



The DCPS Academic Looking Glass

Volume 4, Issue 11

HAPPY VALENTINE'S DAY!!

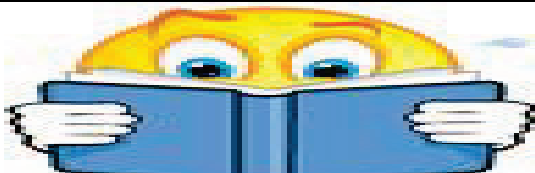
February 4-17, 2011

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 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 6 , Comprehensive Core Reading Program as outlined for the last two weeks. Begin Theme 7: Summarize, Text Organization, Monitor/Clarify, Cause/Effect, Question, Making Predictions.
1	Continue Theme 6 , Comprehensive Core Reading Program as outlined for the last two weeks. Begin Theme 7: Summarize, Problem Solving, Monitor/Clarify, Sequence of Events, Question, Fantasy and Realism.
2	Continue Theme 4 , Comprehensive Core Reading Program: Drawing Conclusions, Monitor/Clarify, Text Organization, Questioning, Cause and Effect, Summarize, Understanding Biographies, Evaluate.
3	Continue Theme 4 , Comprehensive Core Reading Program: Fact/Opinion, Evaluate, Compare/Contrast, Summarize, Making Judgments, Monitor/Clarify, Understanding Biographies, Question.
4	Continue Theme 4: Predicting Outcomes, Predict/Infer, Problem Solving, Evaluate, Drawing Conclusions, Summarize, Story Structure, Questioning, Understanding Poetry, Monitor/Clarify.
5	Continue Theme 4 , Comprehensive Core Reading Program as outlined for the last two weeks. Begin Theme 5: Drawing Conclusions, Predict/Infer, KWL chart, Question, Making Judgments, Evaluate, Story Structure, Summarize, Understanding Autobiographies, Question.
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	Continue report writing genre.
1	Continue functional writing genre. Begin teaching the report writing genre.
2	Continue report writing genre.
3	Continue narrative procedural writing genre.
4	Continue narrative procedural writing genre. Begin teaching FCAT Ramp-Up lessons.
5	Continue narrative procedural writing genre.
Notes	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:
6	Identify conflict and recognize that conflict develops over course of a story/play. Analyze how a character's attitude changes throughout story. Understand cause/effect. Write a poem that expresses how a conflict affected a character in one of the stories read.
7	Analyze elements of persuasive techniques such as argument/counter argument used in multiple sources. Evaluate use of text features and understand how they construct meaning in text. Create a print advertisement that effectively uses persuasive techniques and text features.
8	Develop/monitor reading strategies for reading long texts. Identify/analyze characters through motives/character traits. Complete a character reaction expository piece from one of the minor characters in the unit.
9	Unit 6, <i>Family Ties</i> . Learn how authors use figurative language to communicate meaning and explore the art and craft of effective writers.
10	Unit 6, <i>What is Justice?</i> Learn how to spot the subtleties of language and that themes cross several boundaries of literature.
11	Unit 6, <i>Challenging the Dream</i> : Learn that literature is often a reflection of the ideas, values, and themes of the historical time period in which it was written.
12	Unit 6, <i>Oppression and Freedom</i> : Learn how to validate/arrive at text-based conclusions that are "truer" as well as use advanced-level persuasive techniques in writing.
Notes	10-11: Teachers may collaboratively elect, in their Professional Learning Communities (PLC) groups, to conduct a literature study.

