



# 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.

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](http://www.duvalschools.org) by clicking on the "Curriculum/Riverdeep" link under the *QuickLinks* section.

## Elementary Reading (Grades K-5)

Grade	Student focus:
<b>K</b>	<b>Strategy:</b> Predict/Infer; Summarize <b>Skill:</b> Compare and contrast; Story structure-plot
<b>1</b>	<b>Strategy:</b> Question <b>Skill:</b> Compare and contrast; Focus on Genre-Folktales
<b>2</b>	<b>Strategy:</b> Question; Evaluate <b>Skill:</b> Problem solving; Connecting and comparing
<b>3</b>	<b>Strategy:</b> Predict/Infer; Summarize <b>Skill:</b> Drawing conclusions; Making generalizations
<b>4</b>	<b>Strategy:</b> Summarize; Monitor/Clarify <b>Skill:</b> Following directions; Topic, main idea, and supporting details
<b>5</b>	<b>Strategy:</b> Evaluate; Monitor/Clarify <b>Skill:</b> Making generalizations; Topic, main idea, and supporting details

## Elementary Writing (Grades K-5)



Grade	Student focus:
<b>K</b>	Review and revisit writing genres studied throughout the year.
<b>1-3</b>	Develop a portfolio piece for the Persuasive genre; Review and revisit writing genres studied throughout the year.
<b>4</b>	Develop a portfolio piece for Response to Literature genre; Persuasive Writing genre will begin on Lesson 156.
<b>5</b>	Continue to work on the Persuasive Writing genre.
<b>K-5</b>	Follow customized lesson plans found in the Houghton Mifflin Core Reading Program.

## English Language Arts

Grade	Student focus:
<b>6</b>	<b>The Reading Workshop:</b> Demonstrate the skill of using a reading strategy to enhance comprehension of text; Summarize important details in plot and describe character growth in a drama; Understand how dialogue reflects the historical setting and how literary elements of plot and characterization reveal events that support the central message/theme of a drama; Distinguish facts from fantasy. <b>The Writing Workshop:</b> Pre-write, draft, revise, and present a response to literature.
<b>7</b>	<b>The Reading Workshop:</b> Learn to make a prediction based on text; Ask questions to help interpret words and ideas. <b>The Writing Workshop:</b> Use creative writing strategies to write a myth explaining a natural event; Learn the research process and effectively credit sources, use note and source cards, and keep accurate records; Choose and narrow a topic and gather evidence using media and technology.
<b>8</b>	<b>The Reading Workshop:</b> Focus on characteristics of folk tales and understand cultural context; Understand how to use character traits and details to make predictions. <b>The Writing Workshop:</b> Write a review of literary work and demonstrate involvement with a subject that engages the reader.
<b>9</b>	Reading Film: <i>Edward Scissorhands</i> Day A, B, C, D; Film analysis.
<b>10</b>	Context and Background on Antigone; Close Reading: Antigone; Applying Kohlberg to Antigone.
<b>11</b>	Continue reading Hurston's <i>Their Eyes...</i> Chapters 10-19.
<b>12</b>	Building the Portfolio: Preparing for the Show Argumentative essay; Presenting the Show Embedded assessments.
<b>Notes</b>	<b>6-8:</b> Formative mini-assessment <b>9 &amp; 11:</b> Formative mini-assessment

## READ 180

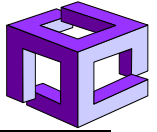
Full Implementation of Read 180 instructional model:
– 20 minutes of whole class instruction using the rBook or rBook Flex
– 60 minutes of small group rotations (20 minutes for software; 20 minutes for small group directed instruction; 20 minutes for independent reading)
– 10 minutes of whole class wrap-up

## Mathematics

$$a^2 + b^2 = c^2$$

Grade	Student focus:
<b>K</b>	Explore a variety of ways to represent quantities with pictures, numbers, and words; Become familiar with combinations of six.
<b>1</b>	Visualize, develop, and record strategies for combining and separating problem situations.
<b>2</b>	Collect, describe, organize, represent, interpret, and make predictions about numerical data.
<b>3</b>	Explore, sort and talk about common geometric solids; Analyze how solids are the same and different; Recognize the components of polygons (sides and vertices) and polyhedral (faces, vertices, and edges).
<b>4</b>	Use familiar landmark numbers to solve problems; Solve double-digit multiplication problems; Use multiplication and division relationships in order to solve problems.
<b>5</b>	Explore tile patterns and analyze how they grow; Make predictions about how patterns will grow; Explore relationships among distance, time and speed.
<b>6</b>	Use standard measuring tools; Organize on a line plot; Describe a set of data that involves measurements; Develop an awareness of centimeters, and meters; Use standard measures in order to gather and analyze data concerning size and proportion.
<b>7</b>	Identify figures with different kinds of symmetry; Describe types of symmetry in terms of the images made by applying reflections, rotations, and translations to points of the original figure; Use transformations to construct figures with different kinds of symmetry; Use symmetry transformations to compare the size and shape of figures to see whether they are congruent; Identify congruent triangles and quadrilaterals efficiently; Use properties of congruent triangles to solve problems about shapes and measurements.
<b>8</b>	Construct ratios and use equivalent ratios to graph; Construct ratios and solve proportions/equations in real world applications; Using equivalent ratios to graph.
<b>9-12</b>	<b>Algebra I:</b> Simplify equations containing radicals; Simplify radicals in the context of a real world problem.

