



The DCPS Academic Looking Glass

Volume 5, Issue 3

September 20 – October 3, 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 & Writing (Grades K-5)

Grade	Student focus:
K	Theme 1: Noting Details, Compare and Contrast Theme 2: Predict/Infer, Sequence of Events, Making Predictions, Summarize.
1	Theme 1: Predict/Infer, Sequence, Summarize, Compare and Contrast, Evaluate, Cause and Effect Theme 2: Question, Noting Details, Monitor/Clarify, Fantasy/Realism, Summarize, Story Structure.
2	Theme 1: Story Structure, Summarize, Compare/Contrast, Monitor/Clarify, Fantasy and Realism, Predicting Outcomes, Predict/Infer, Understanding Poetry.
3	Theme 1: Cause/Effect, Predict/Infer, Making Inferences, Monitor/Clarify, Summarize, Sequence of Events.
4	Theme 1: Story Structure, Summarize, Author's Viewpoint, Predict/Infer, Text Organization, Monitor/Clarify, Noting Details, Questioning, Understanding Mysteries.
5	Theme 1: Sequence of Events, Predict/Infer, Text Organization, Questioning, Categorize and Classify, Monitor/Clarify, Understanding Tall Tales.
Notes	The Comprehensive Core Reading Program is implemented by Themes. Targeted comprehension strategies and 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)

	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 while covering the narrative genre and throughout the year.

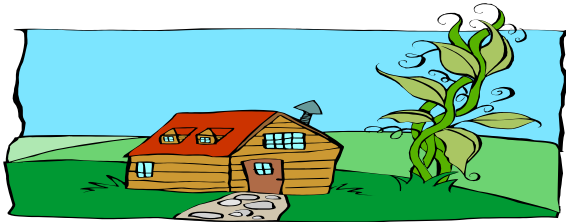
Secondary Intensive Reading

Subject	Student focus:
MS	6th: Unit 1 - <i>The New American</i> -Main Idea and Details. Context Clues.
READ 180	7th - 8th: Unit 1 - <i>Creatures of the Deep</i> -Cause and Effect. Descriptive Language.
HS	9th: Unit 2 - <i>Dare to Lead</i> -Making Inferences. Prefixes and Suffixes.
Plugged-in to Reading (PITR)	9th: Unit 1 - <i>Bronx Masquerade</i> -Identifying Author's Perspective. Descriptive and Figurative Language. 10th: Unit 1 - <i>The Juvie Three</i> -Monitoring Understanding. Tier 2 and Tier 3 Words.
Academic Literacy	11th - 12th: Unit 2 - <i>The Sound of Success</i> - Making Inferences. Prefixes and Suffixes.

Fast Facts about Career and Technical Education (CTE)

One of the goals of a Career and Technical Education program is for students to earn the appropriate industry credential prior to graduation. The chart below provides the number of industry certifications earned by DCPS students last school year.

CERTIFICATION EARNED	# OF STUDENTS
Adobe Certified Associate (Flash)	6
Adobe Certified Associate (Photoshop)	132
Cisco Certified Entry Networking Technician (CCENT)	1
CompTia A+	25
CompTia Network+	26
Certified Nursing Assistant	51
FAA Ground School	3
Introductory Child Care Training Certificates	26
Early Childhood Professional Certificate	7
Cosmetologist	10
A*S*K Certification-Fundamental Business Concepts	2
Microsoft Certified Desktop Support Technician (MSDST)	5
Microsoft Certified Professional	1
Microsoft Office Specialist (Bundle Certification)	64
Certified Medical Administrative Assistant (CMAA)	20
ASE Collision Repair and Refinishing Technician:	
Non-structural Analysis and Damage Repair (B3)	1
National Prostart Certificate of Achievement	52
ServSafe	48
Total Students Passing Certifications	480



