



The DCPS Academic Looking Glass

Volume 4, Issue 8

HAPPY HOLIDAYS!!!

Dec. 7 – Jan. 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 by selecting "Know what's being taught?" link under the "How Do I..." section.

Elementary Reading (Grades K-5)

Grade	Student focus:
K	Continue Theme 4 , Comprehensive Core Reading Program as outlined for the last two weeks. Begin Theme 5: Monitor/Clarify, Categorize and Classify, Summarize, Story Structure, Questioning.
1	Continue Theme 4 , Comprehensive Core Reading Program as outlined for the last two weeks. Begin Theme 5: Compare and Contrast, Question, Making Generalizations, Summarize, Cause and Effect, Monitor/Clarify.
2	Continue Theme 3 , Comprehensive Core Reading Program: Making Judgments; Summarize, Main Idea/Details, Question, Problem Solving, Predict/Infer, Making Inferences, Evaluate.
3	Continue Theme 3 , Comprehensive Core Reading Program: Fantasy and Realism, Evaluate, Following Directions, Question, Drawing Conclusions, Predict/Infer, Story Structure, Monitor/Clarify.
4	Continue Theme 3 , Comprehensive Core Reading Program: Noting Details; Monitor/Clarify, Compare/Contrast, Questioning, Fantasy/Realism, Evaluate.
5	Continue Theme 3 , Comprehensive Core Reading Program as outlined for the last two weeks. Begin Theme 4: Problem Solving and Decision Making, Predict/Infer, Noting Details, Monitor/Clarify, Compare/Contrast, Making Inferences, Evaluate, Understanding Plays.
Notes	Instruction in the Comprehensive Core Reading Program is implemented by Themes. The targeted comprehension strategies/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)

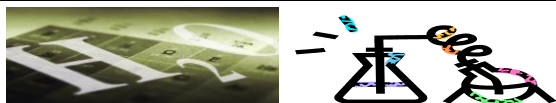
Grade	Student focus:
K - 2	Continue teaching the persuasive writing genre. Begin teaching the functional writing genre.
3 - 5	Continue teaching the report writing genre.
Notes	The District Anchor Lessons may be referred to throughout the year as needed to reinforce rituals and routines. Throughout the year, students should be immersed in a variety of texts aligned with the genre in which they are writing.

English Language Arts

Grade	Student focus:
6	Compare/contrast elements in multiple texts, locate/analyze an author's use of descriptive language, and determine mood/tone. Demonstrate this knowledge in an essay comparing two literary pieces from the unit and focusing on how the authors used figurative language/word choice in order to convey mood/tone.
7	Identify cause/effect relationships in text through use of signal words/phrases. Compare/contrast literary elements within and across text. Demonstrate this knowledge in an essay comparing the lives of at least two characters from the units and explaining how changes in relationships affected those characters
8	Analyze characterization/motives of characters. Make/support inferences. Identify/analyze the stages of plot and tone. Analyze text features to construct meaning. Demonstrate this knowledge in an article that and shows how a character's ambition influenced the events in the story.
9	Unit 4, <i>Revenge and Redemption</i> . Learn how to apply the author's craft in writing using descriptive language, figurative language, and persuasive writing techniques.
10	Unit 4, <i>Confronting Challenges</i> . Learn how to employ expository writing techniques as well as strategies for strengthening the validity of position through appropriate use of support.
11	Unit 4, <i>Personal Integrity and Self-Respect</i> . Learn the unique literary devices that authors employ in writing to develop themes and main ideas as well as analyze and synthesize popular literary works.
12	Unit 4, <i>Individual in Society</i> . Learn how to critique classical, contemporary, and traditional literary works by studying meaningful and relevant issues.
Notes	6-8: District Timed Writing #3: Students will be given 45 minutes to plan and write a persuasive essay (December 7-10).