Secondary Intensive Reading

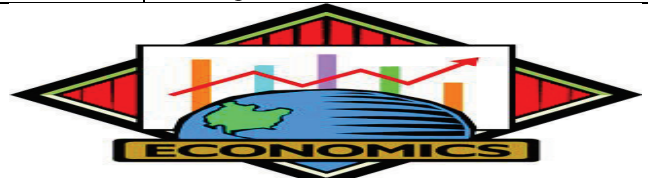
Subject	Student focus:
READ 180	6-8: Continue Workshop 3–Identity Crisis for 6 th grade. Continue Workshop 3–Long Journey to Justice for 7 th -8 th grade. Setting, character, plot, theme, rhyme, repetition. Literature response. Run-on sentences, correct word order. 9-10: Continue Workshop 4–The Science of Happiness: Cause and effect. Strategy for this unit: column notes.
Plugged-in to Reading	<i>Emmett Till</i> – Teachers may complete activities with the novel or facilitating instruction simultaneously with the Power Strategy texts.
Academic Literacy	Continue Unit 4: CSI . Compare/contrast. Strategy for this unit – column notes.

Social Studies

Grade	Student focus:
K My World	Long Ago and Today: History is how we find out about the past.
1 School & Family	Everything Changes: The present, past, and future is how we think about time.
2 Neighbors	America’s Past: Many European explorers came to America for different reasons.
3 Community	Ancient Egypt: The Ancient Egyptians built a great river civilization.
4 Florida History	The Development of Florida: Florida’s economic life, socialization, and population experienced radical transformations from 1860-1950.
5 US History	Civil War and Reconstruction: Major battles created complex social, economic, and political situations.
6 World History	Ancient Greece: A Golden Age has distinct characteristics. Leaders influence the spread of culture and ideas.
7 Geography	Africa: European imperialism has had a lasting impact on Africa.
8 US History	The Presidency: People use political parties to respond to needs and desires on local, state, and national levels.
10 World History	Industrial Revolution: Industrialization radically changed economic and social aspects of society in the 19th century.
11 US History	The Roaring Twenties: Government may try to regulate social behaviors, but the people do not always obey mandates.
12 US Gov	The Constitution: The Constitution is a living, changing document that created a guideline for government that protects the rights of individuals.
Economics	Basic Economic Concepts: All economic systems have economic goals and attempt to meet them in various ways.

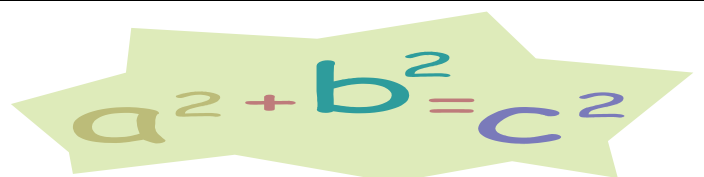
Advanced Placement (AP)

Subject	Student focus:
English Language & Composition	Assessments will reflect AP exam format (multiple choice and timed writings).
English Literature	Assessments will reflect AP exam format (multiple choice and timed writings).
Statistics	Sampling Distributions; AP Exam Free Response.
US History	Emergence of America as a World Power; American Imperialism; War in Europe; World War I Home Front; AP Exam Preparation.
Human Geography	Modern Agriculture & Cash Crops; Environmental Impact of Agriculture; AP Exam Preparation; History of Economic Development.



Mathematics

Grade	Student focus:
K	Measure/compare objects in environment. Order/compare (directly or indirectly) objects by measurable attributes (length, height and weight).
1	Find total of two or more quantities up to a total of 20, and subtracting one number from another with initial totals up to 12. Develop strategies for solving/recording subtraction problems. Solve problems by finding the missing part, when one part is known.
2	Begin Module 5-Addition, Subtraction and the Number System (Part 3): Use a hundred chart, number line, cubes, ten strips and singles to add and subtract 2 two-digit numbers. Write an equation that represents a problem. Mentally add multiples of 10 to a two-digit number. Develop efficient strategies for solving a variety of two-digit addition and subtraction situations and story problems and record work. Determine difference between a number and a multiple of 10 up to 100. Add multiples of 5 and 10, up to 100. Add coin amounts up to \$1.00. Determine the difference between a given amount and \$1.00.
3	Describe, analyze, compare and classify two-dimensional shapes using sides/angles, including acute/obtuse/right angles. Compose/decompose/transform polygons to make other polygons. Examine/apply congruence and symmetry.



