



# The DCPS Academic Looking Glass

Volume 4, Issue 12

February 18 – March 4, 2011

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 (Grades K-5)

Grade	Student focus:
<b>K</b>	Continue <b>Theme 7</b> , Comprehensive Core Reading Program: Summarize, Text Organization, Monitor/Clarify, Cause/Effect, Question, Making Predictions.
<b>1</b>	Continue <b>Theme 7</b> , Comprehensive Core Reading Program as outlined for the last two weeks. <b>Begin Theme 8:</b> Summarize, Categorize/Classify, Evaluate, Topic/Main Idea/Details, Predict/Infer, Drawing Conclusions.
<b>2</b>	Continue <b>Theme 4</b> , Comprehensive Core Reading Program as outlined for the last two weeks. <b>Begin Theme 5:</b> Evaluate, Making Generalizations, Question, Following Directions, Predict/Infer, Making Judgments, Monitor/Clarify, Sequence of Events, Summarize, Understanding Chapter Books.
<b>3</b>	Continue <b>Theme 4</b> , Comprehensive Core Reading Program as outlined for the last two weeks. <b>Begin Theme 5:</b> Question, Making Inferences, Predict/Infer, Predicting Outcomes, Monitor/Clarify, Text Organization, Understanding Fairy Tales.
<b>4</b>	Continue <b>Theme 4</b> , Comprehensive Core Reading Program: Predicting Outcomes, Predict/Infer, Problem Solving, Evaluate, Drawing Conclusions, Summarize, Story Structure, Questioning, Understanding Poetry, Monitor/Clarify.
<b>5</b>	Continue <b>Theme 5</b> , Comprehensive Core Reading Program: Drawing Conclusions, Predict/Infer, KWL chart, Question, Making Judgments, Evaluate, Story Structure, Summarize, and Understanding Autobiographies.
<b>Notes</b>	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:
<b>K - 2</b>	Continue teaching the report writing genre.
<b>3</b>	Continue teaching the functional writing genre. Begin teaching response to literature writing genre.
<b>4</b>	Continue teaching FCAT Ramp-Up lessons. Resume teaching narrative procedure writing genre; <b>FCAT Writing Test March 1<sup>st</sup> – 3<sup>rd</sup></b>
<b>5</b>	Continue narrative procedure writing genre.
<b>Notes</b>	Refer to the District Anchor Lessons, 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:
<b>6</b>	Identify author's purpose and understand how it affects meaning. Analyze a variety of text features and explain their impact.
<b>7</b>	Complete print advertisement performance task which includes text features. Analyze characterization/theme in literature. Compare/contrast elements of theme/plot/setting/characterization within/across text.
<b>8</b>	Complete an expository reaction performance task. Identify/analyze characteristics of autobiographical writing. During reading, make inferences, predictions and analyze character development within/across text; <b>FCAT Writing Test March 1<sup>st</sup> – 3<sup>rd</sup></b>
<b>9</b>	Continue Unit 6, <i>Family Ties</i> as outlined for the last two weeks.
<b>10</b>	Continue Unit 6, <i>What is Justice?</i> as outlined for the last two weeks; <b>FCAT Writing Test March 1<sup>st</sup> – 3<sup>rd</sup></b>
<b>11</b>	Continue Unit 6, <i>Challenging the Dream</i> as outlined for the last two weeks.
<b>12</b>	Continue Unit 6, <i>Oppression and Freedom</i> as outlined for the last two weeks.
<b>Notes</b>	<b>6-8: Revise District Timed Writing #4 (February 23-28):</b> Evaluate draft for development of ideas and content. Focus on improving word choice, adding strong support and effectively using creative language devices. <b>10-11:</b> Teachers may collaboratively elect, in their Professional Learning Communities (PLC) groups, to conduct a literature study.

## Secondary Intensive Reading

Subject	Student focus:
<b>READ 180</b>	<p><b>6:</b> Begin Workshop 9–The Streets of Harlem. Making inferences, similes, metaphors, personal narrative, using adverbs, sentence fragments.</p> <p><b>7-8:</b> Begin Workshop 4–Crime Lab Science. Science, multiple meaning words, expository summary, verb tense, commas in a series.</p> <p><b>9-10:</b> Continue Workshop 4–The Science of Happiness: Cause and effect. Column notes.</p>
<b>Plugged-in to Reading</b>	Continue <i>Emmett Till</i> . Content specialized vocabulary, text features/structures, monitoring understanding, previewing the text, activating background knowledge, questioning, noting, organizing, and retrieving information. Teachers may complete activities with the novel or facilitate instruction simultaneously with the <b>Power Strategy</b> texts.
<b>Academic Literacy</b>	Begin Unit 4: <b>Addict</b> . Reference and research. Compare/contrast. Strategy for this unit – column notes.

