



The DCPS Academic Looking Glass

Volume 4, Issue 13

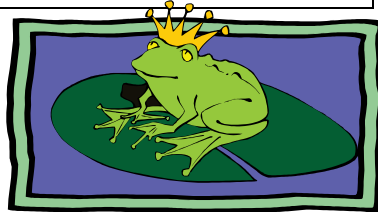
March 7-18, 2011

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 7 , Comprehensive Core Reading Program as outlined for the last two weeks. Begin Theme 8 : Monitor/Clarify, Fantasy/Realism, Question, Noting Details, Evaluate, Drawing Conclusions.
1	Continue Theme 8 , Comprehensive Core Reading Program as outlined for the last two weeks.
2 - 3	Continue Theme 5 , Comprehensive Core Reading Program as outlined for the last two weeks.
4	Theme 5 , Comprehensive Core Reading Program: Cause and Effect, Predict/Infer, Making Judgments, Monitor and Clarify, Fact and Opinion, Evaluate
5	Continue Theme 5 , 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)

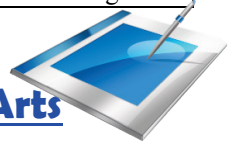
Grade	Student focus:
K	Continue teaching the report writing genre. Begin teaching the response to literature writing genre.
1 - 2	Continue teaching the report writing genre.
3	Continue teaching the response to literature writing genre.
4	Continue teaching the narrative procedure writing genre.

Elementary Writing (Cont'd) (Grades K-5)

Grade	Student focus:
5	Continue teaching the narrative procedure writing genre. Begin teaching the response to literature 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 author's purpose. Analyze a variety of text features and explain their impact. Analyze specific information from organizational text features. Complete portfolio assignment which involves exploring the responsibilities that come with playing video games and write an informational article for the school newspaper. At least one example of a text feature must be included.
7	Analyze a piece of text to identify theme and the elements of characterization. Recognize similarities and differences between texts/characters/themes. Complete the portfolio assignment which involves writing a character monologue. The monologue should address another character from the unit of study.
8	Make inferences and predictions. Analyze character development and the impact of culture and history on literature. Demonstrate an effective use of word choice, sentence structure, and creative language devices. Complete the portfolio assignment which involves taking part in a debate and understanding how to prepare a strong argument using multiple persuasive techniques.
9	Unit 7, <i>The Power of Love</i> . Learn to use technology to craft/write for a wide variety of purposes and become more adept at using technology to further literacy.
10	Unit 7, <i>Friends and Enemies</i> . Learn to engage further in the writing process by validating and invalidating themes and strengthening the art of persuasion using literary works covered in this unit.
11	Unit 7, <i>Fading Dreams</i> . Learn to engage further in the writing process by drawing out causes/effects, relevant details, and reliable conclusions as well as strengthening the art of expository techniques.
12	Unit 7, <i>Progress of Corruption</i> . Learn the elements that characterize particular subgenres of literature through close analysis of works of writers such as Shakespeare.

Secondary Intensive Reading

Subject	Student focus:
READ 180	6: Continue Workshop 9 as outlined for the last two weeks. 7-8: Continue Workshop 4 as outlined for the last two weeks. 9-10: Begin Workshop 5: Dare to Lead; Make inferences; Inference chart.
Plugged-in to Reading	Continue <i>Emmett Till</i> as outlined for the last two weeks. Teachers may complete activities with the novel or facilitate instruction simultaneously with the Power Strategy texts.
Academic Literacy	Begin Unit 5: Addict . Reference and research. Some schools may be using <i>Freedom Writers</i> .

Advanced Placement (AP)

Subject	Student focus:
English Language & Composition	Assignment of project and performance tasks accompanied by rubric.
English Literature	Assignment of project and performance tasks accompanied by rubric.
Statistics	Introduction for Distributions; A.P. review.
US History	Second World War: Rise of Fascism; Fighting a Multi-front War. US/Early Cold War: The Origins; AP Exam Prep (Multiple Choice).
Human Geography	Manufacturing Belts; Fordist vs. Post-Fordist; Deindustrialization.

Science

Grade	Student focus:
K	Explorations/observations of seasons/plants/animals.
1	Explorations of and performance task about what animals need to live and grow.
2	Explorations of and performance task about habitats for plants/animals. Begin explorations of forces and changes in motion.
3	Explorations of heat and how it moves.
4	Moon phase observation, exploration of effects of space research, and a performance task about moon phases.
5	Explorations about the motion of objects.
6	Lesson 15 Project week. Conduct performance tasks and/or science projects.
7	Continue Lesson 13: Evolution.
8	Continue Lesson 15: Work/Simple Machines. Lesson 16 Lab activities exploring Annually Assessed Benchmarks.
9-12	Earth Space: Usefulness of electromagnetic spectrum and placement of celestial bodies in space. Continue to work on performance task. Biology: Learn how changes in genetic code occur and explain why certain changes are helpful or harmful to the organism. Research specific human genetic disorders for performance task.

