



The DCPS Academic Looking Glass

Volume 4, Issue 2

September 7 - 20, 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 by selecting "Know what's being taught?" link under the "How Do I..." section.

Elementary Reading (Grades K-5)

Grade	Student focus:
K	Continue teaching District Anchor Lessons 11-13 and begin instruction of Theme 1 in Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 1: Noting Details, Compare and Contrast.
1	Continue teaching District Anchor Lessons 11-14 and begin instruction of Theme 1 in Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 1: Compare and Contrast, Summarize, Evaluate, Cause and Effect
2	Continue teaching District Anchor Lessons 11-13 and begin instruction of Theme 1 in Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 1: Story Structure, Summarize, Fantasy and Realism, Monitor/Clarify.
3	Continue teaching District Anchor Lessons 11-12 and begin instruction of Theme 1 in Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 1: Cause/Effect, Predict/Infer, Making Inferences, Monitor/Clarify.
4	Begin instruction of Theme 1 in Comprehensive Core Reading Program. Targeted Comprehension Skills in Theme 1: Story Structure, Summarize, Author's Viewpoint, Predict/Infer.
5	Begin instruction of Theme 1 in Comprehensive Core Reading Program. Targeted Comprehension Strategies and Skills in Theme 1: Sequence of Events, Predict/Infer, Text Organization, Questioning
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 - 1	Continue teaching of the District Anchor Lesson 11 and begin narrative writing genre.
2 - 3	Continue teaching of the District Anchor Lessons 11-12 and begin narrative writing genre.
4 - 5	Begin narrative writing genre.
Notes	The District Anchor Lessons are used to establish the rituals and routines of the classroom for the implementation of the Workshop model.

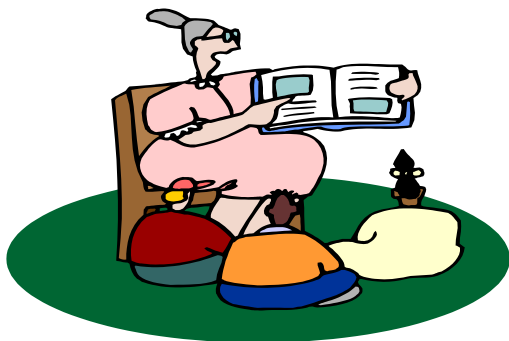


Secondary Intensive Reading

Subject	Student focus:
READ 180	<p>6-8: Follow first three weeks lesson plans to set up rituals and routines. Unit 1, Workshop 1 focus: Main idea/details and expository writing.</p> <p>9-10: Follow first three weeks lesson plans to set up rituals and routines. Unit 1, Workshop 1 focus: Main idea/details and sequence of events.</p> <p>SRI Window Aug. 30-Sept. 17 Complete SPI before Sept. 17</p>
Plugged-in to Reading	<p>Unit 1 focuses on the following NGSSS Benchmarks: inferring/paraphrasing/summarizing main idea and identifying relevant details; using context clues to determine meaning of unfamiliar words; identifying advanced word/phrase relationships and their meanings; determining the correct meaning of words with multiple meanings in context; and identifying cause/effect relationships. Texts used have a theme centered on the core text "Lay that Trumpet in Our Hands."</p> <p>SRI Window: Aug. 30 - Sept. 10</p>
Academic Literacy	<p>Unit 1 – <i>Impact!</i> Going Green Unit Skill - Main Idea and Relevant Details Unit Strategy - Marginal note-taking</p>

English Language Arts

Grade	Student focus:
6	Demonstrate active reading skills/strategies including making connections and predictions. Become familiar with vocabulary used to discuss literature as well as the types/characteristics of various literary genres. Begin to understand and analyze author's purpose and point of view. Recognize recurring topics/themes and time order using key words. Show evidence of the writing process during Writer's Workshop.
7	Demonstrate active reading skills/strategies including making inferences and predictions. Develop an understanding of how details and elements of fiction support the main ideas in a work of literature. Become familiar with the types of context clues active readers use as they read. Show evidence of the writing process during Writer's Workshop.
8	Demonstrate active reading skills and use fix up strategies to monitor comprehension. Continue to synthesize information while comparing/contrasting elements in text. Begin to understand author's purpose and cause/effect relationships and how they impact the meaning in text. Demonstrate components of the writing process and understand the FCAT Writing Rubric.
9	Unit 1 will continue to focus on the same NGSSS Benchmarks identified for Weeks 1 and 2. Texts used have the central theme "Identity."
10	Unit 1 will continue to focus on the same NGSSS Benchmarks identified for Weeks 1 and 2. Texts used have the central theme "Where We're From."
11	Unit 1 will continue to focus on the same NGSSS Benchmarks identified for Weeks 1 and 2. Texts used have the central theme "Our Diverse American Culture."
12	Unit 1 will continue to focus on the same NGSSS Benchmarks identified for Weeks 1 and 2. Texts used have the central theme "Perspectives."
Notes	<p>6-8: Participate in Duval's Interim Benchmark Reading #1.</p> <p>9-12: District Time Writing #1 (Aug. 30–Sept. 10). District Interim Reading Benchmark #1 (Sept. 7–14). FAIR Assessment #1 (Aug. 30–Oct. 18). SRI #1 (Aug. 30–Sept. 20)</p>



