



# The DCPS Academic Looking Glass

Volume 4, Issue 1

WELCOME BACK!!!

Aug. 23 – Sept. 3, 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's being taught?" link under the "How Do I..." section.

## Elementary Reading & Writing (Grades K-5)

All elementary schools in Duval County schedule a minimum of 90 uninterrupted minutes for reading instruction. This includes a 60 minute Readers Workshop and a 30 minute Skills Block. Writers Workshop occurs during an additional 60 minute block of time.

Readers and Writers Workshop includes an Opening Instruction, Work Time and a Closing.

- The **Opening Instruction (mini-lesson)** is a whole group activity with a focus on a skill or reading/writing strategy through a shared and modeled approach with students having an opportunity for guided practice before applying the new learning to their independent work.
- The reading **Work Time** is for small group instruction including guided reading, differentiation and independent application of new learning into literacy activities. During the work time in Writers Workshop, students write independently applying previously taught strategies and skills.
- The **Closing** is a whole group activity where connections are made to the Opening Instruction and students reflect on their learning.

Skills Block occurs outside of the uninterrupted 90 minute literacy block. It includes:

- Two or three 10-15 minute interactive activities
- Explicit Instruction in:
  - K-2 Phonics, Phonemic Awareness, Vocabulary, Fluency, Comprehension
  - 3-5 Spelling, Grammar, Vocabulary, Fluency, Comprehension

Grade	Student focus:
K-5	Teaching of the District Anchor Lessons 1-10
Notes	The District Anchor Lessons are used to establish the rituals and routines of the classroom for the implementation of the Workshop model.

## Secondary Intensive Reading

Subject	Student focus:
<b>READ 180</b>	<p><b>6:</b> Follow first three weeks lesson plans to set up rituals and routines. Unit 1- Workshop 1 focus Main Idea/ Details and expository writing.</p> <p><b>7-8:</b> Follow first three weeks lesson plans to set up rituals and routines. Unit1-Workshop 1 focus Main Idea/ Details and expository writing.</p> <p><b>9-10:</b> Follow first three weeks lesson plans to set up rituals and routines. Unit1- Workshop 1 focus Main Idea/Details and Sequence of Events.</p> <p><b>SRI Window: August 30 - September 10</b></p> <p><b>Complete SPI before September 17</b></p>
<b>Plugged-in to Reading</b>	<p>Unit 1 focuses on the following NGSSS Benchmarks:</p> <p>inferring/paraphrasing/summarizing main idea and identifying relevant details; using context clues to determine meaning of unfamiliar words; identifying advanced word/phrase relationships and their meanings; determining the correct meaning of words with multiple meanings in context; and identifying cause/effect relationships. Texts used have a theme centered on the core text "Lay that Trumpet in Our Hands".</p> <p><b>SRI Window: Aug. 30 - Sept. 10</b></p>
<b>Academic Literacy</b>	<p>Unit 1 – <b>Impact!</b> Going Green</p> <p>Unit Skill - Main Idea and Relevant Details</p> <p>Unit Strategy - Marginal note-taking</p>



## Advanced Placement (AP)



Subject	Student focus:
<b>English Language &amp; Composition</b>	Course overview, class syllabus, course readings, timeline for practice essays and questions. Close reading and analysis of prose text.
<b>English Literature</b>	Course overview, class syllabus, course readings, timeline for practice essays and questions. Close reading and analysis of literary text. Develop documents for college entrance submissions.
<b>Statistics</b>	Exploring Data
<b>US History</b>	Pre-Columbian Societies; Transatlantic Encounters and Colonial Beginnings
<b>Human Geography</b>	Introduction and fundamental terms of Human Geography; Discussion of map projections and thematic maps

