



The DCPS Academic Looking Glass

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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.
1	Continue Theme 6 , Comprehensive Core Reading Program as outlined for the last two weeks.
2	Continue Theme 3 , Comprehensive Core Reading Program as outlined for last two weeks. Begin Theme 4: Drawing Conclusions, Monitor/Clarify, Text Organization, Questioning, Cause and Effect, Summarize, Understanding Biographies, Evaluate.
3	Continue Theme 3 , Comprehensive Core Reading Program as outlined for last two weeks. Begin Theme 4: Fact/Opinion, Evaluate, Question, Compare/Contrast, Summarize, Making Judgments, Monitor/Clarify, Understanding Biographies.
4	Continue Theme 4 , Comprehensive Core Reading Program as outlined for the last two weeks.
5	Continue Theme 4 , Comprehensive Core Reading Program as outlined for the last two weeks.
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 functional writing genre. Begin report writing genre.
1	Continue functional writing genre.
2	Continue functional writing genre. Begin report writing genre.
3	Continue report writing genre. Begin narrative procedural writing genre.
4	Continue narrative procedural writing genre.
5	Continue report writing genre. Begin narrative procedural writing genre.

Elementary Writing (Cont.) (Grades K-5)

Grade	Student focus:
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	Understand sequence/chronological order. Identify main idea in non-fiction text. Analyze/develop multiple resources for information; demonstrate understanding of point of view in a biography and an autobiography. Complete documentary plan and present storyboards to an audience. Identify internal/external conflict and recognize cause/effect. Understand that characters change throughout a story.
7	Identify/analyze main idea. Identify cause/effect with use of signal words/phrases. Understand how to paraphrase figurative language. Complete feature article about a hero from the unit. Revise District Timed Writing #3 to demonstrate effective components of the FCAT Writing Rubric. Analyze text features to construct meaning. Determine reliable/unreliable resources.
8	Make/support inferences. Identify/analyze types of conflict. Determine comparisons between various types of poetry. Recognize themes/symbols in literature. Understand literature can be told from different points of view. Complete persuasive essay on something valuable. Revise District Timed Writing #3 to demonstrate effective components of FCAT Writing Rubric. Use reading/vocabulary strategies to better comprehend text.
9	Continue Unit 5, <i>Man's Inhumanity to Man</i> as outlined for the last two weeks.
10	Continue Unit 5, <i>What We Believe</i> as outlined for the last two weeks.
11	Continue Unit 5, <i>America in Conflict</i> as outlined for the last two weeks.
12	Continue Unit 5, <i>Search for Wisdom</i> as outlined for the last two weeks.
Notes	6-8: District Timed Writing #4 (Feb. 1-4): Students will be given 45 minutes to plan and write a persuasive essay. 9 & 12: 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: (Workshop 3-Identity Crisis for 6 th grade; Workshop 3-Long Journey to Justice for 7 th -8 th grade.) As outlined for the last two weeks. 9-10: (Workshop 4: The Science of Happiness) As outlined for the last two weeks.
Plugged-in to Reading	Use background knowledge of subject and related content areas/pre-reading strategies, and text features/structure to make/confirm complex predictions of content/purpose/organization of a reading selection. Use context clues to determine meanings of unfamiliar words. Analyze author's purpose/perspective. Use information from text to answer questions, state the main idea, or provide relevant details. Identify cause/effect relationships in text. Analyze/evaluate similar themes/topics by different authors across a variety of fiction and nonfiction selections. Compare/contrast elements in multiple texts. Texts used are thematically linked to core text, <i>The True Story of the Emmett Till Case</i> ."
Academic Literacy	Analyze author's purpose/perspective. Determine main idea/essential message. Compare/contrast elements in multiple texts. Identify cause/effect relationships. Analyze variety of text structures/features and explain their impact on meaning in text. Texts used are thematically linked to the core text, "CSI." Reading skill: comparison/contrast. Strategy for this unit – column notes.



Mathematics



Grade	Student focus:
K	Begin to compare quantities. As an introduction to linear measurement, measure/compare the lengths of objects using direct comparison.
1	Learn to add in any order, and practice the counting sequence forward and backward, starting from any number 1 to 30. Develop counting on as a strategy for combining two numbers. Show 10 as two parts. Explore relationships among combinations up to 12.
2	Complete Module 4-Number Patterns: Extend a pattern. Identify the unit of a repeating pattern. Determine the rule for the repeating pattern. Find the missing variable in a table using the pattern rule. Create a repeating pattern that has the same structure as, but different elements than another repeating pattern (e.g. red-blue pattern and tap-clap pattern). Define even and odd numbers. Determine and describe the number sequence associated with one of the elements in an AB, ABC, ABCD or AABBC repeating pattern. Determine elements of repeating patterns. Construct, describe and extend number sequences of non-numeric patterns.