## Mathematics (continued)



Grade	Student focus:
<b>9-12</b>	<p><b>Geometry:</b> Solve problems related to properties of arcs and angles; Solve problems related to properties of arcs, angles, chords, tangents, and secants of circles.</p> <p><b>Algebra II:</b> Find the zeros of polynomial functions; Divide polynomials using synthetic division; Perform basic operations with complex numbers; Identify complex roots and their conjugates.</p> <p><b>Pre-Calculus:</b> Investigate and apply the law of sines and the law of cosines; Investigate the ambiguous case, and determine the area of oblique triangles; Introduction to vectors.</p>



## Science

Grade	Student focus:
<b>K</b>	Explore how plants and animals are alike and different.
<b>1</b>	Explore basic needs of living things
<b>2</b>	Explore observing and describing life cycles of plants and animals.
<b>3</b>	Explore heat and light from the Sun and patterns of stars and a performance task that explores phases of the Moon.
<b>4</b>	Explore balanced and unbalanced forces and motion.
<b>5</b>	Explore transfer of thermal energy.
<b>6</b>	Explore human body systems.
<b>7</b>	Explore weathering and erosion; Explore salt water.
<b>8</b>	Explore chemical bonding; Explore properties of water.
<b>9-12</b>	<p><b>Earth Science:</b> Examine the historical plate movement based on evidence on earth.</p> <p><b>Biology:</b> Continue study of the fossil record and Earth's eras and periods.</p> <p><b>Chemistry:</b> Investigate solution concentration.</p> <p><b>Physics:</b> Investigate the properties of waves and the factors that affect sound waves; Explore the Doppler effect, reflected light, and images in plane and curved mirrors.</p>
<b>Notes</b>	<p><b>6-8:</b> Formative assessment</p> <p><b>9-12:</b> Formative assessment</p>



## Social Studies

Grade	Student focus:
<b>K</b> <b>My World</b>	Our Country, It's a Great Place: Our country is one of many great countries in the world.
<b>1</b> <b>School &amp; Family</b>	Good Citizens: The President is the leader of our country.
<b>2</b> <b>Neighbors</b>	America's Government: We have local, state, and national governments.
<b>3</b> <b>Community</b>	Greece and Rome: Western civilization has been greatly affected by ancient Greece and Rome.
<b>4</b> <b>Florida History</b>	Government of the People: Every citizen of Florida may participate in civic life.
<b>5</b> <b>US History</b>	Americans Face Changes: As a result of World War II, economic, political, and social changes took place in the United States.
<b>6</b> <b>World History</b>	Byzantine and the Rise of Islam: A golden age is a period of great prosperity or achievement, especially in the arts.
<b>7</b> <b>Geography</b>	Asia: Nationalism is an intensive belief in one's country.
<b>8</b> <b>US History</b>	The Civil War: Women and minorities played key roles in the Civil War, which defined the U.S. as a nation.
<b>10</b> <b>World History</b>	World War II: The provisions of the Treaty of Versailles led directly to the developments of WW II.
<b>11</b> <b>US History</b>	Civil Rights Era: It is difficult, but vital, to insure civil rights for all members of a diverse society.
<b>12</b> <b>US Govt</b>  <b>Economics</b>	Being an American: The population of the United States is very diverse and becoming more so all the time.  Macroeconomic Measurement: Gross Domestic Product is used to compare the economic well being of different nations.

## Advanced Placement (AP)



	Student focus:
<b>English Language &amp; Composition</b>	AP Exam Review (Exposition, Rhetorical Strategies, Style, Argumentation and Persuasion, etc.)
<b>AP English Literature</b>	AP Exam Prep; Research
<b>Statistics</b>	Inference for Regression; AP Review
<b>US History</b>	AP US History Review ; AP Practice Exam
<b>Human Geography</b>	AP Exam Prep ; World Cities; Globalization and Summative Review

## Advancement Via Individual Determination (AVID)

### AVID SCHOOL-WIDE

AVID began as a tiny program — just one classroom of thirty students and one teacher. Now, the typical AVID school offers several periods of the AVID elective, and has a site team composed of many AVID-trained content teachers, counselors, and administrators. But AVID is achieving even greater growth in an emerging trend.

### What is School-wide?

When AVID goes school-wide, it is not only a targeted intervention, but becomes a philosophy and process that infiltrates every classroom in the school.