## English Language Arts

Grade	Student focus:
<b>6</b>	Learn classroom/school rituals/routines. Demonstrate understanding of the Reader’s Workshop and focus on how to become an active reader. Explore the literary genres and determine ways to find the meaning of unknown words. Use predictions to write a continuation of a story or poem in the unit.
<b>7</b>	Learn classroom /school rituals/routines. Demonstrate understanding of the Reader’s Workshop while exploring the literary genres and focus on how to become an active reader. Create a journal entry based on inferences.
<b>8</b>	Learn classroom /school rituals/routines. Demonstrate understanding of the Reader’s Workshop and focus on how to become an active reader. Analyze literary elements and symbolism. Write a comparison and contrast essay that includes the idea of theme.
<b>9</b>	Unit 1 focuses on the following NGSSS Benchmarks: inferring, paraphrasing, and summarizing main idea and identifying relevant details; using context clues to determine the meaning of unfamiliar words; identifying advanced word/phrase relationships and their meanings; determining the correct meaning of words with multiple meanings in context; and identifying cause/effect relationships. Texts used in the teaching and practicing of these benchmarks have the central theme “Identity.”
<b>10</b>	Unit 1 focuses on the following NGSSS Benchmarks: inferring, paraphrasing, and summarizing main idea / identifying relevant details; using context clues to determine meaning of unfamiliar words; identifying advanced word/phrase relationships and their meanings; and determining the correct meaning of words with multiple meanings in context. Texts used have the central theme “Where We’re From.”
<b>11</b>	Unit 1 focuses on the following NGSSS Benchmarks: inferring, paraphrasing, and summarizing main idea/ identifying relevant details; analyzing the author’s purpose and/or perspective; analyzing/developing an interpretation of a literary work by describing the author’s use of literary elements; comparing and contrasting elements in multiple texts; and explaining how works reflect the historical period during which they were written. Texts used have the central theme “Our Diverse American Culture.”
<b>12</b>	Unit 1 focuses on the following NGSSS Benchmarks: inferring, paraphrasing, and summarizing main idea and identifying relevant details; analyzing the author’s purpose and/or perspective; identifying cause/effect relationships; comparing and contrasting elements in multiple texts; analyzing and developing an interpretation of a literary work by describing the author’s use of literary elements; and organizing, synthesizing, analyzing, and evaluating validity and reliability of information. Texts used have the central theme “Perspectives.”

## English Language Arts (cont’d)

Grade	Student focus:
<b>Notes</b>	<b>6-8:</b> Complete District Writing #1 (expository essay). <b>9-12:</b> The District Interim Benchmark #1 and District Timed Writing #1 will be administered.



## Social Studies

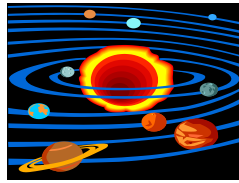
Grade	Student focus:
<b>K My World</b>	Families and Friends: Families are made of adults and children.
<b>1 School &amp; Family</b>	People Everywhere: Families are made of adults and children who cooperate.
<b>2 Neighbors</b>	People and Places: Neighborhoods are made of many different families.
<b>3 Community</b>	Places We Live: The places we live are known as communities. Land and Resources: The land and resources in the United States are diverse and plentiful.
<b>4 Florida History</b>	The Geography of Florida: The geography of a place helps to shape the lives of the people who live there.
<b>5 US History</b>	America’s Land: The land and climate of America are very diverse and provide many benefits and challenges.
<b>6 World History</b>	Introduction to Social Studies/ Map Skills: The five themes of geography affect the way people live.
<b>7 Geography</b>	Basic Geography Skills: Geography and access/ use of natural resources influence the development of economies and where people live.
<b>8 US History</b>	Native Americans: Humans have used various survival strategies and methods to adapt to different environments.
<b>10 World History</b>	Prehistory Review: Humans could only create settled societies once they discovered agriculture and domestication of animals.
<b>11 US History</b>	Colonial America Review: Nations may have several reasons for colonization: religious, financial and social.
<b>12 US Gov</b>	Foundations of Government: The principle of democracy is the basis for American Government.
<b>Economics</b>	Basic Economic Concepts: All economic systems have economic goals and attempt to meet them in various ways.