Science (Cont'd)

Grade	Student focus:
9-12	Chemistry: Investigate forward/reverse reactions and chemical equilibrium. Present Fish Kill performance task and take Unit PMA. Physics: Unit 4: Investigate properties of waves and the factors that affect sound waves. Explore the Doppler effect, reflected light, and images in plane and curved mirrors.
Notes	6-8: Advanced: Students complete activities at a higher cognitive level.



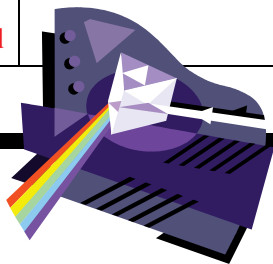
Social Studies



Grade	Student focus:
K My World	Long Ago and Today: Inventions help people travel by air, land, and water.
1 School & Family	Everything Changes: People from other countries moved to this one for many reasons.
2 Neighbors	America's Past: Our country has many great heroes.
3 Community	Ancient Asia: Ancient India and China had great civilizations in Asia.
4 Florida History	Riches to Rags to Riches: Florida's economic life, socialization, and population experienced radical transformations from 1860-1950.
5 US History	Changes on the Plains: Technological advances changed the social and political arenas in the United States after 1880.
6 World History	Ancient Rome: Modern republican forms of government and language have their origins in ancient cultures.
7 Geography	Latin America: European imperialism played a dominant role in the development of Middle and South America.
8 US History	Social/Economic Change: The abolitionist movement generated several important reform movements.
10 World History	Imperialism: Multiple motives led industrialized countries to engage in power struggles during New Imperialism
11 US History	World War II: Political groups use ideology to justify their actions. Nations may be drawn into war despite their efforts to remain neutral.
12 US Gov	The Legislative Branch: The legislature makes laws that protect rights of the people, states and local governments in a federal system.
Economics	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:
K	Explore 3-dimensional shapes/their relationship to real-world objects (i.e. a cylinder reminds me of a can of soda). Match objects to 3-dimensional shapes by comparing the faces. During calendar time, find patterns. Continue to work with numbers. Identify place value of 2-digit numbers.
1	Continue to develop strategies for addition and subtraction problems and record solutions. Solve two-question problems by using the answer to the first question to answer the second question. Find subtraction facts to 18 and learn relationship between addition/subtraction. Use a related subtraction fact to find the missing part in a subtraction problem.
2	Complete Module 5-Addition/Subtraction/Number System (Part 3): Use place-value models and the standard algorithm to add 2 and 3 two-digit numbers with/without regrouping. Regroup 1 ten as 10 ones when subtracting. Use models to subtract a one- or two-digit number with/without regrouping using standard algorithm. Relate addition to subtraction by using one operation to check the other. Solve two-question problems, selecting the operation to solve each question. Estimate the sum of 2 two-digit numbers. Determine if difference between two numbers is more/less than a given multiple of ten. Begin Module 6-Fractions: Count equal parts. Determine if a set can be divided in half. Compare equivalency to determine fractional parts of whole.
3	Continue to represent fractions. Compare/order fractions. Use models to represent equivalent fractions. Measure objects using fractional parts of linear units.
4	Identify/describe results of translations/reflections/rotations of 45, 90, 180, 270, and 360 degrees, including figures with line/rotational symmetry. Develop understanding that three-dimensional or solid figures have length/width/height. Understand that spatial thinking is objects looking different from different points of view and recognize that attributes of 2-dimensional and 3-dimensional shapes determine a shape's classification.
5	Describe/define/determine surface area and volume of prisms by using appropriate units and selecting strategies and tools.
6 MJ I/ Advanced	Continue Module 8: Functions and Inequalities. Advanced: Continue Module 8: Functions and Inequalities. Begin Module 9: Use Formulas in Geometry
6-7 MJ II/ Advanced	Continue Module 8 – Transformations as outlined for the last two weeks.



Mathematics (cont'd)

Grade	Student focus:
8 MJ III	Continue Module 8: Data Analysis as outlined for the last two weeks. Begin Module 9: Units of Measure. Use prior knowledge to solve for any variable in common formulas. Use unit ratios to convert larger units to smaller units. Use this knowledge of unit ratios/dimensional analysis to convert length, weight/mass, capacity, time, temperature, area, and volume between units of the same system and units of different systems.
7-8 Algebra I	Simplify radical expressions.
8 Geometry	Use special right triangles ($30^\circ - 60^\circ - 90^\circ$ and $45^\circ - 45^\circ - 90^\circ$) to solve problems.
9-12	Algebra I: Simplify radical expressions. Algebra II: Define exponential and logarithmic functions and determine their relationship. Geometry: Use special right triangles ($30^\circ - 60^\circ - 90^\circ$ and $45^\circ - 45^\circ - 90^\circ$) to solve problems. Pre-Calculus: Write equations of conic sections in standard and general form, in order to identify the conic section and to find its geometric properties (foci, asymptotes, eccentricity, etc.).



