



The DCPS Academic Looking Glass

Vol. 3, Issue 5

October 20 – November 2, 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.

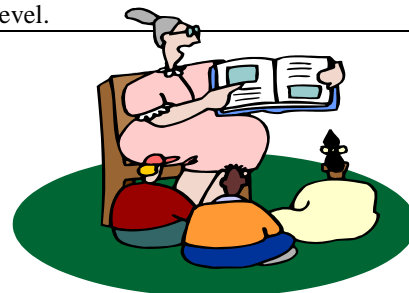
Teachers are given flexibility in the speed of covering the listed learning schedules according to the individual needs of students. More information on the district's curriculum and past issues of **The Looking Glass** can be accessed on the DCPS website at www.duvalschools.org by selecting "Know what my child is learning?" link under the "How Do I..." section.

Elementary Reading (Grades K-5)

Grade	Student focus:
K	Begin instruction 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
1	Continue instruction of Theme 2 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 2: Question, Noting Details; Monitor/Clarify, Fantasy/Realism; Summarize, Story Structure. Begin instruction in Theme 3. Targeted Comprehension Strategies and Skills in Theme 3: Evaluate, Topic, Main Idea, Details, Summarizing; Predict/Infer, Making Predictions; Question, Categorize and Classify
2	Continue instruction of 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 instruction of 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 instruction of 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

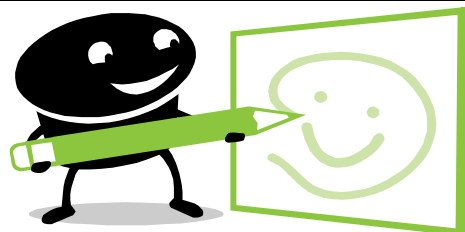
Elementary Reading (continued) (Grades K-5)

Grade	Student focus:
5	Continue instruction of 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	Continue instruction in the Narrative 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	Reader's Workshop: Learn to understand characterization (how characters are developed), as well as the narrator's direct comments. Writer's Workshop: Focus on revising and editing skills.
7	Reader's Workshop: Learn to become proficient in recognizing author's point of view. Recognizing first person point of view, making inferences, using context clues to determine meanings of words and phrases, as well as recognizing and analyzing omniscient point of view will be the skills and strategies that will be defined and modeled for student understanding and application.
8	Reader's Workshop: Learn how to apply sensory details to visualize setting, recognize mood, connect setting to plot, make inferences, use setting to identify mood, and identify freshness of expression in a professional author's work. Learn to recognize characteristics of journalistic writing and compare and contrast strategies.
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. Their primary texts will include short stories on the theme of 'coming of age.'
10	Complete Unit 1 performance assessment, Creating a Photo Essay, and begin Unit 2 along with its learning activities. Primary texts will include Gurinder Chadha's 2003 film <i>Bend It Like Beckham</i> .
11	Complete Unit 1 performance assessment (presenting their survey results in a synthesis essay), then begin Unit 2 regarding public opinion/ perception and the learning activities. Their primary texts will include persuasive pieces (e.g., editorials) and political cartoons.
12	Continue to work on Unit 2 (understanding/ interpreting text) and its learning activities. 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. 9-12: Participate in Writers' Workshop to revise and edit District Timed Writing #02, a persuasive essay. Students will take 1 st Quarter exam.

Advanced Placement (AP)

	Student focus:
English Language & Composition	Begin work on skills development through analysis on content; learning activities begin to be centered on debate, seminar, panel discussions, and collaborative learning.

AP (Continued)

	Student focus:
AP English Literature	Begin work on skills development through analysis on content; learning activities begin to be centered on debate, seminar, panel discussions, and collaborative learning.
Statistics	Examining Relationships; Formative Assessment; A. P. Exam
US History	Antebellum America; Territorial Expansion and Manifest Destiny
Human Geography	Cultural Landscapes; Ethnicity vs. Race; Languages as an Element of Culture