## Mathematics

Grade	Student focus:
<b>K</b>	Count, read, and write using whole numbers and represent objects in sets up to 10. Learn to solve problems involving sets and use the calendar to understand the concept of time. Use the calendar to recognize numbers.
<b>1</b>	Compare, order, identify, read, and write whole numbers. Explore the different ways that numbers can be represented.
<b>2</b>	Continue to explore and discover sophisticated strategies for solving addition and subtraction problems. Become fluent with basic math facts using numbers less than 10. Learn to tell time to the nearest hour and half hour.
<b>3</b>	Identify, compare, and order numbers through the hundred thousand place.
<b>4</b>	Represent numbers in standard, expanded, and word form. Round, compare, and order numbers.
<b>5</b>	Explore the relationship between multiplication and division and develop strategies for solving division problems.
<b>6</b> <b>MJ I</b> <b>Standard/ Advanced</b>	Understand and know how to divide whole numbers using various methods. Understand how to add and subtract decimals and fractions. Understand the Four step plan to solve problems. <b>District Pre-Assessment, Quarter 1.</b>
<b>7</b> <b>MJ II</b>	Read and write integers, and find the absolute value of an integer. Use rules to add and subtract integers. Solve problems by looking for a pattern. Use the rules for multiplying and dividing integers. Graph rational numbers on the number line. Write fractions as terminating decimals or repeating decimals and write decimals as fractions. Use area models to multiply fractions and mixed numbers. <b>District Post-Assessment, Quarter 1.</b>
<b>6-7</b> <b>MJ II</b> <b>Advanced</b>	Read and write integers, and find the absolute value of an integer. Use rules to add and subtract integers. Solve problems by looking for a pattern. Use the rules for multiplying and dividing integers. Graph rational numbers on the number line. Write fractions as terminating decimals or repeating decimals and write decimals as fractions. Use area models to multiply fractions and mixed numbers. Solve problems by drawing diagrams. Divide fractions and mixed numbers. Use powers and exponents. <b>District Post-Assessment, Quarter 1.</b>
<b>8</b> <b>MJ III</b>	Understand proportion and its applications to solve problem. Apply operations on integers.
<b>7-8</b> <b>Algebra I</b>	Know and understand set operations as well as define union, intersection, set complement, and cross product. Understand the algebraic skills required to solve equations.
<b>8</b> <b>Geometry</b>	Begin to understand Euclidean Geometry at a deeper level using all of their prior mathematical knowledge.

## Mathematics (continued)

Grade	Student focus:
<b>9-12</b>	<b>Algebra I:</b> Know and understand set operations. <b>Algebra II:</b> Literal equations and absolute value equations and inequalities in one variable. <b>Geometry:</b> Pythagorean Theorem, Distance, and Midpoint. <b>Pre-Calculus:</b> Polynomial and Rational Functions.





## Science



Grade	Student focus:
<b>K</b>	Working like a scientist to observe and compare objects and the weather.
<b>1</b>	Working like a scientist to observe and describe the world around us.
<b>2</b>	Explorations that include scientific questioning, observing, measuring, and recording.
<b>3</b>	Explorations that include the use of scientific processes and tools. Explorations of seeds.
<b>4</b>	Explorations that include the use of scientific processes and tools to explore sound.
<b>5</b>	Explorations that include scientific questioning, observing, measuring, and recording plants.
<b>6</b>	Lesson 1 Lab activities exploring how scientists think. Lesson 2 Lab activities exploring the development of theories and scientific laws. Lab safety should be reviewed.
<b>7</b>	Lesson 1 Lab activities exploring how students think like a scientist. Lesson 2 Lab activities exploring food webs. Lab safety should be reviewed.
<b>8</b>	Lesson 1 Lab activities exploring and reviewing scientific methods and density. Lab safety should be reviewed.
<b>9-12</b>	<b>Earth Space:</b> Introduce format of course, lab safety, and Earth systems science. Chapter Challenge (performance task) is introduced. Content address causes and hazards of severe weather locally and regionally. <b>Biology:</b> Introduce format of course, lab safety, and nature of science. Begin Ecology Unit and Performance task about the preservation of local ecosystems. Exploration on the characteristics of life and differentiate observations and inferences. <b>Chemistry:</b> Introduce lab safety and the inquiry format of the course. Begin Nature of Science (Unit A) and explore how it relates to chemistry. Explore the chemistry of water by completing the foul water lab activity. <b>Physics:</b> Introduce lab safety and the inquiry format of the course. Explore velocity and frame of reference. All students are introduced to the performance task.
<b>Notes:</b>	<b>6-8: Advanced</b> - Science project should be introduced. <b>9-12: Honors</b> - Introduce Science Project requirement.