Mathematics (cont'd)

Grade	Student focus:
3	Select appropriate units/strategies/tools to solve problems involving perimeter. Describe, analyze, compare and classify two-dimensional shapes.
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. Start classifying, understanding, and communicating 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	Continue Module 6 – Algebraic Expressions. Advanced: Begin Module 7 – Solve Equations.
6-7 MJ II/ Advanced	Continue Module 6: Surface Area as outlined for the last two weeks. Begin Module 7: Data Analysis. Construct/analyze histograms/stem-and-leaf plots/circle graphs. Determine outcomes of an experiment, predict whether the events are likely or unlikely, and if the experiment is fair or unfair. Determine/compare/make predictions based on experimental/theoretical probability of independent or dependent events. Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.
8 MJ III	Continue Module 7: Similar Triangle and the Pythagorean Theorem.
7-8 Algebra I	Simplify monomials and monomials expressions using the laws of integral exponents and add, subtract, and multiply polynomials.
8 Geometry	Use co-ordinate geometry to prove properties of congruent, regular and similar quadrilaterals.
9-12	Algebra I: Simplify monomials and monomials expressions using the laws of integral exponents and add, subtract, and multiply polynomials. Algebra II: Describe the relationships among the solutions of an equation, the zeros of a function, the x-intercepts of a graph, and the factors of a polynomial expression with/without technology. Geometry: Use co-ordinate geometry to prove properties of congruent, regular, and similar quadrilaterals. Pre-Calculus: Use basic trigonometric identities to verify other identities and simplify expressions.



Advanced Placement (AP)

Subject	Student focus:
English Language & Composition	Verbalize connections between learning objectives and learning activities.
English Literature	Demonstrate ability to critique a piece of literature for specific characteristics.
Statistics	Sampling Distributions (chapter 9)
US History	Populism and Progressivism; AP Exam Preparation
Human Geography	Agricultural Hearths; Agricultural Revolutions; Agriculture & the Cultural Landscape



Social Studies



Grade	Student focus:
K My World	Long Ago and Today: Today, tomorrow and yesterday is how we think of time.
1 School & Family	World of Work: People get money from many different kinds of jobs.
2 Neighbors	People at Work: Money can be spent or saved in a bank.
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	Causes of the Civil War: Economic, political, and social differences created tension that erupted in Civil War.
6 World History	Ancient Greece: Governments develop and change in response to the needs and wants of the people.
7 Geography	Europe and Russia: The European Union plays a vital role in world trade.
8 US History	The Presidency: The Presidency was defined by the first individuals who held the office and helped shape the U.S. as a nation.
10 World History	French Revolution: Governments face political, economic, and /or social crises that can affect their stability.
11 US History	World War I: War does not always solve conflicts between nations, and sometimes, it can create new unintended consequences.
12 US Gov	Foundations of Government: The principle of democracy is the basis for American Government.
Economics	Basic Economic Concepts: All economic systems have economic goals and attempt to meet them in various ways.

Science

Grade	Student focus:
K	Explorations of sound.
1	Explorations and a performance task about the differences between living and nonliving things.
2	Explorations of patterns and weather data in a season.
3	Explorations of properties of liquids and performance task about solids and liquids and their properties.
4	Explorations of rocks/minerals, weathering/erosion.
5	Explorations of renewable/nonrenewable energy sources and performance task about source versus form of energy. Observing, measuring, comparing, and classifying objects and experimentation with density columns.
6	Lesson 11 Project week. Conduct performance tasks and/or science projects Review and administer nine weeks assessments. Lesson 12 Lab activities exploring human body systems.
7	Lesson 12 Lab activities exploring genetics.
8	Lesson 12 Lab activities exploring forces and energy.
9-12	Earth Space: Astronomy unit is started and performance task about potential impact from an asteroid. Examine scale and distances in space. Biology: Complete the unit on cellular respiration and District PMA #4 is given. Present performance task for units 3 and 4. Chemistry: Investigate metal reactivity and redox reactions. Begin stoichiometry. Honors: Science projects should be completed by mid-January. Physics: Investigate factors affecting the work done in various situations.
Notes	7-8: Advanced: Students complete activities at a higher cognitive level.

World Languages

Subject	Student focus:
Chinese	Level I: Lesson 5 Sentence without verb 非动; 词句 : ; Subject + Adj : 你很漂亮。 ; Noun + noun : ; 今天星期天。 ; Noun + age: 我十三岁。 ; Food/drinks. The culture of tea custom; birthday/food for birthday. Level II: Lesson 9. Auxiliary verb 要; measure words; 的(de)Structure; 多(duo) used interrogatively; buying clothes. Tax and tip in China; bargain秀水街; Chinese traditional dress 唐装、旗袍.
Portuguese I & II	Review for the Midterm exams. We will pick up our studies with Licao 8, Festas e tradicoes and continue with Outras comemoracoes, and comemoracoes pessoais, e dias especiais. Study comparisons of inequality, comparisons of equality and the superlative. It's great to be back.

