20 minutes for independent reading)
- 10 minutes of whole class wrap-up

English Language Arts

Grade	Student focus:
6	Reader's Workshop: Understand how to identify and analyze mood and tone. Demonstrate how to identify and analyze elements of style including point of view, dialogue, word choice and sentence structure. Recognize cause and effect.
7	Reader's Workshop: Identify author's perspective and support an opinion. Identify and analyze mood, tone and elements of style including word choice, sentence structure, imagery, dialogue, and non-standard speech. Explore visual elements, color, shape, line and texture in photography.
8	Reader's Workshop: Locate and analyze literary devices in poetry. Compare poetry. Writer's Workshop: Revise and edit District Timed Writing #4.
9	Answer essential questions for Unit 3 regarding poetry and studying an author's craft and style. Complete learning activities. Primary texts will include works of poets such as Shakespeare, etc.
10	Answer essential questions for 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> .
11	Complete Unit 2. Answer essential questions for 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> .
12	Answer essential questions on Unit 3 (dramatic performance/critical perspective and role of literature in societal issues). Primary texts will include Shakespeare's <i>Othello</i> . Complete learning activities.
Notes	9-10: Review results of Progress Monitoring Assessment #5 and District Timed Writing #3. Participate in activities designed to improve on-demand writing skills in preparation of <i>Florida Writes!</i> (February 9-10) 11-12: Participate in a Writers' Workshop to edit District Timed Writing #3.



Advanced Placement (AP)

Grade	Student focus:
English Language & Composition	Verbalize knowledge of rhetorical strategies for specific writing purposes and learn how to respond to questions beyond the knowledge level.
English Literature	Learn how to question various texts beyond the knowledge level and be able to verbalize connections between learning objectives and learning activities.
Statistics	Sampling Distributions (chapter 9)
US History	Populism and Progressivism; AP Exam Preparation
Human Geography	Agricultural Hearths; Agricultural Revolutions; Agriculture & the Cultural Landscape

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 I: 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 Presidency: The Presidency was defined by the first individuals who held the office and helped shape the U.S. as a nation.
10 World History	French Revolution: Governments face political, economic, and /or social crises that can affect their stability.
11 US History	World War I: War does not always solve conflicts between nations, and sometimes, it can create new unintended consequences.
12 US Gov	Foundations of Government: The principle of democracy is the basis for American Government.
Economics	Introduction to Economics: In the economy, all individuals make choices in their own self-interest that involve costs and benefits.

Mathematics

Grade	Student focus:
K	Count groups of objects. Create a set of a given size. Compare quantities to determine which has more. Use terms to describe and compare amounts. Order quantities from least to most or most to least. Keep track of the size of a growing collection. Find the total of two single-digit numbers. Record mathematical work.
1	Visualize paths between two locations in the classroom and on a map. Estimate distances between locations using paces. Follow and give directions for how to move in a space. Compare distances of different direction. Record written directions for moving on a path.
2	Become familiar with the structure and patterns of the number system from 1 to 100. Use coins as a model for adding and subtracting multiples of 5 and 10. Use the 100 chart as a tool for combining and comparing numbers. Develop strategies for addition and subtraction. Compare numbers to 100.
3	Identify the fraction that represents equal shares. Use fractions for division. Use a nonstandard unit to measure a distance. Estimate length by visualizing the unit repeated over a distance. Compare the effects of measurement using units of different size. Collect and analyze data.
4	Make graphs that show change over time. Invent representations of data. Interpret different kinds of graphs. Develop a scale that includes all the data. Decide how to group data. Establish conventions for consistency. Understand how changes and total are related. Develop strategies for solving missing information. Examine real situations and events that show change.
5	Reason and communicate about properties of geometric shapes. Sort and classify triangles and quadrilaterals. Develop vocabulary to describe special triangles and quadrilaterals. Generate geometric figures from descriptions of their properties. Estimate and measure the size of angles and turns. Distinguish between regular and non-regular polygons. Explore the relationship between the number of sides a polygon has and the sums of its turns and angles. Explore relationships among angles, line lengths, and areas of similar polygons. Compare areas of shapes.
6 MJ I Standard/ Advanced	Develop strategies for finding the area of a triangle. Find relationships between rectangles and triangles.




Mathematics (continued)

Grade	Student focus:
7 MJ II	Introduce the concept of slope as the ratio of vertical change to horizontal change between two points on a line or ratio of rise over run. Find the slope of a line from data in table, graph, or equation. Explore patterns among lines with the same slope—parallel lines.
6-8	Pre-Algebra: Classify and determine the measure of angles, including angles created when parallel lines are cut by transversals. Demonstrate that the sum of the angles in a triangle is 180 degrees and apply this fact to find unknown measure of angles and the sum of angles in polygons. Validate and apply the Pythagorean Theorem to find distances in real-world situations or between points in the coordinate plane. Algebra I: Factor polynomials of first and second degree algebraically. Factor completely and solve quadratic equations in a variety of forms. Geometry: Polynomials and Quadratics.
9-12	Algebra I: Polynomials and Quadratics Algebra II: Exponential and Logarithmic Functions Geometry: Proofs Pre-Calculus: Trigonometric Identities