FERNÃO DE MAGALHÃES

Social Studies



Grade	Student focus:
K My World	A Big Wide World: Our planet has many kinds of land and bodies of water.
1 School & Family	Where We Live: Our planet has many different oceans and continents.
2 Neighbors	Places Near and Far: Our state has unique weather and natural resources.
3 Community	People from Many Places: People in America come from many places around the world.
4 Florida History	The First Floridians: Native Americans adapted their way of life based on their geographic surroundings.
5 US History	European Settlements: The settlers faced many challenges such as: weather, topography, and indigenous people.
6 World History	The Birthplace of Civilization: Civilization consists of government, laws, religion, artisans, writing, art and architecture.
7 Geography	U.S. and Canada: The political and economic systems of the United States allow it to be a world power.
8 US History	Colonial Period: Many groups and beliefs were represented in the colonization of North America.
10 World History	Renaissance, Reformation, & Scientific Revolution: Major changes in one sector of society influence all areas of society.
11 US History	Early America Review: The goals and ideals of early America arose from its rapid expansion and economic development.
12 Economics	Microeconomics of Government: Governments collect taxes to provide public goods. People are impacted differently by various forms of taxes.
U. S. Govt.	The Executive Branch: The President leads the everyday operation of Government, is Commander-in-Chief, and leads his party.

Mathematics



Grade	Student focus:
K	Identify the unit of a pattern. Construct, extend, and record a pattern. Interpret a pattern using physical movements. Predict what comes next in a pattern.
1	Visualize combining and separating problem situations. Develop and record strategies for solving, combining, and separating story problems. Use dot patterns to model number combinations. Become familiar with single-digit addition pairs.
2	Become familiar with the structure of 100. Work with quantities of 100. Use the 100 chart as a tool for combining and comparing numbers. Use familiar addition combinations to find totals. Develop strategies to solve addition and subtraction problems.
3	Make data tables and line plots. Write story problems. Multiply and divide in real-life situations. Measure area by covering a flat space with square units. Find patterns for covering a space. Compare areas of rectangles with different dimensions. Describe physical motions such as slides, flips, and turns.
4	Explore relationships among halves, fourths, and eighths. Become familiar with relationships among thirds, sixths, and twelfths. Develop a variety of ways to compare fractions. Identify equivalent fractions.
5	Use fractions to describe how many in a group share a particular characteristic. Find equivalent fractions and percents. Represent, identify, and order fractions and percents. Represent fractions as rotation around a circle. Mark strips into fractional parts.
6 MJ I Standard/ Advanced	Explore side lengths of triangle and relationships. Explore how side lengths of a quadrilateral must be greater than the fourth side length. Use benchmarks and decimal-fraction relationships to develop estimation strategies. Make decisions about overestimate or underestimations.
7 MJ II	District Post-Assessment, Quarter 1: Analyze statements about quantitative data. Use ratios, fractions, differences, and percents to form comparisons in a given situation. District Pre – Assessment, Quarter 2: Model addition and subtraction of integers.
6 - 8 Pre- Algebra	Data Analysis and Probability. Determine the measures of central tendency (mean, median, and mode). Select, organize and construct appropriate data displays, including box and whisker plots, scatter plots. Explore similarities and differences between the metric and imperial measurement systems. Proportions and Ratios. Unit rates.
6 - 8 Algebra I	Match a graph with its function and graph lines using two points. Solve systems of linear equations graphically and algebraically using substitution method.

Mathematics (continued)

Grade	Student focus:
6 - 8 Geometry	Properties of Linear Equations; 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.
9-12	Algebra I: Properties of Linear Equations Algebra II: Quadratic Functions Geometry: Parallel Postulates and Theorems Pre-Calculus: Exponential and Logarithmic Functions



Science



Grade	Student focus:
K	Explorations of and performance task about classifying objects and changing materials. Introduction to motion.
1	Explorations of and a performance task about describing and sorting objects by the ways they move.
2	Explorations of objects that float and sink and of water as it changes state.
3	Explorations of and a performance task about how living things respond to changing seasons.
4	Explorations of seasonal temperature changes. Explorations of static electricity.
5	Explorations of chemical changes and a performance task that explores density.
6	Lesson 6 Project week. Conduct performance tasks and/or science projects.
7	Continue Lesson 4 Lab activities exploring properties of atoms. Accelerated: Lesson 5 Project week. Conduct performance tasks and/or science projects. Begin Lesson 6 Lab activities exploring energy transformation
8	Lesson 6 Lab activities exploring work and simple machines. Begin Lesson 7 on Waves. Advanced: Continue to work on science projects.
9-12	Earth Space: Continue Oceans unit, exploring how oceans influence climate and biosphere. Biology: Complete unit on Ecology. Take PMA. Begin Biochemistry unit, exploring the unique properties of water. Begin Nutrition Performance task. Chemistry: Submit performance task for Unit B and complete District formative. Learn about nuclear energy. Honors: Learn about the electron structure of the atom. Unit C is introduced, as is performance task for Units C & D. Physics: Continue to work on performance task. Explore the force of gravity by completing activities in on projectile motion, shot puts, and how seat belts work. Honors: Complete chapters 5 and 14 Merrill book.
Notes	6-8: Review and administer 9-weeks assessments