Mathematics (cont'd)

Grade	Student focus:
4	Describe/determine area as the number of same-sized units that cover a region in the plane, recognizing that a unit square is the standard unit for measuring area. Justify the formula for the area of the rectangle “area=base x height” and select/use appropriate units, both customary and metric, strategies, and measuring tools to estimate/solve real-world area problems. Classify/ understand/ communicate the appropriate attributes of two-dimensional shapes using benchmarks angles (45°, 90°, 180°, and 360°), and how the attributes determine the classification.
5	Derive/apply formulas for areas of parallelograms/triangles/trapezoids from the area of a rectangle.
6 MJ I/ Advanced	Begin Module 7 – Solve Equations. Advanced: Continue Module 7 – Solve Equations. Begin Module 8 – Functions and Inequalities.
6-7 MJ II/ Advanced	Module 7: Data Analysis. Construct/analyze histograms, stem-and-leaf plots, and circle graphs. Determine outcomes of an experiment, predict whether the events are likely/unlikely, and if experiment is fair/unfair. Determine/compare/make predictions based n experimental/theoretical probability of independent/dependent events. Evaluate reasonableness of a sample to determine appropriateness of generalizations made about the population.
8 MJ III	Continue Module 7: Similar Triangle/Pythagorean Theorem. Solve problems involving height/distance. Algebraic concepts applied to problem-solving situations. Properties of similar triangles. When Pythagorean Theorem can be applied; i.e., to find distances, or distances between points on coordinate plane. Determine/describe impact of changes in data values. Organize/construct box-and-whisker plots/scatter plots.
7-8 Algebra I	Use zero product property of real numbers in a variety of contexts to identify solutions to equations.
8 Geometry	Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles.
9-12	Algebra I: Use zero product property of real numbers in a variety of contexts to identify solutions to equations. Algebra II: Solve problems involving functions and their inverses. Geometry: Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles. Pre-Calculus: Use area of triangles given two sides and an angle or three sides to solve real-world problems.

Science

Grade	Student focus:
K	Explorations/observations of pattern of day/night.
1	Explorations of the needs of animals.
2	Explorations of severe weather, effect of Sun on air/soil/water temperature, and performance task about weather.
3	Explorations of properties of water as it changes state.
4	Explorations of /performance task about weathering and erosion. Explorations of patterns in the sky.
5	Explorations of density/physical changes in matter.
6	Lesson 12 Lab activities exploring human body systems.
7	Continue Lesson 12 Genetics.
8	Lesson 13 Lab activities exploring gravity. Lesson 14 Lab activities exploring Newton's Laws.
9-12	Earth Space: Study relationship between Moon and Earth, specifically tides/day length, and the influence ours orbit around the sun. Complete district PMA and continue working on performance task. Biology: Investigate mitosis/advantages of asexual/sexual reproduction. Study Mendelian genetics. Honors: Science projects should have been completed by mid-January. Chemistry: Continue mass-mass and mass-mole calculations. Investigate types of reactions/limiting reactants. Standard and Honors complete and present performance task (coin design). District PMA #5. Physics: Continue work on performance. Investigate how work, energy, and power are related.
Notes	6-8: Advanced: Students complete activities at a higher cognitive level.

World Languages

Subject	Student focus:
Chinese 	Level I: Lesson 5-6 “Wh” sentences: Where/What/When; Conjunction 要是…… Particle word 了 Adverb 才; Places in community; Places in schools; Culture of community; 窜门/侃大山; 打麻将; 太极/武术. Level II: Lesson 9 1. Amounts of Money Exchange Shoes Chinese Shopping Bill, Receipt, and Invoice; 2. 跟/和...(不)一样; 3. 虽然..., 可是/但是; 钱币, 收据, 发票
Latin	Level I: 25-26-27 Idioms; Review of imp. tense; passive voice- 4 conjs. pres. syst.; lists 25-26-27; prefixes and roots; roman books; Latin colloquial expressions. Level II: 19-20 Review personal, reflexive pronouns; indirect questions; Eo; indefinite; pronouns and adjectives; lists 19-20; suffixes, Roman wedding ceremonies; English spelling; Delpi, Delphic Oracle; borrowed legal phrases.