## Advanced Placement (AP)

Subject	Student focus:
<b>English Language &amp; Composition</b>	Multiple opportunities for students to write reflectively. <b>Grades 8 and 10: FCAT Writing Test March 1<sup>st</sup> – 3<sup>rd</sup></b>
<b>English Literature</b>	Multiple opportunities for students to write reflectively. <b>Grades 8 and 10: FCAT Writing March 1<sup>st</sup> – 3<sup>rd</sup></b>
<b>Statistics</b>	Introduction to Inference
<b>US History</b>	The New Era – 1920s: Business and Culture; Republican Politics; Great Depression and New Deal; AP Exam Preparation.
<b>Human Geography</b>	Rostow’s Modernization Theory; Barrier to Economic Development; Industrial Revolution

## Science

Grade	Student focus:
<b>K</b>	Explorations/observations of objects that can be seen in the day sky and night sky and a performance task.
<b>1</b>	Explorations of how animals grow and change.
<b>2</b>	Explorations of needs of living things/their habitats.
<b>3</b>	Explorations of properties of water and performance task comparing heating/cooling of water and solids. Explorations of and a performance task about the forms of energy.
<b>4</b>	Explorations of Earth’s movement and observations of moon phases.
<b>5</b>	Explorations of changes in state of matter, chemical changes, and performance task that explores density.
<b>6</b>	Lesson 13 Lab activities exploring infectious agents.
<b>7</b>	Lesson 13 Lab activities exploring evolution.
<b>8</b>	Continue Lesson 13 Newton's Laws. Lesson 15 Lab activities exploring work and simple machines.

## Science (Cont.)

Grade	Student focus:
<b>9-12</b>	<p><b>Earth Space:</b> Effect of asteroid impact and the Sun on Earth, specifically sunspot/solar radiation. Continue to work on performance task.</p> <p><b>Biology:</b> Continue investigating Mendelian genetics, meiosis, and protein synthesis.</p> <p><b>Chemistry:</b> Investigate the pH of solutions. Standard students only begin performance task for unit E.</p> <p><b>Physics:</b> Standard and Honors complete and present final roller coaster performance task for this unit. District PMA for this unit is given.</p>
<b>Notes</b>	<b>6-7: Advanced:</b> Students complete activities at a higher cognitive level.

## Social Studies

Grade	Student focus:
<b>K My World</b>	Long Ago/Today: People have different ways of getting water/food/clothes long ago/today.
<b>1 School &amp; Family</b>	Everything Changes: Native Americans were the first people to live in our country.
<b>2 Neighbors</b>	America’s Past: The 13 colonies became the United States of America.
<b>3 Community</b>	Ancient Asia: Ancient India and China had great civilizations in Asia.
<b>4 Florida History</b>	New Challenges: Florida’s economic life, socialization, and population experienced radical transformations from 1860-1950.
<b>5 US History</b>	Civil War/Reconstruction: The economy of America after the Civil War was influenced by immigration/industry/agricultural advances.
<b>6 World History</b>	Ancient Greece: Ancient achievements can influence modern societies.
<b>7 Geography</b>	Africa: Nations face challenges while developing. Social issues can hinder developing nations.
<b>8 US History</b>	Westward Expansion: The Jackson administration furthered ideals of democracy. The idea of Manifest Destiny led to westward expansion.
<b>10 World History</b>	Industrial Revolution: The growth of nationalism led to the formation of nation-states in the 19th century.
<b>11 US History</b>	The Great Depression: Economic crisis can be a primary contributor of major changes of existing government.
<b>12 US Gov</b>	Federalism: Federalism creates a four tiered umbrella of national, state, county (parish) and municipal governments.
<b>Economics</b>	Microeconomics: Each type of business organization involves different risks/rewards. In the marketplace to create equity or price stability, sometimes the government has to intervene.

