



# The DCPS Academic Looking Glass

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HAPPY NEW YEAR!!!

January 6 - 21, 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](http://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:
<b>K</b>	Instruction continues in Theme 5 in the Comprehensive Core Reading Program. <b>Targeted Comprehension Strategies and Skills in Theme 5:</b> Monitor/Clarify, Categorize and Classify; Summarize, Story Structure: Beginning, Middle and End; Question. Begin instruction in Theme 6. <b>Targeted Comprehension Strategies and Skills in Theme 6:</b> Predict/Infer, Fantasy/Realism; Summarize, Story Structure: Plot; Evaluate.
<b>1</b>	Instruction continues in Theme 5 in the Comprehensive Core Reading Program. <b>Targeted Comprehension Strategies and Skills in Theme 5:</b> Question, Compare and Contrast; Summarize, Making Generalizations; Monitor/Clarify, Cause and Effect. Begin instruction in Theme 6. <b>Targeted Comprehension Strategies and Skills in Theme 6:</b> Summarize, Story Structure; Question, Noting Details; Predict/Infer, Making Predictions.
<b>2</b>	Instruction continues in Theme 3. <b>Targeted Comprehension Strategies and Skills in Theme 3:</b> Summarize, Making Judgments; Question, Topic, Main Idea, Details; Predict & Infer, Problem Solving; Evaluate, Making Inferences.
<b>3</b>	Instruction continues in Theme 3. <b>Targeted Comprehension Strategies and Skills in Theme 3:</b> Evaluate, Fantasy & Realism; Questioning, Following Directions; Predict/Infer, Drawing Conclusions; Monitor/Clarify, Story Structure.
<b>4</b>	Instruction continues in Theme 3. <b>Targeted Comprehension Strategies and Skills in Theme 3:</b> Monitor/Clarify, Noting Details; Questioning, Compare and Contrast; Evaluating, Fantasy & Realism. Begin instruction in Theme 4.



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

Grade	Student focus:
<b>4</b>	<b>Targeted Comprehension Strategies and Skills in Theme 4:</b> Predict/Infer, Predicting Outcomes, Evaluate, Problem Solving; Monitor/Clarify, Understanding Poetry; Summarize, Drawing Conclusions; Question, Story Structure.
<b>5</b>	Begin instruction in Theme 4. <b>Targeted Comprehension Strategies and Skills in Theme 4:</b> 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.
<b>Notes</b>	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:
<b>K</b>	Instruction continues in the Persuasive Writing Genre.
<b>1</b>	Instruction continues in the Persuasive Writing Genre; Begin instruction in the Report Writing genre.
<b>2</b>	Instruction continues in the Persuasive Writing Genre.
<b>3</b>	Instruction continues in the Report Writing Genre.
<b>4</b>	Instruction continues in the Report Writing Genre; Begin instruction with FCAT Writing Ramp Up Lessons.
<b>5</b>	Instruction continues in the Report Writing Genre.

## READ 180

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	<b>Reader's Workshop:</b> Identify and analyze conflict and theme. Understand how literary elements help determine theme in short stories and poetry. Demonstrate an understanding of characters and setting.
7	<b>Reader's Workshop:</b> Recognize and interpret symbols. Determine word meanings by locating and understanding context clues.
8	<b>Reader's Workshop:</b> Explore the effectiveness of persuasive techniques. Differentiate between paraphrasing and plagiarism. Locate and analyze literary devices. Compare and analyze poetry.
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 2: How external factors affect one's sense of identity and how we synthesize multiple resources into cohesive argument. Complete learning activities. Primary texts include Gurinder Chadha's 2003 film <i>Bend It Like Beckham</i> .
11	Answer essential questions for Unit 2 about public opinion/perception and complete learning activities. Primary texts will include persuasive pieces (e.g., editorials) and political cartoons.
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	<p><b>6-8: Writer's Workshop: Persuasive Essay</b> Revise and edit District Writing #3. Demonstrate an understanding of the prompt, and focus on mature language, transitions, hooks, support, focus, organization, and persuasive techniques. Editing strategies such as proofreading, grammar, and capitalization will be explored as needed to equip students with the necessary skills to write effectively.</p> <p><i>January 12<sup>th</sup></i> - District Writing #4 administered <i>January 19<sup>th</sup></i> - Progress Monitoring Assessment</p> <p><b>9-10:</b> Demonstrate ability to master reading benchmarks with Progress Monitoring Assessment #5 and writing benchmarks with District Timed Writing #3. <b>11-12:</b> Demonstrate ability to master writing benchmarks with District Timed Writing #3.</p>



