



The DCPS Academic Looking Glass

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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.

The learning schedules listed are not comprehensive due to space constraints and should be considered fluid in nature, as teachers are given flexibility in the speed of coverage according to the 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.

Elementary Reading (Grades K-5)

Grade	Student focus:
K	Strategy: Summarize; Monitor/Clarify Skill: Text organization and summarizing; Cause and effect
1	Strategy: Predict/Infer; Summarize Skill: Making prediction; Problem solving
2	Strategy: Question; Evaluate Skill: Connecting/Comparing; Understanding biographies
3	Strategy: Monitor/Clarify Skill: Making judgments; Connecting/Comparing
4	Strategy: Summarize; Question Skill: Drawing conclusions; Story structure
5	Strategy: Evaluate; Question Skill: Making inferences; Connecting/Comparing

Elementary Writing (Grades K-5)

Grade	Student focus:
K	Develop a portfolio piece for Functional Writing; Introduce Response to Literature.
1 & 2	Continue Functional Writing; Develop a portfolio piece for this genre.
3	Develop a portfolio piece for Functional Writing; Introduce Response to Literature Writing.
4	Continue to use Ramp Up to Florida Writing lessons. Beginning lessons and materials located on <i>Riverdeep</i> under Writing Learning Schedule tab.
5	Continue to work on Narrative Procedure Writing and develop a portfolio piece for this genre.
K-3 & 5	Customized lesson plans found in the Houghton Mifflin Core Reading Program.



English Language Arts

Grade	Student focus:
6	The Reading Workshop: Explore the use of sound devices in poetry and demonstrate competency in reading according to punctuation. Effectively compare and contrast elements of poetry and identify the speaker in a series of poems. The Writing Workshop: Pre-write, draft, and revise a limerick poem. Use District Writing Assessment #3 to restate and summarize personal writings in order to enhance reader's comprehension.
7	The Reading Workshop: Identify hyperbole and consider its impact on a writer's style. Understand symbols and compare and contrast various responses to poems based on their symbols and messages. Use the reading strategy of analyzing word parts to interpret unfamiliar words. The Writing Workshop: Draft and revise for the purpose of developing a strong persuasive argument. Pre-write, draft, revise, and publish a response to a poem. Revise District Writing Assessment #3 to enhance reader's comprehension.
8	The Reading Workshop: Identify sound devices used to create musical effects in poetry and determine how they contribute to mood and meaning. Demonstrate an understanding of imagery. The Writing Workshop: FCAT Writing Test.
9	Analyzing Atticus' Closing Argument; Reflection on the Verdict; Mayella's Journal; What's Your Opinion.
10	Week of Peace; Achebe's <i>Things Fall Apart</i> ; The Writing Process: Review/re-teach Writing Elements; Festival Time.
11	Creating and presenting a persuasive speech; The Writing Process: Editing; <i>The Crucible</i> . District-mandated timed writing
12	Perspectives in Practice; Choosing a Perspective; Building a Portfolio: Research activity; Argumentative essay; Summative novel exam.
Notes	6-12: Formative mini-assessment; FCAT Writing

Mathematics



Grade	Student focus:
K	Find ways to visualize and arrange a set of six objects; Develop strategies for counting and keeping track of quantities through 12.
1	Observe, and describe 3-D shapes; Create and use 2-D representations of 3-D shapes; Build 3-D constructions from 3 –D representations.
2	Identify triangles and rectangles based on their characteristics; Construct arrays to represent numbers and identify halves of the arrays; Construct 2-D arrays that can be divided into thirds and fourths.
3	Explore nonstandard units of measurement; Take measurements in standard customary and metric units; Understand the need for a standard.
4	Explore the ways things change over time and look at ways to represent these changes; Interpret the shapes of curves in line graphs.
5	Analyze the properties of polygons and draw them on coordinate grids; Investigate the properties of triangles, quadrilaterals, and regular polygons; Explore symmetry and transformations.
6	Learn to read and create line plots and bar graphs; How to find the mode, median and range of a data set; learn what an outlier is; Difference between categorical and numerical data; Read and create stem-&-leaf plots; Read and create coordinated graphs.
7	Use the process of statistical investigation to explore problems; Use information from samples to draw conclusions about populations; Explore the influence of sample size on the variability of the distribution of sample means or medians; Evaluate sampling plans; Use probability to select random samples from populations; Compare sample distributions using measures of center (mean, median), measures of variability (range, minimum and maximum data values, percentiles), and data displays that group data (histograms, box-and-whisker plots); Explore relationships between paired values of numerical variables s .
8	Apply the concept of inverse operations to solve linear equations.
9-12	Algebra I: Simplify rational algebraic expressions; Use the quadratic formula to solve quadratic equations; Develop and apply the characteristics of relations and functions including domain and range. Geometry: Determine whether given polygons are similar and identify corresponding parts; Solve problems using ratio and proportion including finding missing terms and writing equivalent proportions.