## World Languages

Subject	Student focus:
<b>Chinese</b> 	<p><b>Level I:</b> Pinyin - shengmu (initial), yunmu (final), shengdiao (tone); Greetings/Farewells – general, particular situation, in the beginning/end of class.</p> <p><b>Level II:</b> Pinyin, radicals, strokes; Greetings, family, date and time, hobbies, visiting friends.</p>
<b>Latin</b>	<p><b>Level I:</b> 1st Declension, case usage: nominative-subject/predicate nominative accusative- direct object, adjectives. Alphabet, pronunciation, lists 1 and 2, introductions, word study-loan words. Romance languages, geography of Italy, introduction of familia and roman numerals.</p> <p><b>Level II:</b> 1st and 2nd decl. nouns and adjectives. 1st and 2nd conj. verbs, possum, sum, case usage from Level 1 (appen. 494-500), apposition, 3rd decl. nouns and adjectives and items; reading in the Latin word order (Appen. 512-3). List 1-2, bases and derivatives, prefixes and roots, workbook pp.5-8 (review). Roman education, family life-adoptions, name abbreviations.</p>
<b>Portuguese I &amp; II</b>	<p>Review Expressoes de cortesia e despedida. The following terms will be used in the appropriate manner depending on with whom we are speaking: obrigado/a, adeus, por favor, de nada, sinto muito, ate amanha. Study Encontros which provides instruction for greetings for the various people in our lives. Use the following phrases: Bom dia, Como vai, Tudo bem, etc. Study Numeros and Problemas involving Numeros. This will be followed by Dia de Semana and Meses de ano. Review definite articles o, os, a, as, as well as indefinite articles um, uns, uma, and umas.</p>
<b>Spanish</b>	<p><b>Level I:</b> Interrogative words, asking and responding to questions in the 1st, 2nd, 3rd persons, yes/no questions, gender of nouns. Greetings, introductions, farewells. Alphabet, numbers (0-100), time, body parts, classroom objects, school supplies, days, months, dates. Concept of time, personal space, greetings, names, Aztec calendar.</p> <p><b>Level II:</b> Adjective-noun agreement, questions, regular verbs, forms of <b>ser</b>. Describing people, asking for information Nationalities. Schools in Spanish-speaking countries, Enrique Iglesias.</p>
<b>German</b> 	<p><b>Level I:</b> Comparison adjectives and adverbs. Types of carrying cases. Means of transportation.</p> <p><b>Level II:</b> Comparison of adjectives and adverbs. Types of carrying cases. Means of transportation.</p>

## World Languages (cont'd)

Subject	Student focus:
<b>French</b>	<p><b>Level I:</b> Alphabet; Subject pronouns; Accent marks; Gender and adjectives of nationality.</p> <p><b>Level II:</b> Review of Level 1 grammar, vocabulary, culture, schools, and classes.</p>
<b>American Sign Language</b>	<p><b>Level I:</b> Markers/signals, personal pronouns; Manual alphabet, introductions, greetings and farewells; Introduction to ASL history – Gallaudet/ Clerc; Formal vs. informal gaining attention DPN.</p> <p><b>Level II:</b> Distance markers, spatial agreement; Introductions and personal information; History of deaf education DPN.</p>
<b>Arabic</b>	<p>Introduction to the Arabic Alphabet. Special characteristics of the Arabic alphabet. Notes on pronunciation. Names of vowel symbols and pronunciation. Greetings and their meanings and significance in Arabic language/culture. Notes on different dialects. About letters , , and , pronunciation and writing. Vocabulary: sister, brother, one, chicken, news, bread, and neighbor; good, young people, young women, bus, morning, tea, and lesson. The letters , , and , pronunciation and writing. Dialogue: How are you? Writing of Sukoon. Pronunciation and writing of the letters and Hamza with Fatha, Damma, and Kasra (aa, ee, oo sounds). Dialogue: Where are you from? Arabic signs and advertisements.</p>

## Fast Facts about Guidance Services

### Back-to-School Tips

- Understand the expertise and responsibilities of your child's school counselor.** They are trained to assist with academic, career and personal/social development and serve as a facilitator regarding the student's goal, abilities, and any areas needing improvement.
- Meet or contact your child's school counselor each school year** to ensure your child has a positive school experience. Schedule an appointment to avoid long meeting delays.
- Discuss your child's challenges and concerns with the school counselor** to help you understand your child as a student. Work with counselors to help encourage your child's expression of needs, hopes and frustrations.
- Learn about your child's school and safety net services.** Counselors can help you contact appropriate school officials, learn about school policies, discover grade/credit recovery options, and locate community resources when needed.
- Work with the school counselor to identify resources and find solutions to problems.** Counselors are valuable partners in your child's education and preparation for life beyond school. Discuss problems with your child's school counselor to find solutions. Discuss resources available to the school, and determine how such programs can benefit your child.