



The DCPS Academic Looking Glass

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October 6 – 19, 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 instruction of Theme 2 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 2: Predict/Infer, Sequence of Events; Summarize, Inferences: Making Predictions
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
2	Continue instruction of Theme 1 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 1: Fantasy & Realism, Story Structure, Summarize; Fantasy & Realism, Monitor & Clarify; Predict/Infer, Predicting Outcomes; Focus on Poetry. Begin Instruction in Theme 2. Targeted Comprehension Strategies and Skills in Theme 2: Question, Compare & Contrast; Evaluate, Fact & Opinion; Monitor and Clarify, Categorize & Classify
3	Continue instruction of Theme 1 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 1: Predict/Infer, Cause and Effect; Monitor/ Clarify, Making Inferences; Summarize, Sequence of Events Begin Instruction in Theme 2. 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 1 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 1: Summarize, Story Structure; Predict/ Infer, Author's Viewpoint; Monitor/Clarify, Text Organization; Question, Noting Details; Understanding Mysteries. Begin Instruction in Theme 2.

Elementary Reading (continued) (Grades K-5)

Grade	Student focus:
4	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
5	Continue instruction of Theme 1 in the Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 1: Sequence of Events, Noting Details, Predict/infer, Story Structure; Text Organization, Fact and Opinion, Sequence of Events, Question; Categorize and Classify; Topic, Main Idea, and Details; Text Organization; Monitor/Clarify; Understanding Tall Tales. Begin Instruction in Theme 2. 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	Learn to identify, analyze, and understand elements of drama, and identify the author's purpose and conflict in media. "The Prince and the Pauper" will be used during the Reader's and Writer's Workshop to demonstrate how to recognize conflict and identify the elements of drama. In Writer's Workshop, students will learn to pre-write using a storyboard, produce a Portfolio Item, and learn the importance of characterization and point of view.
7	Learn to analyze, identify and compare characters; set purpose for reading; build vocabulary; use similes and correct verb tense; and understand Latin roots. During Reader's Workshop, the stories such as "Zebra" will be used to demonstrate correct usage of language, make inferences and recognize and analyze different point of views. Teachers have the option of a Novel Study during days 31-52.
8	Learn various concepts (i.e. Brainstorming, understanding/ creating a plot diagram, analyzing suspense, etc.), learn new root words, and subject-verb and noun-pronoun agreement. Teachers will use "What Makes a Story Worth Telling" as an instructional tool to demonstrate strategies, compare/contrast conflict across genres, etc. During Reader's Workshop, students will identify and analyze setting and mood. Students will demonstrate understanding by creating a Mood Chart which will be a Portfolio Item.
9	Continue to work toward first performance assessment: <i>Presenting an Interview</i> . Upon completion of the assessment, students will begin Unit 2.
10	Continue to work on the first performance assessment: <i>Presenting Two of My Voices</i> . One shared through an oral presentation, the other in a written text.
11	Continue to work on the first performance assessment: <i>Presenting Findings from a Survey</i> .
12	Continue to work on the first performance assessment: <i>Creating a Photo Essay</i> . Upon completion of Unit 1, students will be introduced to Unit 2.
Notes	6-8: The Florida Assessment for Instruction in Reading (FAIR) will be administered to all students between August 31 and October 19. 9-12: Demonstrate progress toward meeting state benchmarks through Progress Monitoring Assessment #02 and District Timed Writing #02.



Mathematics

Grade	Student focus:
K	Recognize a pattern. Construct and extend a pattern. Read and record a pattern. Predict what comes next in a pattern. Identify a unit of a pattern.

Mathematics (continued)



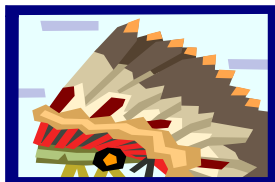
Grade	Student focus:
1	Read, write and sequence numbers to 100. Count quantities up to 40. Find the total of two quantities. Use numerals to record how many. Find the larger of two quantities.
2	Become familiar with coin values. Find all possible combinations of coins to equal 25 cents. Match coin combinations to cents notation. Develop models, consider the relationship, and work with notation of addition and subtraction. Record solution strategies.
3	Understand relationships between multiplication and division and identify whether word problems can be solved using either. Use multiplication and division notation to write number sentences. Use patterns to solve multiplication problems.
4	Find and count by factors of 100. Recognizing factor pairs. Use knowledge about the factors of 100 to explore multiples of 100. Become familiar with relationships among halves, fourths, and eighths.
5	Develop strategies for estimating answers to difficult multiplication and division problems. Read, write, and sequence multiples of 5,000 up to 1,000,000. Interpret common uses of fractions, decimals, and percents.
6 MJ I Standard/ Advanced	Using concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes. Predicts and verifies patterns involving tessellations.
7 MJ II	Further develop understanding of unit rates and how to compute and interpret them. Introduce the concept of "average" or "steady" rate of progress. Work with the important application of rates to miles per hour.
6-8 Pre-Algebra	Determining measures of central tendency (mean, median and mode) and variability (range) for a given set of data. Select, organize and construct appropriate data displays, including box and whisker plots, scatter plots, and lines of best fit.
6-8 Algebra I	Understand that complex; real world problems can be represented and solved algebraically to find efficient solutions
6-8 Geometry	Identify and use relationships between special pairs of angles formed by parallel lines and transversals. Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guess-and-check, and working backwards.
9-12	Algebra I: Properties of Linear Equations Algebra II: Exploring Functions Geometry: Parallel Postulates and Theorems Pre-Calculus: Polynomial and Rational Functions

