



# The DCPS Academic Looking Glass

Volume 4, Issue 3

September 21 – October 4, 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](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:
K	Continue instruction of Theme 1 and 2 in the Comprehensive Core Reading Program. <b>Targeted Comprehension Strategies/Skills in Theme 1:</b> Noting Details, Compare and Contrast. <b>Targeted Comprehension Strategies/Skills in Theme 2:</b> Predict/Infer, Sequence of Events, Making Predictions, Summarize.
1	Continue instruction of Theme 1 and 2 in the Comprehensive Core Reading Program. <b>Targeted Comprehension Strategies/Skills in Theme 1:</b> Predict/Infer, Sequence, Summarize, Compare and Contrast, Evaluate, Cause and Effect. <b>Targeted Comprehension Strategies/Skills in Theme 2:</b> Question, Noting Details, Monitor/Clarify, Fantasy/Realism, Summarize, Story Structure.
2	Continue instruction of Theme 1 in Comprehensive Core Reading Program. <b>Targeted Comprehension Strategies/Skills in Theme 1:</b> Story Structure, Summarize, Compare/Contrast, Monitor/Clarify, Fantasy and Realism, Predicting Outcomes, Predict/Infer, Focus on Genre: Poetry.
3	Continue instruction of Theme 1 in Comprehensive Core Reading Program. <b>Targeted Comprehension Strategies/Skills in Theme 1:</b> Cause/Effect, Predict/Infer, Making Inferences, Monitor/Clarify, Summarize, Sequence of Events.
4	Continue instruction of Theme 1 in Comprehensive Core Reading Program. <b>Targeted Comprehension Strategies/Skills in Theme 1:</b> Story Structure, Summarize, Author's Viewpoint, Predict/Infer, Text Organization, Monitor/Clarify, Noting Details, Questioning, Focus on Genre: Mysteries.
5	Continue instruction of Theme 1 in Comprehensive Core Reading Program. <b>Targeted Comprehension Strategies/Skills in Theme 1:</b> Sequence of Events, Predict/Infer, Text Organization, Questioning, Categorize and Classify, Monitor/Clarify, Focus on Genre: Tall Tales.

## Elementary Reading (cont'd) (Grades K-5)

Grade	Student focus:
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 - 5	Continue teaching the narrative writing genre.
Notes	The District Anchor Lessons may be referred to throughout the year as needed to reinforce rituals and routines. Students should be immersed in a variety of fictional texts during the narrative genre and throughout the year.

## English Language Arts

Grade	Student focus:
6	Demonstrate an understanding of and analyze author's purpose and point of view. Recognize recurring topics/themes and time order using key words. Create a memoir or poem that focuses on a turning point.
7	Determine the various types of context clues authors use in text to help readers determine word meanings. Identify textual details and how they can support the main idea/essential message. Determine the main idea, essential message, or theme using the elements of fiction. Write a monologue from a character's point of view from the literary selections.
8	Demonstrate an understanding of author's purpose. Identify cause/effect relationships in text. Explore academic vocabulary to discuss the elements of literature. Write a character's letter and reply letter from the unit using tone.
9	Unit 2: <i>Innocence and Experience</i> . Learn how authors use literary elements to communicate meaning and the various ways that writers employ specific narrative strategies.
10	Unit 2: <i>Guess Who's Talking</i> . Learn how to develop <b>voice</b> as well as gain a deeper understanding of the author's perspective/purpose/impact on meaning.
11	Unit 2: <i>Freedom and Responsibility</i> . Learn the specific persuasive techniques that writers employ as well as gain a deeper understanding of advanced cause-effect relationships in texts.

## English Language Arts (cont'd)

Grade	Student focus:
12	Unit 2: <i>Life Changing Experiences</i> . Learn how to synthesize a variety of texts and probe for meaning by analyzing and evaluating works that evoke personal responses.
Notes 	<b>6-8: Revise District Timed Writing #1 (September 21-24):</b> Evaluate the draft for development of ideas and content. Focus on improving word choice, adding strong support, and effectively using creative language devices.