## Advanced Placement (AP)

Grade	Student focus:
<b>English Language &amp; Composition</b>	Rigorous learning activities; Deconstruction of authors' essays as models of effective writing.
<b>English Literature</b>	Rigorous learning activities; Collaborative critical analysis of selected pieces of fiction and nonfiction.
<b>Statistics</b>	Binomial and Geometric Distributions.
<b>US History</b>	Civil War; Reconstruction; Origins of the New South.
<b>Human Geography</b>	Political Organization and Territorial; Dimensions; Colonialism; Devolution.



## Social Studies

Grade	Student focus:
<b>K My World</b>	A Big Wide World: People have many different ways to get and use money.
<b>1 School &amp; Family</b>	World of Work: People make many different choices about buying and saving.
<b>2 Neighbors</b>	People at Work: People can be producers or consumers.
<b>3 Community</b>	Communities Long Ago: Some of the first communities developed long ago in Mesopotamia.
<b>4 Florida History</b>	Florida From Territory to State: Joining forces with the United States afforded Florida securities it did not have on its own as a territory.
<b>5 US History</b>	Creating a Nation: The major documents were written to establish a government and take care of the needs of the many.
<b>6 World History</b>	Ancient China: Societies choose to welcome or reject interaction with other countries and value conformity or individual expression.
<b>7 Geography</b>	Europe and Russia: Europe led the way in industrialization and urbanization.
<b>8 US History</b>	Career and Education Planning: Career choices should be based on interests, values, and aptitudes and a good educational plan.
<b>10 World History</b>	Age of Absolutism and Enlightenment: The Enlightenment had a profound impact on the development of modern democratic governments.
<b>11 US History</b>	Progressivism: Profound changes can occur in societies when perceived inequality urges the people to force change.
<b>12 US Gov</b>	Federalism at Work: Federalism creates a four tiered umbrella of national, state, county (parish) and municipal governments.
<b>Economics</b>	Monetary Policy: National policy actions affect the money supply. The money supply has a large impact on economic growth.



## Mathematics

Grade	Student focus:
<b>K</b>	Develop and use language to describe and compare lengths (longer, shorter, the same). Measure by direct comparison. Develop strategies for counting and keeping track of quantities. Represent quantities with objects, pictures, numerals, or words. Compare two quantities to find which is greater. Recognize numerals and connect them with quantities they represent.
<b>1</b>	Observe, describe, and compare 3-D shapes. Develop vocabulary for describing 3-D shapes. Construct 3-D shapes from 2-D faces. Observe, describe, and compare faces of 3-D shapes. Put 3-D shapes together to make other shapes.
<b>2</b>	Develop models of addition and subtraction situations. Solve problems using numerical reasoning. Record solution strategies. Consider the relationship between addition and subtraction. Understand horizontal and vertical notation for addition and subtraction. Match addition and subtraction notation to situations they could represent. Become familiar with the structure and patterns on the 100 chart. Add multiples of 5 and 10.
<b>3</b>	Develop familiarity with common equivalent, especially relationships among halves, thirds, and sixths. Understand that what occurs between 0 and 1 also occurs between 1 and 2 and consecutive whole numbers. Understand the relationship between fractions and division. Relate notation for money to decimal notation on the calculator.
<b>4</b>	Use a map scale. Measure distances on a map. Combine numbers in the hundreds and thousands. Make graphs that show change over time. Decide how to group data. Invent representations of data. Interpret different kinds of graphs. Develop a scale that includes all the data.
<b>5</b>	Use knowledge of probabilities to select events most likely to occur. Learn to add probabilities of simple events. Interpret fairness of a game as equal probability of winning. Apply knowledge of probability to design a fair game. Distinguish between polygons and shapes that are not polygons. Draw polygons. Locate points on a coordinate grid. Explore attributes, sort, classify, and develop vocabulary to describe triangles and quadrilaterals.
<b>6</b> <b>MJ I</b> <b>Standard/ Advanced</b>	Explore how the area of an object is the number of unit squares needed to cover it and the perimeter of an object is the number of units of length needed to surround it. Measure and compare several designs. Discover relationships between perimeter and area, including that one can vary while the other stays fixed.



