



# The DCPS Academic Looking Glass

Vol. 2, Issue 18

Have a Safe and Restful Summer!!!

May 22 – June 5, 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.

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.



## Congratulations Class of 2009

### Elementary Reading (Grades K-5)

Grade	Student focus:
K, 2-5	Complete author study using a grade level appropriate author of the teacher's choice.
1	<b>Strategy:</b> Monitor/Clarify <b>Skill:</b> Cause and Effect Complete author study using a grade level appropriate author of the teacher's choice.
Notes	Teachers may find suggestions on Riverdeep under the Resource tab. A framework to complete author studies can also be found under the Resource tab.



### Elementary Writing (Grades K-5)

Grade	Student focus:
K-3 & 5	Begin an author study following suggested guidelines for author study located under the Resource tab on Riverdeep.
4	Develop a portfolio piece for the Persuasive genre; 'Review and Revisit' writing genres studies throughout the year.



### English Language Arts

Grade	Student focus:
6	Research and collect folk tales from a particular culture; Group presentations on collected folk tales.
7	Demonstrate ability to use visual communication tools such as photographs, charts, graphs, diagrams, or maps; Use appropriate strategies for delivery and effectively respond to questions about research finds and procedures.
8	Revise District Writing Assessment #5; Deliver a research presentation in which students share their thesis and perspective using visual aids.
9	Techniques of Persuasion and Advertising Claims; Pitching an Ad Campaign.
10	Edit timed writing.
11	Looking Backward; Reflecting on Writing Choices; Submitting a Portfolio.
12	Grade Recovery and Graduation activities
Notes	<b>6-11:</b> Final course exams; Grade recovery



### READ 180

Complete fourth Scholastic Reading Inventory (SRI) during the SRI testing window of May 11- May 22.

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:
<b>K</b>	Develop strategies for solving and combining and separating story problems; Find totals of quantities up to 6; Become familiar with combinations of numbers up to 8.
<b>1</b>	Measure, compare, and order lengths using nonstandard units; Develop language to describe and compare lengths.
<b>2</b>	Explore three aspects of time: sequence, duration, and cycles; Invent, represent, interpret, and communicate rhythm patterns; Explore combination grids.
<b>3</b>	Understand how a pattern for a rectangular box folds to make the box; Predict how many cubes fit in a box by examining patterns that make the box; Understand the structure of rectangular prism arrays of cubes.
<b>4</b>	Use fractions to collect, describe, display and compare categorical data; Recognize that fractions are always fractions of a particular whole.
<b>5</b>	Explore volume and volume relationships between shapes such as cylinders and cones, and structure of geometric solids.
<b>6</b>	Become comfortable with ratio and related forms of comparison to solve problems; Find equivalent ratios; Examine and connect the idea of unit rates to what students already know about ratios and about linear relationships; Work with application of rates to miles per hour (speed); Examine and connect the idea of unit rates to what students already know about ratios and about linear relationships; Work with application of rates to miles per hour (speed).
<b>7</b>	Examine and describe the symmetries of a design made from a figure and its image(s) under a symmetry transformation; Give precise mathematical directions for performing reflections, rotations, and translations in terms of the effect of the transformation on points of the original figure.
<b>8</b>	Construct and solve proportions/equations in real world applications; Use equivalent ratios to graph; Construct and analyze a graphical representation given an algebraic relationship; Understanding input/output relationships

## Mathematics (continued)

Grade	Student focus:
<b>9 – 12</b>	<p><b>Algebra I:</b> Extension of Algebra Topics to Geometry.</p> <p><b>Geometry:</b> Develop the sine, cosine and tangent ratios for right triangles; Develop method to find the area of any regular polygon.</p> <p><b>Algebra II:</b> Determine the nature of the roots of a quadratic equation; Model a situation using polynomial functions.</p> <p><b>Pre-Calculus:</b> Investigate parametric equations and properties and applications of polar coordinates; Investigate geometric and arithmetic sequences and series</p>
<b>Notes</b>	<b>9-11:</b> Final course exam and make-up exams; Grade recovery; School activities



