



The DCPS Academic Looking Glass

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November 3 - 17, 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	Continue in Theme 3 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 3: Evaluate, Story Structure: Character/Setting; Predict/Infer Inferences: Drawing Conclusions. Instruction begins in Theme 4. Targeted Comprehension Strategies and Skills in Theme 4: Question, Text Organization and Summarizing; Predict/Infer, Cause and Effect.
1	Continue in Theme 3 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 3: Evaluate, Topic, Main Idea, Details, Summarizing; Predict/Infer, Making Predictions; Question, Categorize and Classify. Instruction begins in Theme 4. Targeted Comprehension Strategies and Skills in Theme 4: Summarize, Drawing Conclusions; Evaluate, Compare & Contrast; Monitor & Clarify, Sequence of Events
2	Continue in Theme 2 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 2: Question, Compare & Contrast; Evaluate, Fact & Opinion; Monitor and Clarify, Categorize & Classify.
3	Continue in Theme 2 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 2: Evaluate, Author's Viewpoint; Question, Categorize and Classify; Monitor and Clarify, Noting Details; Monitor/Clarify, Topic, Main Idea & Supporting Details; Understanding Trickster Tales.
4	Continue in Theme 2 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 2: Summarize, Story Structure; Predict/Infer, Author's Viewpoint; Monitor/Clarify, Text Organization; Question, Noting Details; Understanding Mysteries.

Elementary Reading (continued) (Grades K-5)

Grade	Student focus:
5	Continue in Theme 2 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 2: Evaluate, Categorize & Classify; Fact and Opinion; Text Organization; Story Structure; Cause and Effect; Predicting Outcomes; Summarize Predicting Outcomes; Making Inferences; Noting Details; Predict/infer; Topic, Main Idea, & Supporting Details; Sequence of Events; Categorize & Classify; Monitor/Clarify.
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 - 5	Instruction continues in the Narrative Writing Genre.
K - 1	Instruction begins in the Functional Writing Genre.
3-5	Instruction begins in the Report Writing Genre.



READ 180

Complete the second Scholastic Reading Inventory (SRI) during the SRI testing window of November 2- 13.

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	Demonstrate the entire writing process by creating a Nursery Rhyme News portfolio piece and revise and edit the essay from District Writing #2. Learn how to express ideas in writing by doing a media study. Focus on the 5 W's and 1 H of news and compare and contrast presentations of news reports
7	Complete the entire writing process in order to produce a short story portfolio piece. In addition to revising and editing, students will demonstrate the ability to use dialogue in order to show a character's personality. Focus on identifying main ideas/supporting details and taking notes in graphic organizers or outlines.
8	Revise and edit District Writing #2. Demonstrate an understanding of the components of the state rubric including support, organization, focus and conventions. Identify, analyze and evaluate imagery, compare and contrast themes, and identify author's tone. Write a personal narrative in which descriptive language, dialogue, and conflict is incorporated.
9	Answer essential questions for Unit 2 about how authors use specific techniques to achieve desired effects and essential features of an effective style analysis. The primary texts will include short stories on the theme of 'coming of age.'
10	Answer essential questions for Unit 2 regarding how external factors affect one's sense of identity and how we synthesize multiple resources into a cohesive argument. The primary texts will include Gurinder Chadha's 2003 film <i>Bend It Like Beckham</i> .
11	Answer essential questions for Unit 2 regarding public opinion/perception and the learning activities. Their primary texts will include persuasive pieces (e.g., editorials) and political cartoons.
12	Answer essential questions on Unit 2 (understanding/interpreting text). The primary texts of this unit include Shaw's <i>Pygmalion</i> and George Cukor's film adaptation <i>My Fair Lady</i> .
Notes	6-8: Test taking procedures and behaviors will also be identified and modeled for student application. On October 27, the students will take the District Timed Writing #2 and, after revising and editing, will submit as a portfolio item.