Science

Grade	Student focus:
K	Explorations of the motion of objects and seasons.
1	Explorations of beneficial and harmful properties of the Sun.
2	Exploration of water as it changes state, changes in matter, and a performance task about solids and liquids.
3	Explorations of gravity and a performance task about the stars and gravity.
4	Explorations about renewable resources.
5	Explorations of the transfer of thermal energy.
6	Lesson 10 Lab activities exploring cell structure and function. Advanced: Completing science projects.
7	Lesson 9 Lab activities exploring heat flow. Advanced: Presenting science projects.
8	Continue Lesson 9 reproduction in plants/animals. Lesson 10 Lab activities exploring adaptations over time. Advanced: Continue work on science projects.
9-12	Earth Space: Explore how climates are impacted by geology and the trace past climate change. Biology: Explain composition and function of cell membranes. District PMA #3 is given. Chemistry: Exploring the concept of a mole. Physics: Finish 2D Force and motion unit. Turn in track and field performance task, unit assessments, and district PMA completed. Teacher mid-term final given.






Mathematics

Grade	Student focus:
K	Begin to identify and duplicate non-numeric repeating and growing patterns to look at how sets of objects are arranged and duplicate and extend the arrangement.
1	Observe the relationship between squares and triangles. Use a repeated unit to create a pattern. Combine plane shapes to make different pictures and combine 2D geometric shapes to make new 2D geometric shapes; Break apart large shapes to make smaller shapes. Organize lists to solve problems.
2	Module 3–Length: Estimate, measure and describe length of objects of objects in inches, feet, yards, centimeters, and meters. Compare centimeters and inches. Identify objects that are approximately 1 centimeter and 1 meter. Use a ruler to measure length. Select appropriate units for the object to be measured. Solve addition and subtraction problems that use measurement. Apply the Transitive Property to compare objects.
3	Create, analyze, and represent patterns and relationships using words, variables, tables, and graphs.


Mathematics (cont'd)

Grade	Student focus:
4	Develop/extend strategies to use in solving multiplication problem and include visual representations of distributive property of multiplication, commutative property of multiplication, identity, and zero. Develop strong visual images of division and strategies for solving division problems. Develop, understand, and communicate ideas about linear measurement area, and the measurement of angles and appropriate attributes of two-dimensional shapes and how the attributes determine the classification.
5	Represent addition and subtraction of decimals and fractions with like and unlike denominators using models, place value or properties.
6 MJ I/ Advanced	Continue Module 5– Fractions, Decimals, and Percents.
6-7 MJ II/ Advanced	Begin Module 6: Surface Area. Use and justify formulas for finding the volume of prisms, cylinders, pyramids, and cones. Find the surface area of prisms and cylinders. Explore and find the volume/surface area of composite shapes. Solve problem by solving simpler problems. Determine how changes in dimensions affect area/volume. Solve problems involving similar solids. Perform conversions between customary and metric units.
8 MJ III	Begin Module 6: Angles and Lines. Measures of angles in two-dimensional geometric figures; concepts of alternate interior angles, alternate exterior angles, same-side interior angles, same-side exterior angles, vertical angles, corresponding angles, complementary angles, and supplementary angles. The sum of the measures of interior angles in triangles and other polygons. All polygons can be broken down into smaller triangles. Determine the measure of unknown angles. Demonstrate how to find the sum of interior angles of various polygons.
7-8 Algebra I	Graph linear equations or inequality in two variables with and without graphing technology.
8 Geometry	Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles.
9-12	Algebra I: Graph linear equations or inequality in two variables with and without graphing technology. Algebra II: Solve quadratic equations over the real numbers by completing the square. Geometry: Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles. Pre-Calculus: Define and use the trigonometric ratios (sine, cosine, tangent, cotangent, secant, and cosecant) in terms of angles of right triangles.