World Languages

Subject	Student focus:
Chinese	Level I: Lesson 7 Sentences with 得(de) : ;我写得太慢。 ; 他的中文考得很好。 ; (work/phrase following 得 describe the verb); A little; 一点儿; Classroom expressions 高考. Level II: Lesson 11 1. Topic-comment sentences; 2. 或者 (or) and 还是(or) Compared; Going home for the winter; Vacation; Chinese; Transportation System 铁路, 公路, 航空.



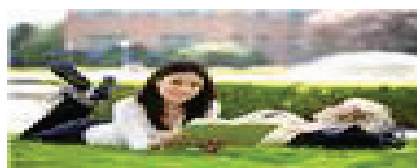
World Languages

Subject	Student focus:
Latin	<p>Level I: 31-32-33 Perfect. System passive voice. Perfect past. Participle case usage: Object inf. with Acc. subj. Personal pronouns/possessive adjectives. Lists 31-32-33. Prefixes/Suffixes. Weapons of War (pp.221-223). Roman house and furnishings. Borrowed words. Quarter Exam.</p> <p>Level II: 24-25-26 Fio, malo, volo, nolo; Pred. nouns & adjs. with certain verbs; Dative of reference, purpose, double dative; Negative imperative. Lists 24-25-26. Prefixes/suffixes. Nouns derived from perfect passive participles. Greek-Roman relations. Borrowed English phrases. Roman drama. Quarter Exam.</p>
Portuguese I & II	<p>Begin Licao 11, A saude e os medicos, which is health and medical professions. Label the parts of the body, doctors, pharmacies and hospitals. Discuss additional uses for "por" and "para". Discuss the equivalent of "let's". Discuss the subjunctive with expressions of emotions. Lastly, we will "travel" to Cabo Verde, a Portuguese speaking republic located off the coast of Africa.</p>
Spanish	<p>Level I: Continue Capitulo 4A. Ir. Interrogative words. Leisure activities. Talking about going places. Spanish nursery rhymes. Andean music.</p> <p>Level II: Continue Capitulo 3A as outlined for the last two weeks. Begin study: A ver si recuerdas... Review of venir. Salir. Decir. Review/expansion of prepositions of location. Modes of transportation.</p>
German	<p>Negation using kein/nicht. Talking about desserts and beverages. Cafes.</p> <p>Level II: 6-B Question words. Department store. Shopping at a grocery store.</p>
French	<p>Level I: Continue Unit 4, Lesson 11 as outlined for the last two weeks. Begin Unit 4, Lesson 11. Begin Unit 4, Lesson 12. Describing things/things by color, nationality. Colors, bon, mauvais, bien, mal, vrai, faux, facile, difficile, chouette, super, génial, pénible, drôle. Irregular adjectives. Adverbs. Il est vs c'est.</p> <p>Level II: Unit 2, Lesson 23-24. Road trip, getting stopped by police. Talking about where you used to live, what life was like. Se souvenir; forms of the imperfect tense. Using the imperfect tense for description and progressive action.</p>



World Languages (cont'd)

Subject	Student focus:
American Sign Language	<p>Level I: FCAT Testing (Review & Enrichment).</p> <p>Level II: FCAT Testing (Review & Enrichment).</p>
Arabic	<p>Article "This" – Feminine and masculine objects. Pronouns he, she, you (feminine and masculine), and I. Thirsty, hungry, cold, hot, tired, sick, exhausted, and upset. Wishing someone well. . Special Cases of Letters . Writing and pronunciation.</p>



Golden Nuggets from Guidance

C⁵ – COMPREHENSIVE COUNSELING: Creating a College Going Culture

There have been a number of initiatives in the Jacksonville area over the past few years to help create a college going culture for our students and families. This cannot be accomplished in isolation, so below are some suggestions and resources to help jumpstart **YOUR** efforts:

- **Talk about careers at home and in the classroom** - Discuss school subjects and how skills learned relate to a specific career.
- **Read on a daily basis** to expand the imagination and increase vocabulary.
- **Job shadow** – Have students spend part of a day with a parent, relative or friend and encourage them to ask people how they prepared for their current career. Check websites for [future career outlooks](#) and/or [career exploration](#).
- **Attend College & Career Fairs and visit college campuses** - Have students attend summer camps on a college campus to gain insight into a potential career.
- **Start investigating financial aid as early** as elementary school. Many middle school students are now [earning high school credits](#) which will impact their [Bright Futures scholarship](#) eligibility.
- **Take the PSAT every year starting in 9th grade** and use the suggested strategies in the score report to help prepare for the SAT and ACT. **Take the SAT and ACT** for the first time **by the spring of your junior year.**
- **Contact your [Guidance Office](#)** for more helpful hints.