World Languages



Subject	Student focus:
Chinese	<p>Level I: Lesson 2 这是 This is ...; 谁 Who...; 的 possessive/modifying; Professional careers; Forms of address of family members and relatives; School system; Chinese family forms of address, One Child Policy</p> <p>Level II: Lesson 8 (1) The Use of Nouns and Pronouns in Continuous Discourse. (2) The position of Time- When Expressions 就(jiu). (3) 一边...一边... A Typical School Day High School Life in China, University Life in China</p>
American Sign Language	<p>Level I: MASL 3 Time / topic / comment. Object + Subject + Verb. Cities / holidays Name signs.</p> <p>Level II: BRAVO 3 REUNION PROJECT</p> <p>Week 9 – Review & Quarter Exam.</p> <p>Week 10 – SN 6 Number Incorporation. Time Line–Past, Present, and Future. Home and community activities. Keeping each other informed.</p>
German	<p>Level I: 3-A Present tense of haben. Word order. Free time activities. Youth activities.</p> <p>Level II: 3-A Narrative past-regular verbs. Vacation plans Chiemsee.</p>
Latin	<p>Level I: 10-11 2nd conj.- present act.; imper., pres. imp. fut. ind.; Preposition In. Case Usage: Accusative place to which; Ablative of place where. Lists 10-11. Word Study. Derivatives. Latin forms of English Names. Level II: 7-8 Review Numerals & Irreg. adjs. Demonstratives; Case Usage: Ablative- respect; Dative with special adjs.; Intensives; Comparison of reg. adjs. List 7-8. Prefixes and suffixes. Correlatives. Derivatives. Workbook pp.5-8 (review). Roman holidays and calendars. Oracles/prophesies. Roman landmarks.</p>
Spanish	<p>Level I: Week 9 – Review and Enrichment. Week 10 – Capítulo 2A. Subject pronouns, present tense of -ar verbs, classroom items.</p> <p>Level II: Week 9 – Review and Enrichment Week 10 – Capítulo 2B. Demonstrative adjectives (repasso); preterite regular verbs; shopping, prices.</p>
Portuguese I	<p>Week 9 – Review & Enrichment.</p> <p>Week 10 – Capítulo 2 – Entre; Amigos; ask about & 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 & eyes; nationalities; common words & expressions; talk about ethnic and cultural diversity; Sudeste & Sul do Brazil.</p>

World Languages (continued)

Subject	Student focus:
Portuguese II	<p>Week 9 – Capítulo 7 – O tempo e os passatempos. Describe physical and leisure activities. Ask and answer questions about weather conditions; discuss sports and sporting events, ongoing and past events, how long ago events occurred. Indirect object nouns and pronouns. Some irregular preterits. Imperfect tense of regular and irregular verbs. The preterit and imperfect.</p> <p>Sports/Equipment; Events; Places; Nature; Weather; Common verbs; Common words and expressions; Investigating school life; sports; Research popular sports and regulations in Brazil.</p> <p>Week 10 – Review & Enrichment.</p>
French	<p>Level I: Unité 3 Leçon 7; ER verbs; Verbs plus infinitives; Activities Activities.</p> <p>Level II: Unité 1 Leçon 4; Unité 2 Leçon 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>

Advancement Via Individual Determination (AVID)

The AVID Tutorial

Tutors are essential to the success of the AVID elective class, where they facilitate student access to rigorous curriculum.

During the tutorial sessions each week, college students, retired educators, and/or adults from business and industry tutor AVID students. Students prepare for tutorial groups by developing questions about the material they are studying in other classes. In tutorial groups, under the tutor's guidance, students discuss class notes, clarify questions, explore ideas, review for tests, and resolve troublesome homework problems using the Socratic method of shared inquiry, which facilitates the development of higher-order thinking skills. Using this process, students become better at listening and expressing ideas, and they discover, understand, and remember ideas because they are actively involved in discussing and defending them.

Tutorial groups not only help with the work at hand but also address the reluctance of many students to seek and use help. This unwillingness to take advantage of resources prevents students from resolving questions and persevering in difficult courses. Through tutorials, AVID students develop habits that are associated with the most successful college students: seeking help when needed and studying intensely in collaboration with classmates.

AVID tutors receive formal training and also serve as role models. AVID students who continue their education in college often return to the program as tutors and assist with tutorial sessions twice a week, during the AVID elective.