World Languages

Subject	Student focus:
Chinese 	Level I: 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. Level II: 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.
Latin	Level I: 18-19- Verbs: 3rd conj. pre. imp. fut. ind. pres. imper. Apposition. Question words. Lists 18-19. Word study, root words, Roman house, borrowed phrases. Level II: 13-14-15 Fero; Result clauses; 5th dcl; Ablative of degree of difference. Lists 13-14-15. Derivatives, suffixes and prefixes. Latin in medicine. English spelling. Landmarks of the classical world.
Portuguese I & II	Discuss the imperfect verb forms, the way it used to be. Irregular preterits. Discuss "A historia do futebol", as well as mais um passo over Ha/Faz, in keeping with the imperfect. Finish Chapter 7 by visiting Brasil and learning about the many sports played in Brasil, and visit "O sul de Portugal." In Licao 8, study Festas e tradicoes.
Spanish 	Level I: Capítulo 3A. Present tense of -er and -ir verbs. Me gusta(n), me encanta(n). Foods/beverages. Adverbs of frequency. Expressions to show surprise. Typical Spanish foods. Northern South America. Level II: Capítulo 3B. Direct object pronouns. Irregular affirmative tú commands. Irregular present participle forms. Places in city/town. Driving. Modes of transportation. Asking for/giving directions. Mexico City subway system. Diego Rivera. Frida Kahlo. La plaza. El barrio.
German 	Level I: 4-B Question words: Wer? Wen? Was? Present tense of sein, plural. School schedules, report cards. Geography of Germany. Level II: 4-B Infinitives used as nouns. Animals-farm and pets. Houses in Germany, farms. Lichtenstein.
French 	Level I: Unit 3, Lesson 7 as outlined for the last two weeks. Begin Unit 3, Lesson 8. Getting to know someone, making plans. Asking questions about identity, where someone lives. Asking what someone is doing, wants to do. Où, quand, Qu'est-ce que, A quelle heure. Comment, pourquoi, parce que. Qui. Match, promenade, voyage, attention. Poser une question. FAIRE and its expressions. ETRE d'accord. Asking questions with est-ce que. Review for final exam.

World Languages (cont'd)

Subject	Student focus:
French (Cont.) 	Level II: Continue Unit 2, Lesson 5 as outlined for the last two weeks. Begin Unit 2, Lesson 6. Helping out at home. Talking about what you have done/not done. PRENDRE, METTRE. Hier, dernier, avant, après, pendant. D'abord, ensuite, finalement, enfin. Passé compose with AVOIR. Forming regular past participles. Déjà...jamais.
American Sign Language	Level I: Gloss structure English to ASL. Holiday vocabulary. Conceptual accuracy. Holiday performance. Level II: Candy bar. Holiday performance.
Arabic	The Letters . Pronunciation and writing. Chair, table, story, sheet of paper, class, sugar. Getting someone's attention (Excuse me.). The Letters . Pronunciation and writing. Notebook, page, room, milk, book, money and window. Saying "Please/Go ahead/Sit down."

Fast Facts about Guidance Services

December starts our season of financial aid advising.

December 1st is the opening of the **Florida Financial Aid Application** portal for seniors. Famously known as **Bright Futures**, there are a number of other grants and financial aid opportunities that seniors can apply for by filling out this one application. Click the following link for more information and an application:

https://www.floridastudentfinancialaidsg.org/ua/SAWSTUA_uafor_m.asp

There also will be **Financial Aid Nights** at every high school beginning in January. A listing of schools hosting Financial Aid Nights, along with the respective dates and times, can be found at the following Web site:

http://www.duvalschools.org/static/aboutdcps/departments/acadprog/guidance_services/downloads/FINANCIAL_AID_NIGHTS.pdf

Additional assistance for families to complete the **FREE** Application for Federal Student Aid (FAFSA) is available on **College Goal Sunday**, February 20th, from 1-5 pm at the FSCJ Downtown Campus.

Last, but not least, community volunteers will be going into all of the high schools via the **BEACON program** in January and February to meet with seniors in small groups to assist them with the financial aid process. If you or someone you know is interested in volunteering, please contact Joni Shook at 390-2090 or shookj@duvalschools.org.