Advanced Placement (AP)

Grade	Student focus:
English Language & Composition	Verbalize connections between learning objectives and learning activities. Assessments will reflect AP exam format (multiple choice and timed writings).
AP English Literature	Demonstrate ability to critique a piece of literature for specific characteristics. Assessments will reflect AP exam format (multiple choice and timed writings).
Statistics	Producing Data; Barron's AP Review
US History	Antebellum America; Territorial Expansion and Manifest Destiny
Human Geography	World Religions; Religious Architecture

Social Studies

Grade	Student focus:
K My World	A Big Wide World: The four seasons affect people, animals, and plants.
1 School & Family	Where We Live: Natural resources come from many different places and have many uses.
2 Neighbors	Ways of Living: Families have different customs and traditions.
3 Community	Our Government: Our government includes local, state, and national government.
4 Florida History	Europeans Come To Florida: Explorers sought riches and freedoms but encountered many obstacles.
5 US History	New England Colonies: The thirteen original colonies were established through events and experiences of everyday life.
6 World History	Egypt and Nubia I: Technology advancements allow civilizations to flourish. Leaders impact civilization.
7 Geography	Middle East: The Middle East lands remain sacred to several different cultures.
8 US History	Revolutionary War: Economics and political factors in colonial America contributed to the struggle for independence.
10 World History	Renaissance, Reformation, & Scientific Revolution: The changes in methods of thought led to the modern world view.
11 US History	Civil War and Reconstruction Review: The Civil War addressed issues that were present in the United States since the creation of the nation.
12 Economics	International Trade: Trade among nations creates specialization and interdependence.
U. S. Gov	The Judicial Branch: The Judicial Branch serves as the watchdog of government and the protector of Constitutional rights.

Mathematics

Grade	Student focus:
K	Make a linear pattern in a rectangular frame. Make and compare patterns that use the same two variables. Copy, build, extend, and record growing patterns.
1	Solve and record strategies for combining and separating story problems using pictures, numbers, words, and equations. Describe, predict what comes next, construct, and classify patterns.
2	Sort, describe, and identify shapes by various attributes. Compose and decompose two- and three dimensional shapes. Describe spatial and numerical relationships found among shapes.
3	Measure area by covering a flat space with square units. Compare the area of two shapes, determine if they are congruent, and explore relationships among shapes. Develop familiarity with factors of 100. Find factors by skip counting. Explore relationship between a multiple and its factors.
4	Compare the relative sizes of common fractions. Make sketches of data to analyze. Summarize what is typical of a set of data. Invent ways to compare two sets of data. Use the median to describe a set of data.
5	Find equivalent fractions and percents. Order, add, compare and break fractions into parts. Find equivalent fractions and decimals. Represent decimals on a grid. Read, write, order, and add decimals.
6 MJ I Standard/ Advanced	Explore the inverse relationship between the addition and subtraction of fractions. Develop an efficient algorithm for adding and subtracting fractions. Estimate products of Fractions. Learn how to estimate with decimals. Learn how to add and subtract decimals.
7 MJ II	Understand and use the relationship between addition and subtraction found in fact families. Solve simple equations with missing facts by using related fact families. Develop and use algorithms for multiplying integers.
6 - 8 Pre- Algebra	Proportions and Ratios. The concept of a unit rate. How proportional relationships can be represented visually and with symbols.
6 - 8 Algebra I	Solve real world systems of linear equations graphically and algebraically using substitution method. Multiply binomials using generic rectangles and FOIL Method.
6 - 8 Geometry	Graphing Linear Equations. How two lines in a plane are compared and contrasted (intersecting, parallel, and same line). A coordinate plane is an infinite number of perpendicular number lines that form a grid.

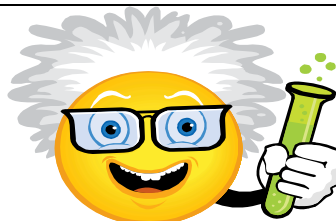


Mathematics (continued)

Grade	Student focus:
9-12	Algebra I: Graphing Linear Equations Algebra II: Parent Graphs Geometry: Visualization and Polyhedra Pre-Calculus: Exponential and Logarithmic Functions



Grade	Student focus:
K	Explorations of pushes and pulls.
1	Explorations and observations of stars and the Sun.
2	Explorations of changes in materials and a performance task about solids, liquids, and gases. Introduction to motion of objects.
3	Explorations of properties of solids and liquids.
4	Explorations of forms of electricity.
5	Explorations of Earth's seasons.
6	Lesson 7 Lab activities exploring erosion and deposition.
7	Lesson 5 Lab activities exploring microscopes and cell theory. Lesson 6 Lab activities exploring plant and animal cells. Accelerated: Continue Lesson 6. Begin Lesson 7 Lab activities exploring forms of energy.
8	Lesson 7 Lab activities exploring waves. Lesson 8 Lab activities exploring stars and galaxies.
9-12	Earth Space: Complete Ocean unit, take PMA and begin climate change unit by discussing weather and climate; Introduce Chapter Challenge. Biology: Explore the organic molecules, enzymes and reactions, and their importance in the human body. Complete working on the Nutrition Performance task and the PMA 2. Chemistry: Exploring periodic table properties and trends. Physics: Continue to work on performance task. Explore the nature of friction and how it behaves. Explore the relationship between acceleration and momentum. Honors: Complete Chapter 6 in Merrill book.
Notes	6-8: Advanced students should continue working on science projects.