## Mathematics

Grade	Student focus:
<b>K</b>	Begin new unit of geometry. Work with 2- and 3-dimensional shapes. Look for/describe shapes. Use pattern blocks to find combinations of shapes that fit an area. During calendar time, find patterns. Continue to work with numbers. Identify place value of 2-digit numbers.
<b>1</b>	Develop strategies for solving/recording subtraction problems. Compare 2 quantities to find how much more/less one quantity is than the other. Write subtraction sentences to represent subtraction stories. Write related addition/subtraction facts. Use double addition facts to master related subtraction facts.
<b>2</b>	Continue Module 5-Addition, Subtraction and the Number System (Part 3) as outlined for the last two weeks.
<b>3</b>	Represent fractions. Describe how the size of the fractional part is related to the number of equal pieces in the whole. Compare and order fractions. Measure objects using fractional parts of linear units.
<b>4</b>	Continue studies as outlined for the last two weeks. Also, identify and describe the results of translations, reflections, and rotations of 45, 90, 180, 270, and 360 degrees, including figures with line and rotational symmetry.
<b>5</b>	Analyze/compare the properties of two-dimensional figures and three-dimensional solids (polyhedra), including number of edges, faces, vertices, and types of faces.
<b>6</b> <b>MJ I/ Advanced</b>	Continue Module 7 – Solve Equations. Begin Module 8 – Functions and Inequalities. <i>Advanced:</i> Continue Module 7 – Solve Equations. Continue Module 8 – Functions and Inequalities.
<b>6-7</b> <b>MJ II/ Advanced</b>	Continue Module 7: Data Analysis as outlined for the last two weeks. Begin Module 8 – Transformations. Identify/draw a figure for a translation. Predict results of translations and draw translations on the coordinate plane. Identify line/rotational symmetry. Predict results of reflections and graph reflections on a coordinate plane. Predict results of a rotation and graph rotations on a coordinate plane. Graph dilations on a coordinate plane.
<b>8</b> <b>MJ III</b>	Module 8: Data Analysis. Build on previous knowledge of selecting/organizing/constructing appropriate data displays to include box-and-whiskers plots/scatter plots/lines of best fit. Use displays to convey information/make conjectures about relationships among data sets. Determine/describe how changes in data values impact measures of central tendency.
<b>7-8</b> <b>Algebra I</b>	Solve quadratic equations over the real numbers by factoring, and by using the quadratic formula.

## Mathematics (cont'd)

Grade	Student focus:
<b>8</b> <b>Geometry</b>	Apply transformations (translations, reflections, rotations, dilations, and scale factors) to polygons; to determine congruence, similarity, and symmetry. Know that images formed by translations, reflections, and rotations are congruent to the original shape. Create and verify tessellations of the plane using polygons.
<b>9-12</b>	<b>Algebra I:</b> Solve quadratic equations over the real numbers by factoring, and by using the quadratic formula. <b>Algebra II:</b> Solve equations that contain radical expressions. <b>Geometry:</b> Apply transformations (translations, reflections, rotations, dilations, and scale factors) to polygons; to determine congruence, similarity, and symmetry. Know that images formed by translations, reflections, and rotations are congruent to the original shape. Create and verify tessellations of the plane using polygons. <b>Pre-Calculus:</b> Use vectors to model and solve application problems.



## World Languages

Subject	Student focus:
  <b>Chinese</b>  	<p><b>Level I:</b> Lesson 6. Sentences with preposition (place):他(he)在学校(xue xiao)学习(xue xi)。; Sentences with preposition (time): 午(wu)我要(yao)开会(kai hui)。. Teachers' daily works Languages; Teachers' duties: 师(shi)者(zhe), 所以(suo yi)传道授业解惑(huo)。; 教(jiao)不(bu)严(yan), 师(shi)之(zhi)惰(qu), 得(de)(dè); Difference of 时间(jiān)/时(shí)候(hou); 一(yi)日(ri)为(wei)师(shi), 终(zhong)生(sheng)为(wei)父(fu); Fan Run “范(fàn)跑(pǎo)跑(pǎo)“.</p> <p><b>Level II:</b> Lesson 10 Comparative Sentences with 比(bǐ); The particle 了(liǎo) as a Sentence- Final Particle; The auxiliary verb 会(huì)(will); the weather is getting better; climate in China; the rivers; big cities; the famous tour attraction. The Adverb 又(yòu); 又(yòu)...又(yòu)... (both...and...); complaining about the weather; the 3 main Chinese Festivals in China; 节(jié), 端(duān)午(wǔ), 中(zhōng)秋(qiū); Dragon dance / lion dance; lantern; dragon boat competition; holiday food.</p>