English Language Arts

Grade	Student focus:
6	Complete the narrative story or poem Performance Task for Unit 1. Understanding elements of characterization and conflict will be studied. Learn to compare and contrast while reading various selections.
7	Complete the scene rewrite and plot Performance Task for Unit 1. Identify mood, tone, and imagery and understand the impact they have within text. Begin to compare elements while reading.
8	Complete the theme Performance Task for Unit 1. Explore cause and effect relationships within text. Determine an author's purpose/perspective and how it affects text.
9	Unit 2, <i>Cultural Perspectives</i> : Begin to understand how literature gives us the power extend personal culture, beliefs, and ideologies. The ability to write in a variety of expressive and reflective forms that use a range of appropriate strategies and writing techniques is critical in this unit.
10	Unit 2, <i>Passion and Purpose</i> : Learn how authors use language and rhetoric to advance their own aims for writing. An understanding of how writers employ high-impact literary devices and "catchy" techniques to capture readers' interests are important in this unit.
11	Unit 2, <i>Freedom and Bondage</i> : Learn how conflict often serves to influence an individual's actions and decisions through argumentative writing. A solid understanding of position, evidence, and reasoning are critical in this unit.
12	Unit 2, <i>The Search for Wisdom</i> : Learn how an author's written language often reflects their personal observations of the world. Solid understandings of purpose, perspective or point-of-view are important in this unit.
Notes	Grades 6-8: Complete revision of District Timed Writing #1 based on student needs.



Social Studies

Grade	Student focus:
K My World	Families and Friends: Schools have many different kinds of people and places in them.
1 School & Family	People Everywhere: Leaders and rules are important to communities.
2 Neighbors	People and Places: Some communities are in rural areas.
3 Community	Old and New Communities: Old and new communities are to be found throughout the United States.
4 Florida History	The First Floridians: Native Americans adapted their way of life based on their geographic surroundings.
5 US History	Age of Exploration: People settled the United States for various reasons: religious, economic, political, geographic and social.
6 World History	Prehistoric Life/Early Man: Specialization changes the way of life of people. Geography affects the way people live.
7 Geography	Basic Geography Skills: Cultural diffusion is often a result of exploration and colonization.
8 US History	Beginnings of Slavery and the Colonial Period: European settlers had to adapt to new environments. Many groups and beliefs were represented in the colonization of North America.
10 World History	Middle Ages in Africa and Asia: Political and social structures are modified according to the needs and experiences of a society. Migration led to the spread of culture. China greatly influenced civilizations in Southeast and East Asia.
11 US History	Reconstruction Review: Reconstruction was beset with racism and corruption. Industrialism/Frontier: The Industrial Revolution affected the US socially, politically, and economically.
12 US Gov	Microeconomics: Each type of business organization involves different risks and rewards. In the marketplace to create equity or price stability, sometimes the government has to intervene.
Economics	Federalism: Federalism creates a four tiered umbrella of national, state, county (parish) and municipal governments.