Science

Grade	Student focus:
K	Sorting objects into groups by observable properties and changing materials.
1	Explorations of forces and how they cause changes in motion.
2	Explorations of properties of liquids and gases.
3	Explore how energy flows between living things in ecosystems.
4	Explorations of Earth's movement and the cause of seasons.
5	Explorations of chemical changes and a performance task that explores density.
6	Lesson 5 Lab activities exploring natural disasters in Florida. Advanced students continue to work on science projects.
7	Continue Lesson 3 Lab activities exploring physical and chemical change. Begin Lesson 4 Lab activities exploring the properties of atoms. Advanced students continue to work on science projects. Accelerated: Lesson 4 Lab activities exploring chemical reactions. Students continue to work on science projects.
8	Lesson 5 Lab activities exploring Newton's Laws. Advanced students continue to work on science projects.
9-12	Earth Space: Complete severe weather unit, take PMA turning in chapter challenge. Begin Oceans Unit: introduce chapter challenge and Explore ocean currents. Biology: Explore humans' impact on the environment and what the consequences may be. Continue to work on performance task. Chemistry: Standard students are learning about the structure of the atom. Honor students are learning about nuclear energy. Physics: Finish kinematics unit. Students should turn in performance task on track and field, unit assessments and PMA. Begin Unit 2 - 2D Force and Motion and introduce the performance task. Honors sections will do Chapter 4 in Merrill book.

Advanced Placement (AP)

	Student focus:
English Language & Composition	Focus on analysis and discussion of authors' styles and rhetorical strategies for specific audiences and purposes.
AP English Literature	Develop skills in analysis of content from multiple perspectives (i.e. cultural, social and historical) and comparisons of cultural, social, and historical elements across texts.
Statistics	Normal Distribution; A. P. Review
US History	Early Republic; AP Exam practice test
Human Geography	Types of Migration and Migration Patterns; Governmental and Economic factors related to migration; Push/Pull factors



Social Studies

Grade	Student focus:
K My World	Families and Friends: People need rules at home and at school.
1 School & Family	People Everywhere: A community is made up of many different people with many different jobs.
2 Neighbors	Places Near and Far: Our state has many different landforms and bodies of water.
3 Community	Communities in History: Europeans established communities in America that later became independent.
4 Florida History	The First Floridians: Native Americans adapted their way of life based on their geographic surroundings.
5 US History	Age of Exploration: People settled the United States for various reasons: religious, economic, political, geographic and social.
6 World History	The Birthplace of Civilization: Ancient people used geographical factors to their advantage
7 Geography	U.S. and Canada: European imperialism played a dominant role in the development of the United States and Canada.
8 US History	Colonial Period: European settlers had to adapt to new environments. Many groups and beliefs were represented in the colonization of North America.
10 World History	Middle Ages: In the absence of a strong government, citizens will create some sort of structure for protection and basic needs.
11 US History	Early America Review: The goals and ideals of early America arose from its rapid expansion and economic development.
12 Economics	Factor/Resource Markets: Consumer demand for a good or service affects the number of jobs producing that good or service.
U. S. Govt.	The Legislative Branch: The legislature makes laws that protect the rights of the people, the states and local governments in a federal system.