## Secondary Intensive Reading

Subject	Student focus:
READ 180	<b>6-8:</b> Determine main idea/essential message in grade-level text through inferring/paraphrasing/summarizing/identifying relevant details. Identify advanced word/phrase relationships and their meanings. Use information from text to answer questions related to main idea/relevant details, maintaining chronological/logical order. Use background knowledge of subject/related content areas, prereading strategies, graphic presentations, and knowledge of text structure to make/confirm complex predictions of content, purpose, and organization of a reading selection. Write in a variety of informational/expository forms. Apply appropriate tools/strategies to evaluate/refine draft. <b>9-10:</b> Determine main idea in grade-level/higher texts through inferring, identifying relevant details, etc. Organize/synthesize/analyze/evaluate validity/reliability of information from multiple sources (including primary/secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations. Use context clues to determine meanings of unfamiliar words. Determine correct meaning of words with multiple meanings in context. Explain how text features aid the reader's understanding. Analyze/evaluate information from text features. Write in a variety of informational/expository forms, including technical documents. Research/organize information for oral communication appropriate for the occasion, audience, and purpose.
	Unit 2: Determine correct meaning of words with multiple meanings in context. Identify cause/effect relationships in text. Analyze variety of text structures (e.g., comparison/contrast, etc.) and text features (main headings with subheadings) and explain their impact on meaning in text. Compare/contrast elements in multiple texts. Analyze/evaluate information from text features. Texts used for this unit are thematically linked to the core text, <i>Lay That Trumpet in Our Hands</i> .

Plugged-in to Reading



## Secondary Intensive Reading (cont'd)

Grade	Student focus:
Academic Literacy	Unit 2: Determine main idea in grade level or higher texts through inferring, paraphrasing, identifying relevant details, etc. Analyze author's purpose and/or perspective in a variety of texts and understand how they affect meaning. Identify cause-and-effect relationships in text. Analyze a variety of text structures (e.g., comparison/contrast, cause/effect, etc.) and text features (main headings with subheadings) and explain their impact on meaning in text. Compare/contrast elements in multiple texts. Analyze/evaluate information from text features (e.g., transitional devices, glossary, etc.). Texts used are thematically linked to the core text, "Plaxico Burrell: Victim or Criminal?" Reading Strategy for this unit – Conclusion Log.

## Social Studies

Grade	Student focus:
<b>K</b> <b>My World</b>	Families and Friends: Schools have many different kinds of people and places in them.
<b>1</b> <b>School &amp; Family</b>	People Everywhere: Leaders and rules are important to communities.
<b>2</b> <b>Neighbors</b>	People and Places: Some communities are in rural areas.
<b>3</b> <b>Community</b>	Old/New Communities: Old/new communities are to be found throughout the United States.
<b>4</b> <b>Florida History</b>	The First Floridians: Native Americans adapted their way of life based on their geographic surroundings.
<b>5</b> <b>US History</b>	Age of Exploration: People settled the United States for various reasons: religious, economic, political, geographic and social.
<b>6</b> <b>World History</b>	Prehistoric Life: Specialization changes the way of life of people. Geography affects the way people live.
<b>7</b> <b>Geography</b>	Basic Geography Skills: Cultural diffusion is often a result of exploration and colonization.
<b>8</b> <b>US History</b>	The Age of European Exploration grew out of the innovation and invention of the Renaissance.
<b>10</b> <b>World History</b>	Classical Review: Greek and Roman civilization served as major contributors to modern western civilization.
<b>11</b> <b>US History</b>	Constitutional Era Review: Societies form new governments when current governments no longer serve needs.
<b>12</b> <b>US Gov</b> <b>Economics</b>	Federalism: Federalism creates a four tiered umbrella of national, state, county (parish) and municipal governments. Microeconomics: Each type of business organization involves different risks and rewards. In the marketplace to create equity or price stability, sometimes government has to intervene.

## Advanced Placement (AP)

Subject	Student focus:
<b>English Language &amp; Composition</b>	Develop skills in analysis of content from multiple perspectives (cultural, social, and historical).
<b>English Literature</b>	Refine skills in analysis of literary devices and figurative language.
<b>Statistics</b>	The Normal Distribution; A. P. Review
<b>US History</b>	The American Revolution
<b>Human Geography</b>	Population Density and Pyramids; Demographic Transition Model; Population Concepts and Trends