Advanced Placement (AP)

Subject	Student focus:
English Language & Composition	Course overview, class syllabus, course readings, timeline for practice essays and questions.
English Literature	Course overview, class syllabus, course readings, timeline for practice essays and questions.
Statistics	Exploring Data
US History	AP Exam Prep; Colonial North America
Human Geography	Visual Representations of Data; Cultural Diffusions; Environmental Determinism vs. Possibilism.



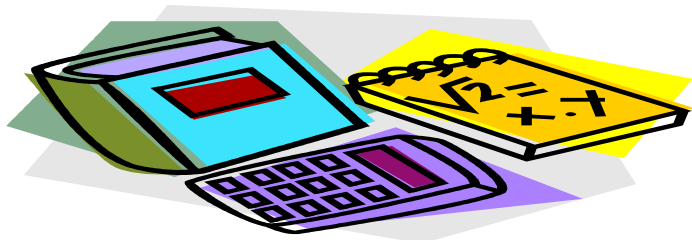
Social Studies



Grade	Student focus:
K My World	Families and Friends: Adults and children have different roles in school.
1 School & Family	People Everywhere: Children have important responsibilities at home and school
2 Neighbors	People and Places: Neighborhoods are in urban or suburban areas.
3 Community	Land and Resources: The land and resources in the United States are diverse and plentiful.
4 Florida History	The Geography of Florida: The interaction between people and the environment changes the physical and human characteristics of Florida.
5 US History	The First Americans: Native Americans adapted their way of life based on their geographic surroundings.
6 World History	Prehistoric Life: Basic needs determine culture. Archeologists and artifacts help people understand the past.
7 Geography	Basic Geography Skills: Human interaction with the environment affects a region's political and physical systems.
8 US History	Native Americans: Historians use a variety of tools to discover/interpret information. Native Americans have made contributions to the U.S.
10 World History	Classical Review: The values of a society are reflected in its social structure, religion, legal codes, and government.
11 US History	American Revolution Review: Several results may occur when different societies occupy the same area: conflict, assimilation, or compromise.
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.

Mathematics

Grade	Student focus:
K	Use a calendar as a tool to count days. Establish one-to-one correspondence between equal groups.
1	Compare and order whole numbers. Identify, read, write, and sequence numbers.
2	Develop strategies for counting accurately. Represent addition and subtraction situations with expressions and equations.
3	Represent numbers in a variety of ways by combining hundreds, tens, and ones. Estimate and find sums and differences of large numbers.
4	Utilize skip counting to find multiples of a number. Use strategies of decomposing to solve multiplication problems.
5	Investigate and explain the relationship between multiplication and division. Interpret solutions to division situations, including those with remainders, depending on the context of the problem.
6 MJ I Standard/ Advanced	Explain and justify procedures for multiplying and dividing fractions efficiently. Solve real-world problems involving multiplication and division of fractions and decimals.
7 MJ II	Formulate and use different strategies to solve one and two-step linear equations.
6-7 MJ II Advanced	Formulate and use different strategies to solve one and two-step linear equations. Distinguish between relationships that are proportional or not proportional.
8 MJ III	Translate among verbal, tabular, graphical, and algebraic representations of linear functions.
7-8 Algebra I	Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities.
8 Geometry	Use methods of direct and indirect proof and determine whether a short proof is logically valid.
9-12	Algebra I: Solving linear equations Algebra II: Properties of linear relations and functions Geometry: Reasoning and proof Pre-Calculus: Polynomial functions





Science

Grade	Student focus:
K	Explorations using the five senses and scientific tools to observe and compare objects.
1	Explorations of and a performance task about sorting and describing objects by observable properties.
2	Explorations of rocks and soil.
3	Explorations of characteristics and needs of plants.
4	Explorations of sound energy and forms of energy.
5	Explorations of energy flow in living systems.
6	Lesson 3 Lab activities exploring energy and water in the atmosphere.
7	Continue Lesson 2 food webs. Lesson 3 Lab activities exploring the interactions between organisms.
8	Lesson 2 Lab activities exploring waves (characteristics, sound, and light waves). Lesson 3 Lab activities exploring stars and galaxies.
9-12	Earth Space: Continue work on Chapter Challenge while exploring the hazards of severe weather locally and regionally and technology used to study severe weather. Biology: Exploration of Biogeochemical cycles of earth and the flow of matter through the biosphere, continue working on performance task. Chemistry: Explain the properties of water that they explored in the foul water lab. All students take first PMA. All students begin Unit B - Atoms. The performance task, nuclear concerns, is introduced. Physics: Students will explore the nature of friction and how it behaves. Explore the relationship between acceleration and momentum.
Notes:	6-8: Advanced - Students should be deciding on the topic of their science projects.