World Languages

Subject	Student focus:
Chinese	<p>Level I: Lesson 2-3 Measure word 个/张; Adverb 都 ; Prefix 小/老 ; 我有; Meals The prefix shows the relationship: 小高 , 老陈 , 老二</p> <p>Level II: Lesson 8 (1) Serial Verbs/Verb Phrases; (2) Double Objects; (3) Particle 了; Talking about Studying Chinese; The Chinese Educational System; 九年义务教育</p>
American Sign Language	<p>Level I: PLEDGE OF ALLEGIANCE Conceptual accuracy; BRAVO 4 Time/topic/comment Food Handshape / number stories.</p> <p>Level II: PERFORMANCE Conceptual accuracy; Spatialization; Eye gaze; STAR SPANGLED BANNER.</p>
German	<p>Level I: 3-B zu Hause/nach Hause Time Television. Level II: 3-B Narrative past-irregular verbs Weather Bodensee.</p>
Latin	<p>Level I: 12-13-14 Verbs-perf. tense 1st and 2nd conj.; Case Usage: Vocative- d. address; Abl. Place from which; 2nd Decl –er nouns and adjs.; Lists 12-13-14; Word Study; Word Formation Suffixes and Prefixes; Derivatives; Familia; Greek Influence. Level II: 9-10 Comparison of irreg. adjs./adverbs; 4th decl.; all Subjunctive forms Volitive Subjunctive; Lists 9-10 Prefixes and suffixes; Vowel changes; Gladiators; Roman Landmarks; English spelling; Landmarks of the classical world.</p>
Spanish	<p>Level I: Capítulo 2A; subject pronouns; present tense of -ar verbs; classroom items; parts of the classroom; prepositions of location; Costa Rican school schedules; soccer in Mexico</p> <p>Level II: Capítulo 2B Demonstrative adjectives (repaso); preterite regular verbs; shopping, prices; driving terms; modes of transportation; economics; parties; Spanish Royal Family; clothing, sizes and designers; La parranda</p>
Portuguese I	<p>Capítulo 2 – Entre; Amigos; Ask about and describe persons, animals, places and things; express nationality; express where and when events take place; express possession; adjectives; present tense and some uses of the verb ser; SER and ESTAR w/adjectives; possessives; common descriptions (person,thing); colors: hair and eyes; nationalities; common words and expressions; talk about ethnic and cultural diversity; Sudeste & Sul do Brazil</p>

World Languages (continued)

Subject	Student focus:
Portuguese II	<p>Capítulo 8 – Festas e Tradicoes; talk about holiday activities and religion; extend, accept and decline invitations; express intent; make comparisons; discuss interpersonal relationships; comparisons of inequality; comparisons of equality; the superlative; pronouns after prepositions; reflexive verbs and pronouns; people, traditions, holidays, descriptions; common verbs; common words and expressions; investigate common Brazilian traditions</p>
French	<p>Level I: Unité 3 Leçon 7; ER verbs; Verbs plus infinitives;Activities Activities.</p> <p>Level II: Unité 1Leçon 4;Unité 2Leçon 5; Aller, aller + infinitive; Venir; Venir de plus infinitive; Depuis; expressions with depuis; helping at home; country and farm; France and Europe; weekend plans; Métro.</p>

Fast Facts about Career and Technical Education

In 2008-09, over 11,000 students were enrolled in a Career and Technical Education (CTE) course or program. Nationally, the move is towards “programs of study” rather than “just an elective” thinking. Below are a few CTE points of praise from last year:

- 96 CTE teachers earned industry credentials
- 374 students earned industry credentials
- 462 students had internships, clinical, and/or “on the job” training (OJT) experiences
- 124 businesses are currently involved in Career Academy program advisory boards
- Over 300 students have competed at the District, State and National levels in their various Career and Technical Student Organizations (CTSO)

To properly align CTE programs with targeted industries, CTE collaborates with WorkSource (our workforce development board) and the Jacksonville Regional Chamber of Commerce. Strategically, we are building programs where students leave high school prepared for college and career, especially since they are one in the same. Over 80% of careers in the future will require some form of post-secondary training. Many CTE programs offer the opportunity for students to earn industry credentials, as well as dual enrollment college credit.

Currently, Career and Technical education in Duval County addresses all 16 nationally recognized career clusters.