## Mathematics (continued)

Grade	Student focus:
<b>7</b> <b>MJ II</b>	Solve linear equations in one variable using tables, graphs, and symbols. Use the properties of equality to solve equations. Develop strategies for solving linear equations. Recognize subtle shifts in equations and how they affect the solution. Find the point of intersection of two lines.
<b>6-8</b>	<b>Pre-Algebra:</b> Proportions and Ratios. The concept of a unit rate. How proportional relationships can be represented visually and with symbols. <b>Algebra I:</b> Factor polynomials of first and second degree algebraically. Factor completely and solve quadratic equations in a variety of forms. <b>Geometry:</b> Systems of Linear Equations and Inequalities.
<b>9-12</b>	<b>Algebra I:</b> Systems of Linear Equations and Inequalities <b>Algebra II:</b> Radical Expressions and Equations <b>Geometry:</b> Triangles/Proofs <b>Pre-Calculus:</b> Circular and Trigonometric Functions

## Science



Grade	Student focus:
<b>K</b>	Explorations of sound and a performance task that explores sorting objects that can be moved by pushes and pulls.
<b>1</b>	Explorations of fast and slow changes to Earth's surface and a performance task.
<b>2</b>	Explorations of weather.
<b>3</b>	Explorations of forms of energy.
<b>4</b>	Explorations of electromagnetism.
<b>5</b>	Explorations of the flow of energy through ecosystems.
<b>6</b>	Lesson 11 Project week. Students conduct performance tasks and/or science projects.
<b>7</b>	Lesson 10 Lab activities exploring bacteria, protist and fungi. Lesson 11 Lab activities exploring plants. <b>Accelerated:</b> Continue Lesson 9. Begin Lesson 10 Project week. Conduct performance tasks and/or science projects. <b>Advanced:</b> Present science projects.
<b>8</b>	Lesson 11 Lab activities exploring Moon's phases and Earth's Tides. <b>Advanced:</b> Present science projects.
<b>9-12</b>	<b>Earth Space:</b> Explore the impact of global climate change on Florida. Take PMA. <b>Biology:</b> Explore how cells communicate with each other. Complete PMA 3. <b>Chemistry:</b> All students will perform formula calculations and take district formative # 4. <b>Honors:</b> Calculate empirical and molecular formulas. <b>Physics:</b> Finish 2-D force and motion unit. Turn in roller coaster performance task and unit assessments. Complete district formative.
<b>Notes</b>	<b>6-8:</b> Review and administer nine weeks' assessments. <b>9-12:</b> Complete semester exams.