Mathematics (continued)

9-12	Algebra II: Determine the composition of functions; Find the inverse of a function. Pre-Calculus: Investigate the properties of the unit circle; Explore applications and models of trigonometric functions.
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Science

Grade	Student focus:
K	Explore and compare objects that can be seen in the day sky and in the night sky.
1	Explore living and nonliving things in the environment.
2	Explore collecting and comparing temperature data.
3	Lab activities and a performance task that include measuring, collecting data, and comparing physical properties of matter.
4	Explore cells and organs in human body systems.
5	Explore forces and motion and measurement.
6	Explore speed and simple machines. Gifted: Continue Lesson 12; Explore electrical circuits.
7	Explore energy flow through ecosystems.
8	Explore interactions in the environment; Environmental issues; Heredity.
9-12	Earth Science: Study the relationship between the Moon and Earth, specifically tides and day length, and the influence ours orbit around the sun. Biology: Continue Mendelian genetics and explain what a gene is and what it does; Trace the events that occur from DNA replication to protein synthesis. Chemistry: Continue mass-mass and mass-mole calculations. Investigate types of reactions and limiting reactants. <i>Standard and Honors:</i> Complete and present performance task (coin design). Physics: Investigate factors affecting the work done in various situations.
Notes	6-8: Formative assessment 9-12: District formative; Regional Science and Engineering Fair at UNF University Center February 16.



Social Studies

Grade	Student focus:
K My World	Long Ago and Today: History is how we find out about the past.
1 School & Family	Everything Changes: The present, past, and future is how we think about time.
2 Neighbors	America's Past: Many European explorers came to America for different reasons.
3 Community	Ancient Egypt: The Ancient Egyptians built a great river civilization.
4 Florida History	The Development of Florida: Florida's economic life, socialization, and population experienced radical transformations from 1860-1950.
5 US History	Civil War and Reconstruction: Major battles created complex social, economic, and political situations.
6 World History	Ancient Greece I: A Golden Age has distinct characteristics. Leaders influence the spread of culture and ideas.
7 Geography	Africa: European imperialism has had a lasting impact on Africa.
8 US History	The Presidency: People use political parties to respond to needs and desires on local, state, and national levels.
10 World History	Industrial Revolution: Industrialization radically changed economic and social aspects of society in the 19th century.
11 US History	The Roaring Twenties: Government may try to regulate social behaviors, but the people do not always obey mandates.
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. Your Individual Economy: Creating and maintaining a good credit score impacts your standard of living.



READ 180

Student focus:
<p>Complete the third Scholastic Reading Inventory (SRI) during the SRI testing window of January 29 – February 6.</p> <p>Full Implementation of Read 180 instructional model:</p> <ul style="list-style-type: none"> • 20 minutes of whole class instruction using the rBook or rBook Flex • 60 minutes of small group rotations (20 minutes for software; 20 minutes for small group directed instruction; 20 minutes for independent reading) • 10 minutes of whole class wrap-up

Keystone (Career Research and Decision Making)