## World Languages

Subject	Student focus:
<b>Latin</b>	<p><b>Level I:</b> 28-29-30 Transitive/Intransitive Verbs. Review of Passive Voicepres. System-past perfect; future perfect, active. Case Usage: Ablative of agent. Adjectives as substantives. Lists 28-29-30. Prefixes and roots. Roman Dress (Nota bene p.198). Mythology - Trojan War. Borrowed Phrases.</p> <p><b>Level II:</b> 21-22-23 Future passive participle; Dative of agent; Volitive noun clauses; noun clauses of result; gerunds; gerundives; Lists 21-22-23; suffixes, Spanish derivatives, democracy, athletics, the Olympic Games, famous Greeks &amp; Romans.</p>
<b>Portuguese I &amp; II</b>	<p>We are now in Licao 9, As professois e o trbalho. Learn about the many and varied professions/occupations that can be found not only in the Portuguese speaking world but here in the United States as well. Practice dialogs for job interviews. Begin using se as impersonal subject. Begin writing, editing and publishing advertisements like those found in newspapers and on-line.</p>
<b>Spanish</b>	<p><b>Level I:</b> Continue Capítulo 3B as outlined for the last two weeks. Begin Capítulo 4A. <b>Ir.</b> Interrogative words. Leisure activities. Talking about going places. Spanish nursery rhymes. Andean music.</p> <p><b>Level II:</b> Begin Capitulo 3A. Irregular preterite: <b>ir, ser, hacer, tener, estar, poder.</b> Direct object pronouns. Running errands. Locations in downtown. Items purchased. Shopping and markets. Julio alpyu. Pablo Neruda. <b>Ciudades hermanas.</b></p>
<b>German</b>	<p><b>Level I:</b> 6-A Modals. Food items, types of restaurants, table manners, paying for the check. <b>Level II:</b> 6-A Demonstrative pronouns, food items-fruits/vegetables, metric systems, shopping for food, paying for the check.</p>
<b>French</b>	<p><b>Level I:</b> Continue Unit 4, Lesson 10 as outlined for the last two weeks. Begin Unit 4, Lesson 11. Describing friends/family, physical aspects, personality. Adjective of personality. Masc., fem., sing., pl. forms of regular adjectives. Adjectives of nationality. prax of interrogatives.</p> <p><b>Level II:</b> Continue Unit 2, Lesson 8. Going out. Talking about what happened at school/when you went out. SORTIR, PARTIR, DORMIR. Verbs conjugated with ÊTRE in passé compose. Passé composé3 of ÊTRE verbs. Agreement of past participle. Il y a + period of time to express "ago." Reflexive verbs. Passé composé of reflexive verbs.</p>



## World Languages (cont'd)

Subject	Student focus:
<b>American Sign Language</b>	<p><b>Level I:</b> BRAVO 9 Rule of 9 Money Deaf professions "Deaf can do anything but hear." DEAF AND FAMOUS PROJECT. <b>Level II:</b> SN 10 Age numbers Family and Occupations. SN 11 Role shifting Attributing qualities. FISHY STORY.</p>
<b>Arabic</b>	<p>ا, ال Pronunciation at beginning and middle of words. Sun and Moon letters. Pronouns he, she, you (feminine/masculine), and I. Thirsty, hungry, cold, hot, tired, sick, exhausted, and upset. Wishing someone well. "معليش"</p>

## Fast Facts about Visual Arts Programs

In our educational system, emphasis is placed upon rigor, while higher order thinking strategies and problem solving skills are to be continuously developed. All three of these challenges are met through the visual arts. You can see the results as the county kicks off its annual student art exhibitions beginning with Youth Art Month (YAM) in March. This will feature the annual High School Art Exhibition that will be on display at FSCJ South Campus/Wilson Gallery beginning March 6, with an opening reception that evening beginning at 5:00 pm. Students will be recognized for outstanding work, and Superintendent Ed Pratt-Dannals will be the guest speaker. This exhibition will be on display from March 6 - 24. Also displayed at the same time will be the annual Duval Art Teachers Association Exhibition.

On March 25<sup>th</sup>, elementary art teachers will install student art work in 15 city libraries as part of the annual "Elementary Library Shows." Some libraries will also display 3-D art work by the students. It is the district Art department's goal for the downtown library to showcase a 2-D piece of art work from every elementary school in Duval County. This city-wide exhibit will be on display from March 25 to April 7.

On Thursday, April 14<sup>th</sup> FSCJ Kent Campus will host the annual Middle School Student Art Exhibition in Gallery E-112. The reception will be from 6:00 to 8:00 pm with recognitions presented at 6:30 pm. The Honorable Tommy Hazouri is scheduled to present awards.

Thursday, May 5, the "Best of Elementary" Exhibition will kick off with a reception at FSCJ Kent Campus/Gallery, Room E-112. Works selected for this show come from the hundreds of entries shown during the Elementary Library Shows. The reception is from 6:00 to 8:00 pm with recognitions presented at 6:30 pm. The Honorable Martha Barrett is scheduled to present awards.

Additionally, Senior High work will be displayed on the first, fifth, and sixth floors of the main School Board Administration Building from mid-March through the summer.