Science

Grade	Student focus:
K	Explorations and observations of patterns of day and night.
1	Explorations of the differences between living and nonliving things.
2	Explorations of patterns and weather data.
3	Explorations of heat and light energy.
4	Explorations of plant and animal cells.
5	Explorations of renewable and nonrenewable energy resources.
6	Lesson 12 Lab activities exploring human body systems.
7	Begin Lesson 12 Lab activities exploring energy flow through ecosystems. Accelerated: Lesson 11 Lab activities exploring cellular reproduction.
8	Lesson 12 Lab activities exploring Earth's seasons. Begin Lesson 13 Lab activities exploring heredity
9-12	Earth Space: Astronomy unit is started; performance task about a potential impact from an asteroid. Students will examine scale and distances in space. Biology: Concepts to be taught are plant anatomy, photosynthesis, and cellular respiration. Chemistry: Investigate metal reactivity and redox reactions. Begin stoichiometry. Physics: Unit 3 Energy begins as students investigate energy changes in a roller coaster.
Notes	9-12: Honors: Science projects in Chemistry and Physics classes should have been completed by mid-January.

World Languages

Subject	Student focus:
Chinese 	<p>Level I: Lesson 5 Sentence without verb 非动; 词句 : ; Subject + Adj : 你很漂亮。 ; Noun + noun : ; 今天星期天。 ; Noun + age: 我十三岁。 ; Food / Drinks / ; The culture of tea Custom; • birthday; • food for birthday.</p> <p>Level II: Lesson 9 1. The Auxiliary Verb 要; 2. Measure Words; 3. 的(de)Structure; 4. 多(duo) Used Interrogatively; Buying Clothes Tax and tip in China; Bargain 秀水街; Chinese Traditional; Dress 唐装、旗袍.</p>
American Sign Language	<p>Level I: MASL 4 Contrastive behaviors; Listing/ranking; Friends and Family CODA; Name signs; MASL 5 Classifiers; Agent marker/School/Occupations/Deaf education/ Conceptual accuracy.</p> <p>Level II: SN 8 Classifiers Describing Others; MASL 8 Mouth Morphemes Describing People</p>
Latin	<p>Level I: 22-23-24 Review of Verbs, pres. System 3rd, 3rd-io, and 4th; Case Usage: Ablative of accompaniment; Adverbs, 1st and 2nd decl.; Lists 22-23-24; Word Study; Suffixes and Prefixes; Mythology; Borrowed Phrases/ Mottoes; Roman Education-Expectations.</p> <p>Level II: 18 .Deponent verbs (including participles and infinitives); List 18; Workbook pp.49-50 Derivatives Borrowed science words Landmarks of the classical world; Letters/writing instruments.</p>
Spanish	<p>Level I: Capítulo 4A; Ir; Interrogative words; Leisure activities; Talking about going places; Expressions to talk about when things are done; Spanish nursery rhymes; Andean music.</p> <p>Level II: Capítulo4A; Imperfect tense: regular and irregular forms; Indirect object pronouns; Toys; Play terms; Describing children; Pablo Picasso; Childhood nursery rhymes and songs; El Mercado de Hidalgo.</p>
Portuguese I	<p>Capítulo 4 –A familia; Identify and compare family members and structures; describe routine activities; express preferences and feelings; express duration of time for events; talk about past events; present tense of stem changing verbs; adverbs present tense of : Fazer, dizer, trazer, sair, por; Faz / Ha w/ expressions of time; family members; common verbs; common words and expressions; names (given, middle, surname); diminutives (inho); family life; O Norte e o; Amazonas.</p>

World Languages (cont.)

Subject	Student focus:
Portuguese II	<p>Capítulo 10, A comida; discuss food, shopping and planning menus; express wishes and hopes; present subjunctive; subjunctive used to express wish and hope; subjunctive w/ verbs and expressions of doubt; foods; common items; commands; common verbs; common words and expressions; compare culinary traditions; prepare a meal; express opinions and doubts.</p>
German	<p>Level I: 5-A Indefinite articles-nominative and accusative singular; months and seasons, weather; Fahrenheit vs. Celcius; Berlin.</p> <p>Level II: 5-A Genitive-articles and possessive adjectives, prepositions, wessen; foods, restaurants.</p>
French	<p>Level I: Unité 4 Leçon 12; use of c'est and il est; adjective placement; colors, driving</p> <p>Level II: Unité 4Leçons 13,14; object pronouns : me, te, nous, vous; entertainment; expressions used in letters and invitations; French cinema; writing letters; free time.</p>



Fast Facts about Alternative Education and Behavioral Programs

Alternative Education would like to thank all of the teachers and administrators for their support of our Alternatives to Truancy and Out of School Suspension (ATOSS) Centers. Your feedback allows us to continue to grow and improve the program for our students. Through the program, teachers can submit assignments to students via Compass Odyssey, through email to ATOSS center, or can send work with the student. Students also receive test practice using Explore FCAT on Compass Odyssey.

Safe and Healthy Schools has recently finalized the process for schools to use for reporting and investigating acts of bullying in schools. Our staff will be corresponding with key school staff to make sure that schools know what is required under the new anti-bullying laws.

Several of our elementary STAR (Students Taking Academic Responsibility) sites will be utilizing the elementary Compass-Odyssey program for a part of their grade acceleration program. If you would like to know more about it, you can contact Kris Larsen in Alternative Education/Safety Nets.