



The DCPS Academic Looking Glass

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January 20 – February 2, 2009

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.



English Language Arts

Grade	Student focus:
6	The Reading Workshop: Actively use reading strategies to identify characteristics of the speaker in a poem and demonstrate understanding of the central message in a narrative and lyric poem; Apply the reading strategy of using senses to analyze poetry. The Writing Workshop: Pre-write, draft, and revise a limerick poem.
7	The Reading Workshop: Begin the poetry unit and learn four strategies to use when reading and interpreting poetry. The Writing Workshop: Write an essay comparing and contrasting two of the speakers in different poems.
8	The Reading Workshop: Identify and understand the mood, tone, punctuation, symbols, form, and purpose when reading poetry. The Writing Workshop: Effectively revise personal writings to enhance reader's comprehension.
9	Pinning the Quote on Atticus; Compare print and film text; Editing writing prompts; Court is Now in Session.
10	Relevant Research; Palatable Proverbs; Writing a Literary Analysis Essay; Drawing the Compound.
11	Creating and presenting a persuasive speech; Describing Justice; Exploring rhetoric – "Which Appeal Is it Anyway?"; Speeches—active listening skills.
12	Carry Us, Marry Us, Bury Us; Issues and influences; Perspectives in practice; Choosing a perspective
Notes	6-8: District timed writing; Formative mini-assessment; FL Oral Ready Fluency (FORF) 9-11: District-mandated timed writing; Formative mini-assessment

Elementary Reading (Grades K-5)

Grade	Student focus:
K	Strategy: Summarize; Evaluate Skill: Story structure; Fantasy/realism
1	Strategy: Summarize; Question Skill: Story structure; Noting details
2	Strategy: Question; Summarizing Skill: Text organization; Cause and effect
3	Strategy: Evaluate; Summarize Skill: Fact and opinion; Compare and contrast
4	Strategy: Predict/infer; Evaluate Skill: Predicting outcomes; Problem solving
5	Strategy: Monitor/clarify; Question Skill: Noting details; Compare and contrast

Elementary Writing (Grades K-5)

Grade	Student focus:
K	Introduce and work on Functional Writing following customized lesson plans in the Houghton Mifflin Core Reading Program.
1 & 2	Complete a portfolio piece for Report Writing; Introduce Functional Writing following customized lesson plans in the Houghton Mifflin Core Reading Program.
3	Introduce and work on Functional Writing following customized lesson plans in the Houghton Mifflin Core Reading Program.
4	Begin use of Ramp Up to Florida Writing lessons; Beginning lessons and materials located on <i>Riverdeep</i> under the Writing Learning Schedule tab.
5	Introduce and work on Narrative Procedure Writing following the customized lesson plans in the Houghton Mifflin Core Reading Program.

READ 180

	Student focus:
Jan. 20 thru Feb. 2	Complete the third Scholastic Reading Inventory (SRI) during the SRI testing window of January 29 – February 6. Full Implementation of Read 180 instructional model: 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

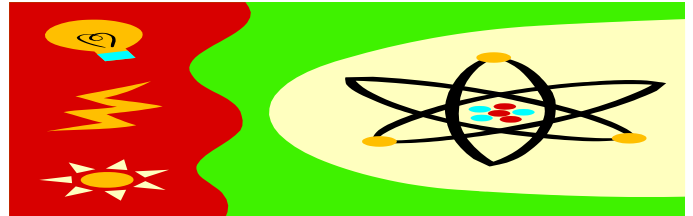
Mathematics

Grade	Student focus:
K	Count groups of objects; Compare quantities to determine which is more; Order quantities from least to most or most to least.
1	Observe, describe, and compare 2-D and 3-D shapes.
2	Describe and identify shapes by various attributes; Compose and decompose 2-D and 3-D dimensional shapes; Describe spatial and numerical relationships found among shapes; Identify triangles and rectangles based on the number of sides, corners, and square corners.
3	Use fractions and mixed numbers to solve sharing problems and build wholes from fractional parts; Give the formative for Fair Shares.
4	Move into change over time; Make, interpret, compare, and tell stories using line graphs.
5	Explore triangles and quadrilaterals; Estimate and measure the size of angles and turns.
6	Graph and analyze information from a survey; Students are given descriptions of pairs of variables; Match each description with the graph that best tells the “story” of the relationship between the variables; Write rules and equations involving two arithmetic operations (two-steps); Explore how the pattern of change in a relationship is reflected in the equation, table, and graph of the relationship.
7	Understand volume as a measure of <i>filling</i> an object and surface area as a measure of <i>wrapping</i> an object; Design and use nets to visualize and calculate surface areas of prisms and cylinders; Explore patterns among the volumes of cylinders, cones, and spheres; Develop strategies for finding the volumes of square pyramids, prisms, cylinders, cones, and spheres directly and by comparison with known volumes; Use surface area and volume to solve a variety of real-world.
8	Apply the concept of inverse operations to solve linear equations; Apply the concept of inverse operations to solve equations.
9-12	Algebra I: Factor completely and solve quadratic equations with $a \neq 1$; Apply properties of exponents to algebraic expressions and simplify rational algebraic expressions. Geometry: Solve problems related to 30-60- 90 and 45-45-90 triangles.