## Science

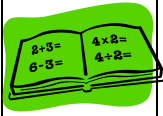


Grade	Student focus:
<b>K</b>	Explorations using the five senses to observe and compare objects and the seasons and a performance task.
<b>1</b>	Explorations about looking at objects close up and far away.
<b>2</b>	Explorations of soil and the life cycles of plants.
<b>3</b>	Explorations of characteristics and needs of plants and of how plants are grouped and a performance task.
<b>4</b>	Explorations of forms of energy and a performance task about energy causing motion.
<b>5</b>	Explorations of the flow of energy through ecosystems and plant and animal adaptations.
<b>6</b>	Lesson 4 lab activities exploring weather and climate.
<b>7</b>	Continue Lesson 3 lab activities exploring the interactions between organisms.
<b>8</b>	Lesson 4 lab activities exploring gravity in space.
<b>9-12</b>	<p><b>Earth Space:</b> Continue work on Chapter Challenge while exploring the hazards of severe weather locally and regionally, including flooding and lightning.</p> <p><b>Biology:</b> Exploration of the interference of organisms in environments relating to matter and energy transfers. Continue work on performance task.</p> <p><b>Chemistry:</b> Learning about the history and structure of the atom. <i>Honors:</i> Quantum mechanics.</p> <p><b>Physics:</b> Continue work on performance task. Continue to explore relationship between impulse and momentum.</p>
<b>Notes:</b>	<b>6-8: Advanced</b> – Continue to develop science projects.




## Mathematics

Grade	Student focus:
<b>K</b>	Develop strategies for accurately counting and keeping track of quantities. Represent quantities with pictures, numbers, and words. Use the calendar as a tool for keeping track of time.
<b>1</b>	Identify the unit, tell what comes next, and extend a repeating pattern. Create a story problem. Develop strategies for adding/subtracting small numbers. Model a constant rate of increase.


## Mathematics (cont'd)

Grade	Student focus:
<b>2</b>	Develop fluency with the combinations that make 10. Use clocks as tools for keeping track of and measuring time. Identify time to the nearest hour and half-hour. Visualize, retell, model, and record strategies for solving problems, including addition and subtraction story problems.
<b>3</b>	Estimate and solve addition problems with 3-digit numbers. Solve addition problems with more than two addends.
<b>4</b>	Calculate/solve problems involving multiplication. Identify factors. Compare factors of a given number with multiples of that number.
<b>5</b>	Describe and compare strategies used to solve division problems. Estimate and solve division problems with a 2-digit divisor fluently.
<b>6 MJ I</b>	Continue Module 1, Multiply and Divide Decimals. Begin Module 2–Multiply and Divide Fractions. Estimate computations and perform mathematical operations with fractions and decimals. Develop/apply algorithms for performing calculations with fractions and decimals. <i>Advanced:</i> Module 2: Multiply and Divide Fractions (see above).
<b>6-7 MJ II</b>	Module 3: Proportions/Similarity. Distinguish between situations that are proportional or not proportional. Use proportions to solve problems. Apply proportionality to measurement in multiple contexts, including scale drawings and constant speed. Solve problems involving similar figures. Determine how changes in dimensions affect the perimeter/area/volume of common geometric figures.
<b>8 MJ III</b>	Continue Module 2: Expressions and Functions. Create/interpret tables, graphs, and models to represent/analyze/solve problems related to linear equations. Make predictions based on tables/graphs/equations. Translate among verbal, tabular, graphical, and algebraic representations of given scenarios. Use substitution to complete tables.
<b>7-8 Algebra I</b>	Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities.
<b>8 Geometry</b>	Identify, construct, and use the relationships between special pairs of angles formed by parallel lines and transversals.
 <b>9-12</b>	<p><b>Algebra I:</b> Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities.</p> <p><b>Algebra II:</b> Identify/graph common functions. Describe and graph transformations of functions.</p> <p><b>Geometry:</b> Identify, construct, and use the relationships between special pairs of angles formed by parallel lines and transversals.</p> <p><b>Pre-Calculus:</b> Find vertical, horizontal or oblique asymptotes and graph rational functions with and without the use of technology.</p>