World Languages

Subject	Student focus:
Chinese	<p>Level I: Lesson 1 Questions ending with 呢/吗, 你是中国人吗?, 你呢?, Adverb 也, Suffix 们, Name of nations Nationality, Chinese minorities, Hong Kong/Macao, Taiwan, Tibet (西藏).</p> <p>Level II: Lesson 7 1. Ordinal Numbers, 2. 有一点儿(you yidianr, somewhat, rather; a little bit), 3. 怎么(zenme,how come) in questions, Prepare for the Chinese Class, Common Chinese / Surname 百家姓.</p>
American Sign Language	<p>Level I: BRAVO 3 Negation, Prepositions of location, Locations and locatives Audiology/AD/ALD. MASL 2 BRAVO 3 Ear and Hearing AD/ALD PROJECT. Level II: SN 5 Contrastive structures Negation Possessives. MASL 2, BRAVO 3 Reunion Project.</p>
German	<p>Level I: 2-B Definite articles Time Answering the telephone Time of day, A/B. Level II: 2-B Word order of dative and accusative cases, Words relating to camping; Camping in German speaking countries, A/B.</p>
Latin	<p>Level I: 7-8-9 Nouns- Case Usage; Dativei., object; Ablative-means, Verbs, present act. imper. 1st conjugation, Noun/Adjective agreement, List 7-8-9, Word Study, Roman Landmarks, Borrowed Phrases, Quarter Exam, A/B.</p> <p>Level II: 6 Infinitives all forms and uses, Relative pro.; Interrogative pro/adj., Indirect statement, List 6 Prefixes and suffixes, Workbook pp.5-8, (review) Roman Landmarks, Cursus Honorum, 3 periods of Roman, History (App. p.492), Borrowed words, Quarter Exam, A/B.</p>
Spanish	<p>Level I: Capítulo 1B, Adjectives, Definite and indefinite articles, Word order, (PE & Unit 1 Assessment), Adjectives-personality traits The Caribbean, Personal information, Pen pals, A/B.</p> <p>Level II: Capítulo 2A, Verbs ser and estar (repaso), Reflexive verbs, Possessive adjectives long forms, (Unit 1B & 2A Assessment), Daily routines, Getting ready for an event, Clothing styles, Family and special events, El teatro, A/B.</p>
Portuguese I	<p>Capítulo 1 –A, Universidade, ask for and provide information, express needs, likes and dislikes, talk about daily activities, ask about and express location, subject pronouns, present tense of –ar verbs, articles and nouns, (gender and number), estar (to be), question words, school subjects, places, -ar verbs, expressions of time, common words and expressions, culture in the university setting, Brazilian currency, Sao Paulo and Rio de Janeiro.</p>

Obrigado!

World Languages (continued)

Subject	Student focus:
Portuguese II	<p>Capítulo 7 – O tempo e os passatempos Describe physical and leisure activities, ask and answer questions about weather conditions, discuss sports and sporting events, talk about ongoing and past events, express how long ago events occurred. Indirect object nouns and pronouns, some irregular preterits, imperfect tense of regular and irregular verbs, the preterit and imperfect, sports/equipment, events, places, nature, weather, common verbs, common words and expressions, investigating school life, sports, research popular sports and regulations in Brazil.</p>
French	<p>Level I: Unité 3 Leçon 6, Être, Subject pronouns, Question formation, Negation, Places School Location, A/B. Level II: Unité 1Leçon 3, Avoir, faire, Inversion, Expressions with avoir, Expressions with faire, A/B.</p>

Fast Facts about...Health Education

The 2009-2010 school year marks the first year of the implementation phase of the Next Generation Sunshine State Standards (NGSSS) for Health Education. Implementing these new standards comes as a result of remarkable work performed by Kathleen Bowles, Supervisor of Health Education; Cheryl Hall, a Landmark Middle School health teacher; Jose Rivera, a John E. Ford health and physical education teacher and several other dedicated health professional from across the state. The NGSSS for Health Education, which are grade level specific for K-8 and grouped for grades 9-12, provide descriptive examples for each benchmark, which are intended as a support to teachers as they help students to successfully meet the standards.

Achieving the NGSSS is essential for the optimal growth and development of the whole child; and, over the years, schools have been provided a variety of teaching tools (i.e. textbooks, videos, DVDs, etc.) to aid in implementing differentiated and appropriate teaching strategies. This school year, our district gained access to a website called **HealthTeacher.com**, through a generous donation by BlueCross BlueShield of Florida and St. Vincent's Healthcare. Educators in our district are now able to access valuable information, such as health-related background information, lessons, activities and strategies that are standards-based and able to be utilized for planning and instruction. The lessons provided are aligned with National Health Education Standards as well as the NGSSS for Health Education. The lessons are interdisciplinary in nature, as well as grade and developmentally appropriate. The link to **Healthteacher.com** has been placed on the Lesson Planner Page in OnCourse and is being added to Riverdeep. In addition, **HealthTeacher.com** generates a periodic newsletter to its users with information that can be used to enhance parent communication.

The Health and Physical Education teachers in attendance at the August 19th pre-planning training participated in an hour-long session on the use of **HealthTeacher.com**. Additional training sessions will be forthcoming, so stay tuned for more information regarding signing up for a future session.