Mathematics (continued)

Grade	Student focus:
9-12	Algebra II: Solve and graph absolute value functions; Apply linear systems to real world situations; Solve systems with three variables; Determine the composition of functions. Pre-Calculus: Explore and apply properties of degree and radian measures.
Notes	6-8: 3 rd quarter pre-test



Science

Grade	Student focus:
K	Explore patterns of day and night.
1	Explore the difference between living and nonliving things.
2	Explore collecting, recording, and displaying daily weather data.
3	Explore and measure physical properties of matter.
4	Explore plant and animal cells.
5	Explore simple machines, balanced and unbalanced forces, and inertia.
6	Exploring atoms and electrical charge; Exploring electricity. Gifted: Exploring energy transformations
7	Exploring energy flow through ecosystems.
8	Exploring Earth's seasons; Exploring interactions in the environment
9-12	Earth Science: Astronomy unit is started and performance task about a potential impact from an asteroid; Examine scale and distances in space. Biology: Unit 5 Cellular Biology Part 3 begins; Learn the processes by which cells make new cells and understand the advantages of asexual and sexual reproduction in organisms; Begin to study Mendelian genetics. Chemistry: Equation writing and balancing, start stoichiometry Physics: Students investigate energy changes in a roller coaster.
Notes	6-8: Formative assessment 9-12: Honors: Science projects should have been completed by mid-January.



Social Studies

Grade	Student focus:
K My World	Long Ago and Today: Today, tomorrow and yesterday is how we think of time.
1 School & Family	World of Work: People get money from many different kinds of jobs.
2 Neighbors	People at Work: Money can be spent or saved in a bank.
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	Causes of the Civil War: Economic, political, and social differences created tension that erupted in Civil War.
6 World History	Ancient Greece I: Governments develop and change in response to the needs and wants of the people.
7 Geography	Europe and Russia: The European Union plays a vital role in world trade.
8 US History	The Presidency: The Presidency was defined by the first individuals who held the office and helped shape the U.S. as a nation.
10 World History	French Revolution: Governments face political, economic, and /or social crises that can affect their stability.
11 US History	World War I: War does not always solve conflicts between nations, and sometimes, it can create new unintended consequences.
12 US Govt. Economics	Foundations of Government: The principle of democracy is the basis for American Government. Introduction to Economics: In the economy, all individuals make choices in their own self-interest that involve costs and benefits.

Keystone (Career Research and Decision Making)

Week	Student focus:
Week 19	Topics <ul style="list-style-type: none"> Developing Your Budget <ul style="list-style-type: none"> Buying clothing, food, & sundries From entertainment, recreation, & vacations Materials <ul style="list-style-type: none"> <i>Career Choices Workbook</i> <i>Career Choices Textbook</i> Student Activity <ul style="list-style-type: none"> Developing a clothing budget Bid on products Food & sundries cost Budgeting entertainment, recreation, & vacations
Week 20	Topics <ul style="list-style-type: none"> Developing Your Budget <ul style="list-style-type: none"> Childcare, health care, & savings The cost of kids Materials <ul style="list-style-type: none"> <i>Career Choices Workbook</i> <i>Career Choices Textbook</i> Student Activity <ul style="list-style-type: none"> Child care, health care, & savings Quarter Exam

Advanced Placement (AP)

	Student focus:
English Language & Composition	Introduction to Argumentation; Argumentation: Inductive Reasoning
AP English Literature	Fiction & Satire; Research Skills; AP Exam Preparation
Statistics	Sampling Distributions (chapter 9)
US History	Populism and Progressivism; AP Exam Preparation
Human Geography	Agricultural Hearths; Agricultural Revolutions; Agriculture & the Cultural Landscape





Advancement Via Individual Determination (AVID)

WHICH COLLEGE IS RIGHT FOR ME?

This is one of the most important questions students have while beginning the process of preparing for college. Usually students don't take sufficient time to think about what they want in a college or search for colleges which meet their desires. This could lead to disappointment, frustration and a sad college experience. Most students look at colleges within their "comfort zone". These are the institutions that their parents went to, their friends are applying to, that are close to home, or that have a National Championship football team.

In AVID, students explore their educational, social, emotional and environmental college needs. AVID helps students focus on colleges that meet their needs. AVID classes explore colleges through the web, having speakers from the admissions offices, and by visiting and touring.

Participating in these activities helps students choose a college that best meets their needs and allows them to have a meaningful and productive college experience.



World Languages

FLORIDA FOREIGN LANGUAGE ASSOCIATION AWARDS

The Florida Foreign Language Association (FFLA) has recognized the following teachers:

- **Jacki Cinotti-Dirmann** was presented with the Irving Wershow Award for Excellence in Leadership.

This award is the highest recognition awarded each year by the FFLA in memory of the late Irving Wershow's distinguished career as a foreign language educator. The recipient is an educator who has demonstrated leadership at the regional state and/or national level, has served as a quality educator in his/her own right, and has promoted the teaching and learning of foreign languages, bilingual/bicultural education and/or English as a second language.

- Named Most Valuable Teachers for 2008:
 - **Melissa Cash**, Darnell-Cookman
 - **Jacki Cinotti-Dirmann**, Oceanway Middle
 - **Gale Jones**, Fletcher High
 - **Craig Leavitt**, Ed White High
 - **Lesley Silvestris**, Sandalwood High

Congratulations!