World Languages (Cont.)

Subject	Student focus:
Latin	<p>Level I: 22-23-24 Review of Verbs, pres. System 3rd, 3rd-io, and 4th; Case Usage: Ablative of accompaniment; Adverbs, 1st/2nd decl.; Lists 22-23-24; Word study; suffixes/prefixes; mythology; borrowed phrases/ mottoes; Roman education-expectations.</p> <p>Level II: 18 .Deponent verbs (including participles/infinitives); List 18; Workbook pp.49-50 Derivatives. Borrowed science words. Landmarks of the classical world; Letters/writing instruments.</p>
Spanish	<p>Level I: Capítulo 3A. Present tense of -er and -ir verbs. Me gusta(n), me encanta(n). Foods and beverages. Adverbs of frequency. Typical Spanish foods. Northern South America.</p> <p>Level II: Capítulo 2B. Demonstrative adjectives. Preterite of regular verbs. Nominalization of adjectives. Shopping/prices. Economics, parties, Spanish Royal family, clothing sizes/designers. La parranda.</p>
German	<p>Level I: 5-A Indefinite articles-nominative and accusative singular; months and seasons, weather; Fahrenheit vs. Celcius; Berlin.</p> <p>Level II: 5-A Genitive-articles and possessive adjectives, prepositions, wessen; foods, restaurants.</p>
French	<p>Level I: Unit 3, Entracte. Internet, writing a penpal letter/e-mail/letter, schooling, schedule. Giving commands. School/classroom/coursework. Imperative mode. Begin Unit 4, Lesson 9. Describing people/objects. Saying where things are, étudiant(e), élève, camarade, homme, femme, prof, voisin. Grand, petit, brun, blond, beau, jeune, belle, jolie. Livre, stylo, crayon, cahier, sac. Montre, raquette, guitare, affiche, calculatrice. Portable, ordinateur, appareil-photo. Radio, radiocassette, chaîne hifi, télé. Vélo, moto, voiture, mobylette, scooter. Chambre, fenêtre, porte, lit, bureau, chaise, table, lampe. Sur, sous, devant, derrière, dans. Masculine/feminine forms of adjectives/ words for objects. Prepositions.</p> <p>Level II: Unit 2, Lesson 7. Making purchases, going to the movies. Talking about what you bought/saw. VOIR. Quelqu'un/personne; Quelque chose/rien. Expressions of time indicating past, present, future. Irregular past participles for AVOIR, ÊTRE, FAIRE, METTRE, PRENDRE, VOIR. Passé composé of ALLER with être. Agreement of past participle. Negations rien and personne. p. 218-243 direct/indirect object, pronouns.</p>



World Languages (Cont.)

Subject	Student focus:
American Sign Language	<p>Level I: MASL 4 Contrastive behaviors; Listing/ranking; Friends and Family CODA; Name signs; MASL 5 Classifiers; Agent marker/School/Occupations/Deaf education/ Conceptual accuracy.</p> <p>Level II: SN 8 Classifiers Describing Others; MASL 8 Mouth Morphemes Describing People</p>
Arabic	<p>The Letters ل, ك, pronunciation and writing. Chair, Table, Story, Sheet of Paper, Class, Sugar, Notebook, Page, Room, Milk, Book, Money and Window. Saying "Please/Go Ahead/Sit Down." The Letters م, ن, ه, pronunciation and writing. The complete alphabet. ما شاء الله. Arabic numerals and numbers. Writing numbers 1-10.</p>

Exceptional Education Professional Development

Your Feedback is Needed!

For the past four years, the **Exceptional Education and Student Services Department** has provided extensive professional development opportunities for teachers (both ESE and general education), paraprofessionals, administrators, and parents via the *EE/SS Summer Academy*. Topics such as differentiated instruction, positive behavioral strategies, appropriate curricular accommodations and adaptations, reading interventions/methodologies, collaborative planning and teaching, and a host of other relevant and timely subjects have been a key feature of the *EE/SS Summer Academy*. Participants leave the training sessions with stronger, more effective instructional/behavioral skills, applicable instructional materials and, in some cases, the software materials needed to implement the training in their classrooms.

Plans are currently underway for the 2011 *EE/SS Summer Academy*. It is very important to the *EE/SS Department* that teachers and other school staff have a direct voice in determining what topics, areas of interest, subject matter and resources are offered for the upcoming *Academy*. Any school staff member who is interested in collaboratively providing his/her feedback/suggestions for topics that would be of benefit this summer can do so by going to the following link and completing the survey:

http://www.surveymonkey.com/s/summer_academy

Access to the survey link will remain open until January 28th. The *EE/SS Department* would like to encourage all school staff who would like to share their input to go to the link and to use this opportunity to provide the guidance and direction necessary to make the 2011 *EE/SS Summer Academy* the best academy ever!!