With school-wide AVID:

- All students who fit the AVID profile — those who show promise and determination — are enrolled in the elective course
- All content area teachers and administrative leaders have received AVID training
- Advanced Placement and/ or International Baccalaureate offerings are plentiful and open to all students
- Key components of the AVID curriculum library are used in content-area courses, homerooms, and advisory periods
- Strategies like Cornell notes and Socratic seminars are used across the campus, and the core methodologies of writing, inquiry, collaboration, and reading underlie all instruction

### Why School-wide?

Implementing AVID school-wide and district-wide requires quite a commitment...So what's in it for educators? Imagine the current success realized in smaller AVID programs expanded dramatically.

- More students apply and are accepted to college
- Test scores rise
- Achievement gaps close
- Parent participation increases
- Cooperation and collegiality among teachers





## World Languages

Subject	Student focus:
<b>Chinese</b>	<p><b>Level I:</b> Question sentences with how and what; Measure works, clothing and colors; Discussion of currency and traditional Chinese clothing.</p> <p><b>Level II:</b> Measure words, conjunctions and adverbs; Discussion of various Chinese policies, respect for teachers, common Chinese surnames/last names; Study of the school system of China.</p>
<b>American Sign Language</b>	<p><b>Level I:</b> Frisbee Story Performance Book and lesson B12 NM as adjectives; Vocabulary themes include hospitals and illnesses; Cultural Topics focus on deaf advocacy.</p> <p><b>Level II:</b> Book and lesson MASL 10; Descriptive classifiers; Vocabulary themes include occupations and foods; Cultural topic is dogs for the deaf.</p>
<b>French</b>	<p><b>Level I:</b> Unite 6, Lecon 18 Mettre, preferer, acheter Demonstrative adjective ce Interrogative adjective quel. Making purchases; The cultural topic involves buying clothes and shopping.</p> <p><b>Level II:</b> Unite 6 Lecon 22 Vivre Review of Passe Compose Relative pronouns: qui, que; Cultural topics are house and home.</p>
<b>German</b>	<p><b>Level I:</b> Lesson and section 8-A – Possessive adjectives (nom., acc.) personal pronouns; Vocabulary themes revolve around birthdays and gift ideas; Cultural topics include special occasions and holidays.</p> <p><b>Level II:</b> Lesson and section 8-A - Adjectives after ein-words; Things to eat and drink; Cultural topic is the Oktoberfest.</p>
<b>Latin</b>	<p><b>Level I:</b> Lesson and section 40-41-42 3<sup>rd</sup> decl masc. &amp; fem. Participles, numbers (Appendix p. 501); Complementary inf. Possum Lists 40-41-42; Cultural topics include borrowed phrases, amusements and sports (306).</p> <p><b>Level II:</b> 3<sup>rd</sup> decl. masc. &amp; fem. Participles, numerals, (Appendix p. 501); Complementary inf Possum Lists 40-41-42; Cultural topics include borrowed phrases, amusements and sports (p. 306).</p>
<b>Spanish</b>	<p><b>Level I:</b> Capitulo 6B Affirmative tu commands, Present progressive tense; Rooms in the house and household chores; Cultural topics include Hispanic architecture and Eres tu Maria.</p>

## World Languages (continued)

Subject	Student focus:
<b>Spanish</b>	<p><b>Level II:</b> Capitulo 6A Preterite of –ir stem-changing verbs and other reflexive verbs; Vocabulary themes include watching television programs and sporting events; Cultural topics are beauty contests, baseball in the Caribbean and Salvadoe Dali.</p>
<b>Portuguese I</b>	<p>April 24: Episode by Zidane on Meterazzi A. Selected texts (Francine B, A Man Danuza Leao C.) The use of ha (article, preposition and pronoun oblique)</p>



### Keystone

#### (Career Research and Decision Making)

Student focus:
<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Attitude is Everything</li> <li>• Getting Experience</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• <i>Career Choices Workbook</i></li> <li>• <i>Career Choices Textbook</i></li> </ul> <p><b>Student Activity</b></p> <ul style="list-style-type: none"> <li>• Going for it...work is an aggressive act</li> <li>• The 6 “Es” of excellence</li> <li>• Managing change</li> <li>• The employee of the 21st Century</li> <li>• Transferable skills chart</li> <li>• Resume</li> <li>• Job applications</li> <li>• Job interview</li> </ul>
<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Getting Experience</li> <li>• Where do You go From Here</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• <i>Career Choices Workbook</i></li> <li>• <i>Career Choices Textbook</i></li> <li>• <i>Possibilities</i> (p. 262-263 &amp; 270-271)</li> </ul> <p><b>Student Activity</b></p> <ul style="list-style-type: none"> <li>• Making connections</li> <li>• “The Bridge Builder” by Will Allen Dromgoole</li> <li>• Introduction to the 10 Year Plan</li> <li>• “If” by Rudyard Kipling</li> </ul>