Student focus:
<p>Week 21</p> <p>Topics</p> <ul style="list-style-type: none"> • Developing Your Budget <ul style="list-style-type: none"> • Furnishings and miscellaneous • Your budget profile <p>Materials</p> <ul style="list-style-type: none"> • <i>Career Choices Workbook</i> • <i>Career Choices Textbook</i> • <i>Possibilities</i> (p. 80-85) <p>Student Activity</p> <ul style="list-style-type: none"> • Furnishings & miscellaneous • “The Savings Book” by Gary Soto • Salary
<p>Week 22</p> <p>Topics</p> <ul style="list-style-type: none"> • Developing Your Budget <ul style="list-style-type: none"> • Understanding salaries & income • Your Ideal Career <ul style="list-style-type: none"> • What can fuel your paycheck <p>Materials</p> <ul style="list-style-type: none"> • <i>Career Choices Workbook</i> • <i>Career Choices Textbook</i> • <i>NEFE Workbook</i> <p>Student Activity</p> <ul style="list-style-type: none"> • Your budget profile • What salary supports this lifestyle • Getting educated about education • Beyond salary: the value of benefits • Planning for my career



Advancement Via Individual Determination (AVID)

WHY DO WE WRITE IN AVID?

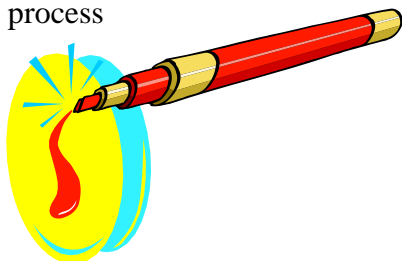
It's that time of year again. High school students are preparing to take several major tests. Students will soon be taking the FCAT and may also be scheduling the SAT and/or ACT. These tests contain writing components that allow students to express their thoughts and knowledge. In the **AVID** elective class, writing is practiced and discussed to help students develop a holistic approach to their content. This method focuses on the entire piece as a whole.

So, what is writing?

Writing is a tool for learning. It allows students to think in complex ways and clarify thoughts. Writing is central to understanding new facts and concepts. Writing helps us absorb new information and build a structure for knowledge. Writing allows for clarifying, analyzing, and synthesizing concepts. Writing can be reviewed, revised, and used to make new cognitive jumps. The more we write, the more we know, and the better we are able to compete academically.

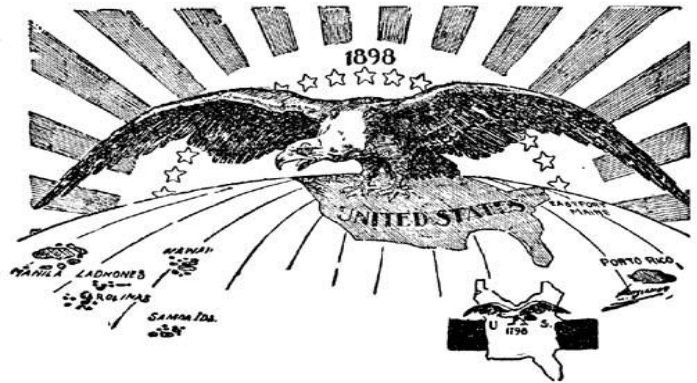
The **AVID** program focuses on three main areas of writing:

- Class and textbook notes
- Learning logs and journals
- The writing process



Advanced Placement (AP)

	Student focus:
English Language & Composition	Argumentation: Inductive Reasoning; Deductive Reasoning; Measure of Persuasion
AP English Literature	AP Exam Preparation; Fiction & Drama (5 th full length work)
Statistics	Sampling Distributions; AP Exam Free Response
US History	Emergence of America as a World Power: American Imperialism; War in Europe; World War I Home Front; AP Exam Preparation
Human Geography	Modern Agriculture & Cash Crops; Environmental Impact of Agriculture; AP Exam Preparation; History of Economic Development



Ten thousand miles from tip to tip.—Philadelphia Press.

ESOL

ESOL TOOLS FOR TEACHERS

TransAct is a translation library which includes approximately twenty languages. It is available to all Duval County employees with an Outlook account. It is a great tool for teachers to communicate with students, parents, and the larger community in their native language. Currently, Duval County has over 3,400 English Language Learners from 128 countries, speaking 71 languages. **TransAct** is the bridge of communication between the school and home. Communication is important for parents to assist their children at home and to fully participate in their child's educational activities. The DCPS ESOL Department encourages all school employees to access this free service.