



The DCPS Academic Looking Glass

Volume 5, Issue 2

September 6 – 19, 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	Targeted Comprehension Strategies and Skills in Theme 1: Noting Details, Compare and Contrast.
1	Targeted Comprehension Strategies and Skills in Theme 1: Predict, Sequence of Events, Compare and Contrast, Summarize, Evaluate Cause and Effect.
2	Targeted Comprehension Strategies and Skills in Theme 1: Story Structure, Summarize, Fantasy and Realism, Monitor/Clarify, Predicting Outcomes, Predict/Infer, Understanding Poetry.
3	Targeted Comprehension Strategies and Skills in Theme 1: Cause/Effect, Predict/Infer, Making Inferences, Monitor/Clarify, Summarize, Sequence of Events.
4	Targeted Comprehension Skills in Theme 1: Story Structure, Summarize, Author's Viewpoint, Predict/Infer, Text Organization, Monitor/Clarify, Noting Details, Questioning, and Understanding Mysteries.
5	Targeted Comprehension Strategies and Skills in Theme 1: Sequence of Events, Predict/Infer, Text Organization, Questioning, Categorize and Classify, Monitor/Clarify, Understanding Tall Tales, Summarize.
Notes	Continue or begin instruction in the Comprehensive Core Reading Program. The targeted comprehension strategies and skills listed are taught through main selections of literature. The length of each theme varies by grade level.

Elementary Writing (Grades K-5)

K-5	Focus for Writing September 6-19, 2010; Continue teaching of the District Anchor Lessons and begin the 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:
MS	6: Unit 1 <i>The New Americans</i> - Main idea, details, and context clues. Discovering the main ideas in text.
READ 180	7-8: Unit 1: <i>Creatures of the Deep</i> - Cause and effect; Descriptive language. Identifying cause and effect relationships.
HS	9: Unit 1: <i>Who's Watching You?</i> - Main idea, details, and multiple meaning words.
Plugged-in to Reading (PITR)	9: Unit 1: <i>Bronx Masquerade</i> - Identifying author's perspective, descriptive, and figurative language. 10: Unit 1: <i>The Juvie Three</i> - Monitoring understanding. Tier 2 and Tier 3 words.
Academic Literacy	11-12: Unit 1: <i>Pitching Anxiety</i> - Organizational pattern and context clues; Analyzing the organizational pattern of text promotes a clearer understanding of the author's purpose and the main idea.



Advanced Placement (AP)

Subject	Student focus:
English Language & Composition	The writing process: Topic sentence and unity in the paragraph; thesis and unity in the essay.
English Literature	Analyze short story for plot and character, impact on author's purpose; Begin work on college entrance submissions.
Statistics	Exploring Data.
US History	AP Exam Prep; Colonial North America
Human Geography	Visual Representations of Data; Cultural Diffusions; Environmental Determinism vs. Possibilism.



English Language Arts



Grade	Student focus:
6	Learn rituals and routines. Demonstrate an understanding of Reader's Workshop through reading skills and strategies including making predictions and inferences. Examine word/phrase relationships and descriptive/figurative language.
7	Learn rituals and routines. Explore Reader's Workshop through reading skills and strategies including making predictions and inferences. Use context clues to determine word meaning. Examine the elements of plot including identifying relevant details that advance the story.
8	Learn classroom and school rituals and routines. Explore Reader's Workshop through reading skills and strategies including making predictions and inferences. Examine relevant details to determine re-occurring themes and the use of symbolism to construct meaning of text. Identify meaning of new words by analyzing word/phrase relationships.
9	Unit 1, <i>Forming Identity</i> : Delve into the idea that literature often reflects "turning points" and that these very same turning points have the power to affect us deeply and potentially change us. Developing an understanding of how writers develop their ideas and how these ideas change over time is critical in this unit.
10	Unit 1, <i>Shaping Identity</i> : Understand how "crafty" writers can be in their efforts to mold characters in a story and evoke certain feelings (e.g. fear, surprise, anxiety) in readers. Developing an understanding of diction, tone, mood, and syntactical structures in writing are critical in this unit.
11	Unit 1, <i>The Continuous Search for Identity</i> : Continue the search for identity by probing personal beliefs and attitudes as well as seek to understand how individualism and group identity shape who we are. Developing an understanding of multiple sources and how to synthesize information across texts are critical in this unit.
12	Unit 1, <i>"Individual" in a Society</i> : Learn how literature often reflects the role of "the individual" functioning within a society as well as how an author's personal beliefs are made visible through writing. Developing an understanding of how to draw valid conclusions and recognize higher-order patterns in thought and action are critical in this unit.
Notes	DCPS teachers are making the transition to Common Core State Standards and raising the expected levels of student achievement 6-8: Become familiar with the components of the FCAT Writing Rubric and complete District Writing #1 (expository essay).