World Languages

Subject	Student focus:
Chinese 	<p>Level I: Pinyin, tone change, 一, 不, two continuing syllables, Chinese writing system, cardinal numbers 1-100, radicals, strokes, national language: Mandarin, Chinese geography, famous tour attractions, Chinese history, first and last dynasty, traditional and simplified, characters.</p> <p>Level II: Functional Expressions: 喂, 没问题, 谢谢, preposition 给, the auxiliary verb 要, calling one's teacher, Chinese phone etiquette.</p>
Latin	<p>Level I: Verbs, 1st conjugation, present tense, present stem, principal parts, nouns, 2nd decl. masc., adjectives - 2nd decl. masc.</p> <p>Level II: Pres. act. ind. syst. 3rd& 4th conjugations, review ablative of means, infinitive as subj. /obj.; perf. act. syst. all conjugations, case usage: partitive genitive (appendix 519-22), lists 3-4, prefixes and suffixes, derivatives, workbook pp.5-8 (review).</p>
Portuguese I & II	<p>It is imperative for students to know how to meet and greet executives and other corporate representatives visiting Jacksonville from Brazil and other Latin American countries. Focus on proper formal greetings to make the visitor feel welcome. Study the Apresentacoes section of the textbook which emphasizes formal/informal greetings in business as well as personal situations. Study the Expressoes de cortesia section to prepare students with the proper etiquette.</p> <p>The following 2 weeks, review vocabulary in the Comunicacao, Verbos, Tempo, Lugares, Pessoas, Palavras e expressoes uteis. After review is complete, begin study of Licao 6 and the preterit.</p>
Spanish 	<p>Level I: Interrogative words, asking and responding to questions in the 1st, 2nd, 3rd persons, yes/no questions, gender of nouns, greetings, introductions, farewells, alphabet, numbers (0-100), time, body parts, classroom objects, school supplies, days, months, dates, concept of time, personal space, greetings, names, Aztec calendar.</p> <p>Level II: Stem-changing verbs, affirmative and negative words, (PE and Unit 1A assessment), classroom items, activities, rules, grading system in Mexico, school life, José Martí, Versos sencillos,</p>
German	<p>Level I: Comparing using gern/lieber, talking about flights, the U-Bahn</p> <p>Level II: Comparing using gern/lieber, Talking about flights, the U-Bahn</p>

World Languages (cont'd)

Subject	Student focus:
French	<p>Level I: Gender of nouns, food and drinks, expressions of time, and weather, Euro, café and restaurants, familiar and formal (vous/tu).</p> <p>Level II: Review of Level 1 grammar, nationalities, family, professions, telephone, personal data, information on others, telephone messages.</p>
American Sign Language	<p>Level I: WH? / YN? Family, gaining attention, family tree project.</p> <p>Level II: PERFORMANCE, where you live, finger spelling.</p>
Arabic	<p>Hamza with Fatha, Damma, and Kasra (aa, ee, oo sounds). Dialogue: Where are you from? Arabic signs and advertisements. Gender in language and culture. The letter s and : Pronunciation and writing. The letters and : Pronunciation and writing. Dialogue: How are you? Meeting someone for the first time: Manners & politeness. Responding to "How are you?" . Good Morning. Vocabulary: sister, brother, one, chicken, news, bread, and neighbor. Shadda: The letters : Pronunciation and writing. Arabic signs and advertisements. Vocabulary: good, young people, young women, bus, morning, tea, and lesson.</p>

Fast Facts about Career and Technical Education (CTE)

Career and Technical Education (CTE) is responsible for developing educational programs that will prepare individuals for the occupations that are important to Florida's economic development. With partners from trade associations, business and industry, these initiatives will align CTE Programs with skill requirements for the current economy. Curriculum frameworks are divided into 16 nationally recognized career clusters. Each framework includes technical and academic skills that are essential for that career or occupation and were developed through collaboration with all stakeholders.

Career Academies are small, personalized learning communities within a high school that select a subset of students and teachers for a two-, three-, or four-year span. Students enter the academy through a voluntary process. They must apply and be accepted with parental knowledge and support. Staff teams work together to implement the key features of the model and provide students with exposure to the career field. A career academy includes three essential elements: (1) Small learning community; (2) College-prep curriculum with a career theme; and (3) Partnerships with employers, the community, and higher education. These elements lead to a school that is rigorous, relevant, and relational.

CTE students in a sequential program of study should be preparing for the industry credentialing process. If you have questions regarding the process, please contact the CTE Office at 904-348-7882. Students enrolled in a Career Academy are required to be offered the free Florida Ready-to-Work assessment. Many of our schools serve as assessment centers for Career Academy students.