World Languages (cont'd)

Subject	Student focus:
Portuguese I & II	Continue working on Equalities/Inequalities, Tanto...como... and mais/menos...do que... Begin reflexive verbs/pronouns, eu me levanto, levanto-me, chamar, chamarse. Cover briefly the As religioes no mundo lusofono. Finish Licao 8 by learning about O centro e o Norte de Portugal.
Spanish 	Level I: Continue Capitulo 3A as outlined for the last two weeks. Begin Capitulo 3B. The plural of nouns. Ser. Food/beverages. Adjectives to describe food. Discussing health. Expressing agreement/disagreement. Healthy eating habits. Southern South America. Level II: Capitulo 2B as outlined for the last two weeks. Begin discussing A ver si recuerdas... Review and expansion of telling time. Chores. Rooms of the house.
German	Level I: 5-B Plural forms of nouns German-speaking countries; German vacations. Level II: 5-B Additional der words-dieser, jeder, welcher; dDishes and utencils Abitur.
French 	Level I: Continue Unit 4, Lesson 9 as outlined for the last two weeks. Begin Unit 4, Lesson 10. Similarities/differences. Talking about family, possessions, and preferences. Aimer, préférer, family, days of the week. Definite and indefinite articles, singular/plural. Verbs of preference + le, la, les. Le + days of the week. Pas de. AVOIR. Level II: Continue Unit 2, Lesson 7 as outlined for the last two weeks. Begin 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."
American Sign Language	Level I: BRAVO 7 Directional verbs School Deaf education GU; BRAVO 8 Number incorporation School Numbers. Level II: SN 9 Directional Money Regional Signs Deaf vs. deaf; SN 8 Classifiers Describing Others.
Arabic	Review. The Letters ه, ن, م pronunciation and writing. The complete alphabet. ما شاء الله. Arabic numerals/numbers. Writing numbers 1-10. Test, pen, girl, boy, library, office, word, water, coffee, woman, man, building, and beautiful. ي. Making coffee/tea. Drinking coffee/tea time in the Middle East. Coffee houses and recreation in the Middle East.

Fast Facts about...

Advancement Via Individual Determination (AVID)

Six AVID Strategies That Help Readers Understand Texts

While making connections, clarifying information, or doing some other work defined on the page, write down your thoughts in the margins of the text, on sticky notes, or in your Cornell notes.

Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas. When visualizing, ask the following questions: What does this look like? How can I draw this concept/idea? What visual and/or symbol best represents this idea?

Clarify complex ideas presented in the text. Readers clarify ideas through a process of analysis, synthesis, and evaluation. Pausing to clarify ideas will increase your understanding of the ideas in the text. In order to clarify information you might (1) define key terms, (2) reread sections of the text, (3) analyze or connect ideas in the text, and (4) paraphrase or summarize ideas.

Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension. Readers will often respond to (1) interesting ideas, (2) emotional arguments, (3) provocative statements, and (4) author's claims.

Summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while condensing lengthier passages. Summaries will (1) state what the paragraph is about, (2) describe what the author is doing, (3) account for key terms and/or ideas, and (4) provide facts, data, and other support.

Connect items within the text, to your own life, and to the world. Making connections will improve your comprehension of the text. While reading, you might ask the following questions: How does this relate to me? How does this idea relate to other ideas in the text? How does this relate to the world?

Question both the ideas in the text and your own understanding of the text. Asking good questions while reading will help you become a more critical reader. While reading, you might ask the following: What is the author saying here? What is the author doing? What do I understand so far? What is the purpose of this section? What do I agree/disagree with?