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/Early Man: Basic needs determine culture. Developments in agriculture changed the way of life for early man. 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	Early Exploration: The Age of Exploration grew out of the innovation and invention of the Renaissance.
10 World History	Middle Ages in Europe: Religion is a unifying and organizing force in cultures and religious agendas shape major world conflicts.
11 US History	Civil War Review: Women and minorities played key roles in the Civil War. The Civil War defined the US as a nation. Reconstruction Review: While African-Americans were freed by the 13 th Amendment, they still had limited rights.
12 US Gov Economics	The Constitution: The Constitution is a living, changing document that created a guideline for government that protects the rights of individuals Basic Economic Concepts: All economic systems have economic goals and attempt to meet them in various ways.

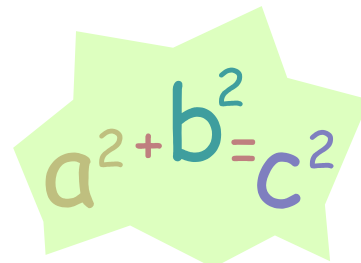


Mathematics


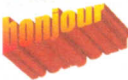
Grade	Student focus:
K	Write numbers from 0-20. Represent a number of objects with a written numeral 0-20. Read numbers up to 100.
1	Compare and order whole numbers at least to 100. Read, write and sequence numbers. Compare 2 numbers verbally. Tell time to the hour and half hour. Identify the hour hand and the minute hands on a clock.
2	Quick recall of basic addition and subtraction facts. Addition and subtraction strategies within one hundred. Estimate and solve two-digit addition and subtractions; characteristics of even and odd numbers; and count by 2s, 5s, and 10s.
3	Represent, identify, compare, and/or order numbers through the hundred thousand place. 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, and recall of basic multiplication and related division facts.
5	Division of whole numbers. 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 decimals by decimals and decimals by whole numbers. Perform mental multiplication using powers of ten. Multiply and divide fractions by fractions and fractions by whole numbers.
7 M/J Math II	Perform operations on integers – addition, subtraction, multiplication, and division. Find the absolute value of integers. Perform exponential operations with rational bases and whole number exponents. Plot ordered pairs in all four quadrants of the coordinate plane.
6-7 M/J Math II Advanced	Perform operations on integers – addition, subtraction, multiplication, and division. Find the absolute value of integers. Perform exponential operations with rational bases and whole number exponents. Plot ordered pairs in all four quadrants of the coordinate plane.
8 M/J Math III	Express rational numbers as decimals and decimals as fractions. Add, subtract, multiply, divide and compare rational numbers. Use proportion to solve real world problems. Use percents to find discount, markup, sales tax, and compound interest. Solve problems involving percent of increase and decrease.
9-12	Algebra I: Solving linear equations Algebra II: Properties of linear relations, 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 rocks and physical weathering.
5	Explorations of mixtures and dissolving materials.
6	Lesson 3 Lab activities exploring energy and water in the atmosphere.
7	Continue Lesson 1 food webs. Lesson 2 Lab activities exploring relationships and interactions between organisms.
8	Lesson 2 Lab activities exploring properties of matter. Lesson 3 Lab activities exploring physical and chemical changes. Lesson 4 activities exploring states of matter.
9-12	<p>Earth Space: Continue work on Chapter Challenge while exploring the hazards of Severe Weather locally and regionally and technology used to study severe weather.</p> <p>Biology: Exploration of Macromolecules, enzyme activity, working on performance task.</p> <p>Chemistry: Explain the properties of water that they explored in the foul water lab. All students begin Unit B - Atoms. The performance task nuclear concern is introduced.</p> <p>Physics: Explore the nature of friction and how it behaves. Explore the relationship between acceleration and momentum.</p>
Notes	6-8: Advanced - 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 <i>salvete!</i>	<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>
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>
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 I 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.</p>

World Languages (cont'd)

Subject	Student focus:
Arabic (Cont.)	<p>The letter س and ذ : Pronunciation and writing. The letters ر and ز : Pronunciation and writing.</p> <p>Dialogue: How are you? Meeting someone for the first time: Manners & politeness. Responding to "How are you?" الحمد لله. Good Morning.</p> <p>Vocabulary: sister, brother, one, chicken, news, bread, and neighbor. Shadda: The letters س, ش, ص, ض: Pronunciation and writing. Arabic signs and advertisements. Vocabulary: good, young people, young women, bus, morning, tea, and lesson.</p>

Fast Facts about Health Education

Reproductive Health Notification Letters

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 eleven content areas as defined in 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 site. Parents are encouraged to review instructional materials used in the Health Education curriculum. Any student whose parent makes a written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including sexually transmitted diseases and HIV/AIDS. Any student so exempted should not be penalized and should be provided with an alternative health education lesson. Please be sure to retain copies of any parental exemption letters, as information is requested by the district each semester.