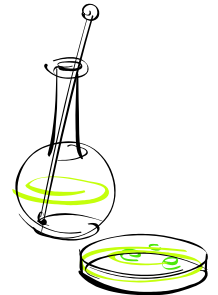


Mathematics

Grade	Student focus:
K	Count to 100 by ones and by tens. Count forward beginning from a given number within the known sequence. Write numbers from 0-20.
1	Place value of and sequence of numbers from 0 to 100. Know vocabulary to compare numbers appropriately. Compare and order whole numbers. The magnitude of numbers changes when moving up and down the number line.
2	Quick recall of basic addition and subtraction facts. Develop conceptual understanding of addition and subtraction strategies within one hundred. Estimate and solve two-digit addition and subtractions problems; Understanding and characteristics of even and odd numbers; and count fluently by 2s, 5s, and 10s.
3	Represent, identify, compare, and/or order numbers through the hundred thousand place in real-world contexts. Compute sums and differences of numbers through the hundred thousand.
4	Determine factors and multiples for specified whole numbers, use and describe various models for multiplication in problem-solving situations, and demonstrate recall of basic multiplication and related division facts with ease.
5	Understanding of and fluency with division of whole numbers. Describe the process of finding quotients involving multi-digit dividends using models, place value, properties, and the relationship of division to multiplication. Estimate quotients and interpret solutions to division situations involving multi-digit whole numbers in real-world problems.
6 MJ I Standard/ Advanced	Multiply and divide fractions. Solve problems involving multiplication and division of fractions. Introduce equivalent form of fractions, decimals, and percents.
6-7 M/J Math II Standard/ Advanced	Solve one-step and two-step linear equations with rational coefficients
8 M/J Math III	Create and interpret tables, graphs, and models to represent analyze, and solve problems related to linear equations, including analysis of domain, range and the difference between discrete and continuous data.
9-12	Algebra I - Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities. Geometry - Identify, construct, and use the relationships between special pairs of angles formed by parallel lines and transversals.

Mathematics (cont'd)



Grade	Student focus:
9-12	Algebra II - Identify/graph common functions. Describe and graph transformations of functions. Pre-Calculus - Find vertical, horizontal or oblique asymptotes and graph rational functions with and without the use of technology.




Science

Grade	Student focus:
K	Explorations using the five senses to observe and compare objects. A performance task about the five senses.
1	Explorations about looking at objects close up and far away.
2	Explorations of soil and the life cycles of plants.
3	Explorations of characteristics and needs of plants and of how plants are grouped. Performance task about plants.
4	Explorations of erosion and Florida's natural resources and a performance task.
5	Explorations of physical and chemical change and a performance task about matter. Begin energy unit.
6	Lesson 4 Lab activities exploring weather and climate.
7	Continue Lesson 2 Lab activities exploring the interactions between organisms.
8	Lesson 5 Lab activities exploring pure substances and mixtures. Lesson 6 activities exploring the atom.
9-12	Earth Space: Continue work on Chapter Challenge while exploring the hazards of Severe Weather locally and regionally, including flooding and lightning. Biology: Finish the biochem unit. Exploration of spontaneous generation and cell theory. Begin working on performance task. Chemistry: All students are learning about the history and structure of the atom. Honors students are learning the quantum mechanics. Physics: Continue to work on performance task. Students will continue to explore relationship between impulse and momentum.
Notes:	Grades 6-8: Advanced students' science projects should be continued to be developed.

World Languages

Subject	Student focus:
Chinese 	<p>Level I: 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>Level II: 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>
Latin	<p>Level I: 5-6 Nouns- genitive case; Verbs-future and imperfect tenses; Lists 5-6; Word study; Borrowed phrases; Geography of the Roman world.</p> <p>Level II: 5 Review passive voice; Ablative Absolute, all Participles act. & 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>
Spanish 	<p>Level I: 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>Level II: A ver si recuerdas (pp. 14-15). Review of tener; Idiomatic expressions with Tener; Review of verbs with irregular yo 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, Versos sencillos.</p>
German	<p>Level I: 2-A Formation of questions. Family members. Telephone.</p> <p>Level II: 2-A Reflexive verbs – accusative, dative, reflexive pronouns. Words relating to a youth hostel. Youth Hostels.</p>
French	<p>Level I: 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.</p>

World Languages (cont'd)

Subject	Student focus:
French (cont'd)	<p>Liaisons and Elisions. Masculine and feminine pronouns for things. (p.262—combine coûte.)</p> <p>Level II: 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>
American Sign Language	<p>Level I: MASL 2 Negation Classroom essentials Deaf vs deaf. Sign variations. Audiology / AD / ALD. BRAVO 2 Negation. Adjectives- modulation. Food and meals Deaf vs. deaf.</p> <p>Level II: MASL 9 Spatialization Home and Community NTD. Road Trip Project.</p>
Arabic 	<p>The Letters ع, ط, ظ, غ 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 ك, ل, ق 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>



Advanced Placement (AP)

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