## World Languages

Subject	Student focus:
<b>Chinese</b>	<p><b>Level I:</b> Lesson 4: Sentences with V+不 + V; 你喜欢不喜; 欢..... ?; 你想不想..... ?; Hobbies: Sports, Entertainment Sports in China–Beijing Olympics. Review and mid-term exam.</p> <p><b>Level II:</b> 能and 会 Compared National College Entrance Exam After-School Learning Centers 书中自有黄金屋 , 书; 中自有颜如玉. Review and mid-term exam.</p>
<b>American Sign Language</b>	<p><b>Level I:</b> Review and mid-term exam.</p> <p><b>Level II:</b> Review and mid-term exam.</p>
<b>Latin</b>	<p><b>Level I:</b> 20-21 Verbs: 3rd -io 4th conj. pres. imper.; word order; lists 20-21; ; word study; signs of the times . Mid-term exam.</p> <p><b>Level II:</b> 16-17 Cum clauses; complete sequence of tenses; lists 16-17; derivatives; suffixes and prefixes; borrowed science words; landmarks of the classical world. Mid-term exam.</p>
<b>Spanish</b>	<p><b>Level I:</b> Capítulo 3B; the plural of nouns Ser; (Unit 3 Assessment); food and beverages; adjectives to describe food; discussing health; preferences; expressing agreement/disagreement; quantity; healthy eating habits; Southern South America. Review and mid-term exam.</p> <p><b>Level II:</b> Capítulo 3B; direct object pronouns; irregular affirmative tú commands; irregular present participle forms; places in a city or town; driving; modes of transportation; asking for and giving directions; Mexico City subway system; Diego Rivera; Frida Kahlo; La plaza; El barrio. Review and mid-term exam.</p>
<b>Portuguese I</b>	<p>Capítulo 3 – Horas delazer. Discuss activities and make future plans. Order food in a restaurant. Talk about arts and entertainment. Describe possessions and conditions. Express obligation. Present tense of regular –er and –ir verbs. Present tense of IR. Expressing future action. Present tense of TER. Numbers above 100. Food and drinks. Places of entertainment. Common Verbs (-ar, -er, -ir). Expressions of time. Common words and expressions. American films vs. National films. Culinary &amp; food customs. Nordeste do Brazil. Review and mid-term exam.</p>

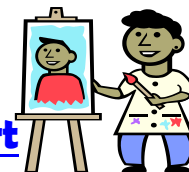


## World Languages (cont.)

Subject	Student focus:
<b>Portuguese II</b>	<p>Capítulo 9 – O trabalho e os negocios. Talk about the workplace and professions. Discuss job skills and abilities. Ask about professional qualifications and requirements. Give orders and instructions. <b>Se</b> as impersonal subject. More on the preterit and the imperfect. More on interrogative pronouns. Commands. Professions, occupations and roles; work places. Common verbs; common words and expressions. Discuss national, regional and global economies. Identify significant businesses in Brazil. Review and mid-term exam.</p>
<b>German</b>	<p><b>Level I:</b> Review and mid-term exam.</p> <p><b>Level II:</b> Review and mid-term exam.</p>
<b>French</b>	<p><b>Level I:</b> Unité 4 Leçon 11; adjective formation and placement; review for mid-term exam; adjectives of personality; adjectives of nationality; friendship. Mid-term exam.</p> <p><b>Level II:</b> Unité 3 Leçon 11, 12; <b>Boire; Acheter, préférer, payer; Il faut...;</b> articles (definite, indefinite, partitive); review for mid-term; expressions of quantity restaurant; <b>Le croque-monsieur;</b> ,mid-term exam.</p>



### Fast Facts about Art



The Duval County Visual Arts Department is committed to providing students with quality art programming, as well as the ability to showcase exemplary work from these students throughout the City of Jacksonville. To that end, new art work is filling the halls of the School Board Building. Original works by DCPS students grades K-12 have been digitally reproduced from last year's exhibitions and are now displayed on the first, second, and sixth floors. This marks the kick off to the many student shows that will take place in the spring.

The DCPS Visual Arts Department recently received a check for \$1,000 in appreciation for supplying digitally reproduced student artwork for Midtown Centre. Sixty matted and framed pieces line hallways both upstairs and downstairs in one of their many buildings. The money given to the Art Department will be used to purchase additional framing materials.

In order for our students to receive quality art education, teachers need the opportunity to learn new skills or hone old ones. DCPS art teachers can elect to attend several hands-on and special interest sessions at the January "Mini-Conference" to be held at the Cummer Museum of Art & Gardens. Teachers who attended the Florida Art Education Association Conference in October will share techniques and information in 45-55 minute sessions throughout the museum. The Conference will be held Friday, January 22 from 8:00 to 3:00. Workshop information will be on the Schultz Center website in early January in order for teachers to register.