## World Languages

Subject	Student focus:
<b>Chinese</b> 	<p><b>Level I:</b> Lesson 1 Review pinyin; 我叫/不叫.....; 我姓/不姓.....; 我是/不是.....; Forms of address in school; Common Chinese surnames; 百家姓; Chinese Names; Ask others' surname 你贵姓?</p> <p><b>Level II:</b> Lesson 6 1. 别. The Auxiliary Verb 得. Directional complements. Calling a friend for help 1. Public phone in China; Cell phone in China. Lesson 7 1. Descriptive Components; 2. 太 and 真 (really); 3. The Adverb 就. Asking about Chinese Exam 1. Simplified and traditional characters; 2. Characteristics of Chinese script; 3. Chinese writing tools.</p>
<b>Latin</b>	<p><b>Level I:</b> 5-6 Nouns- genitive case; Verbs- future and imperfect tenses; Lists 5-6; Word study; Borrowed phrases; Geography of the Roman world.</p> <p><b>Level II:</b> 5 Review passive voice; Ablative Absolute, all Participles act. &amp; pass. (Append. pp.514 520). List 5. Prefixes and suffixes; Workbook pp.5-8 (review); Roman landmarks; Borrowed words; Family life- The role of women.</p>
<b>Portuguese I &amp; II</b>	<p>Continue study from Weeks 3-4 regarding meet/greet, formal/informal greetings, proper etiquette, etc.</p> <p>Continue review of vocabulary in the Comunicacao, Verbos, Tempo, Lugares, Pessoas, Palavras e expressoes uteis.</p> <p>Continue study of Licao 6 and the preterit.</p>
<b>Spanish</b> 	<p><b>Level I:</b> Continue study from Weeks 3-4. Begin Capitulo 1A: infinitives, making negative statements, Gustar, cognates, activities, likes and dislikes, music, pastimes, and Spain.</p> <p><b>Level II:</b> A ver si recuerdas (pp. 14-15). Review of <b>tener</b>; Idiomatic expressions with <b>Tener</b>; Review of verbs with irregular <b>yo</b> forms; Review and expansion of school vocabulary. Capitulo 1A. Stem-changing verbs. Affirmative/negative words. Review and expansion of classroom items and school activities. School rules. Grading system in Mexico. School life. José Martí, <b>Versos sencillos</b>.</p>
<b>German</b> 	<p><b>Level I:</b> 2-A Formation of questions. Family members. Telephone.</p> <p><b>Level II:</b> 2-A Reflexive verbs – accusative, dative, reflexive pronouns. Words relating to a youth hostel. Youth Hostels.</p>

## World Languages (cont'd)

Subject	Student focus:
<b>French</b> 	<p><b>Level I:</b> Unité 2, Leçon 3. Ordering a snack. Saying you are hungry and thirsty. Talking about ordering and paying. Asking how much and borrowing money. (p.320—AVOIR +expressions.) Foods and drinks. Euros. Ça fait combien, prête-moi. Familiar and formal « you »: tu and vous. Liaisons and Elisions. Masculine and feminine pronouns for things. (p.262—combine coûte.)</p> <p><b>Level II:</b> Continue Unité 1, Leçon 1. Begin Unité 1, Leçon 2. Friendships among teens ( p.332 qui). Describing people. Expressing agreement (p.333 que). Regular and irregular adjectives. D'accord, en train de, à l'heure, en avance, en retard. ÊTRE and expressions. Adjectives that precede the noun. Difference between il est/c'est (p.383-84.adjectives that precede the noun).</p>
<b>American Sign Language</b>	<p><b>Level I: MASL 2</b> Negation Classroom essentials Deaf vs deaf. Sign variations. Audiology / AD / ALD. <b>BRAVO 2</b> Negation. Adjectives- modulation. Food and meals Deaf vs. deaf.</p> <p><b>Level II: MASL 9</b> Spatialization Home and Community NTD. <b>Road Trip Project.</b></p>
<b>Arabic</b>	<p>The Letters pronunciation and writing. Vocabulary: watch/clock , street, teacher/professor, Mr. and Mrs., friend(s), Arab, happy, wide/spacious. Terms of address. Calling upon someone. The Letters pronunciation and writing. Vocabulary: chair, table, story, sheet of paper, class, sugar, notebook, page, room, milk, book, money and window. Getting someone's attention (Excuse me). Saying "Please/ Go Ahead/Sit Down."</p>



## Fast Facts about Health Education

*Florida Statutes and Duval County School Board Policy requires instruction in comprehensive health education in grades K-12. Florida's Next Generation Sunshine State Standards for Health Education (NGSSSHE), which is aligned with the National Health Education Standards, is grade-level specific and developmentally- and age-appropriate. They guide student mastery through enhancing health, meeting the ten content areas within the Florida Statutes.*

Notification letters must be sent to parents at least 14 days prior to teaching reproductive health or any disease, including sexually transmitted diseases and HIV/AIDS. These notification letters are on the DCPS health education departmental website. Parents are encouraged to review instructional materials used in the Health Education curriculum. Schools should be sure to retain copies of any parental exemption letters, as information is requested by the district each semester.