## Science

Grade	Student focus:
<b>K</b>	Explore the needs of animals.
<b>1</b>	Explore how plants and animals meet their needs.
<b>2</b>	Explore habitats for living things.
<b>3</b>	Explore using scientific processes and knowledge in daily life.
<b>4</b>	Explore simple machines.
<b>5</b>	Explore heat energy as a bridge to Grade 6.
<b>6</b>	Exploring invertebrates and review invertebrates. <i>Gifted:</i> Exploring classification of living organisms.
<b>7</b>	Wetlands
<b>8</b>	Exploring acids and bases.
<b>9-12</b>	<p><b>Earth Science:</b> Introduction to earthquakes, how to detect and measure earthquakes.</p> <p><b>Biology:</b> Learn how human actions affect ecosystems.</p> <p><b>Chemistry:</b> Investigate forward and reverse actions and chemical equilibrium.</p> <p><b>Physics:</b> Discuss four fundamental forces in nature and the roles of fission and fusion (nuclear energy) in society.</p>
<b>Notes</b>	<b>6-8:</b> Final exams <b>9-11:</b> Final exams and exam make-ups; Grade recovery



## Social Studies

Grade	Student focus:
<b>K</b> <b>My World</b>	Our Country, It's a Great Place: Our country has many great leaders.
<b>1</b> <b>School &amp; Family</b>	Good Citizens: Our country has many important symbols and heroes.
<b>2</b> <b>Neighbors</b>	America's Government: Leaders from all over the world solve problems together.
<b>3</b> <b>Community</b>	Middle to Modern Age: Western civilization changed greatly during the Renaissance and continues to grow today.
<b>4</b> <b>Florida History</b>	Florida Today and Tomorrow: Florida served as a beacon to many immigrants searching for freedom as well as economic prosperity.
<b>5</b> <b>US History</b>	Our Nation and Our World: America's foreign relations have evolved since World War II.
<b>6</b> <b>World History</b>	The Renaissance: Some cultures enjoy "golden ages" of art, learning, exploration and invention.
<b>7</b> <b>Geography</b>	Pacific World: Views of imperialism are based on one's perspective.
<b>8</b> <b>US History</b>	Reconstruction: The Reconstruction set the stage for the Civil Rights Movement of the 1920's and 1960's.
<b>10</b> <b>World History</b>	Cold War and Hot Spots: Winning powers in wars often consolidate their power and control over areas that they defeat.
<b>11</b> <b>US History</b>	Contemporary America: The abuse of presidential power impact people's trust in the government.
<b>12</b> <b>US Govt</b> <b>Economics</b>	Federalism at Work: Federalism creates a four tiered umbrella of national, state, county (parish) and municipal governments. Monetary Policy: National policy actions affect the money supply. The money supply has a large impact on economic growth.
<b>Notes</b>	Final exams



## Keystone (Career Research and Decision Making)

Student focus:	
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Portfolio work, guest speaker, related Keystone activities</li> <li>• MAP exams</li> <li>• Post-Surveys completed and submitted to the High School Office (Michele Green, #3002 B, 1<sup>st</sup> Floor)</li> </ul>
<b>Student Activity</b>	<ul style="list-style-type: none"> <li>• Complete Keystone portfolio assignments</li> <li>• Map exam</li> </ul>



## Advancement Via Individual Determination (AVID)

### Thinking AVID through Socratic Seminars

*Socrates believed that enabling students to think for themselves was more important than filling their heads with 'right' answers. In a Socratic Seminar, participants seek deeper understanding of complex ideas through rigorously thoughtful dialogue, rather than by memorizing bits of information or meeting arbitrary demands for 'coverage.'*

A Socratic Seminar fosters active learning as participants explore and evaluate the ideas, issues, and values in a particular text. A good seminar consists of four interdependent elements:

**The Text:** Seminar texts are chosen for the richness in ideas, issues and values, and their ability to stimulate extended, thoughtful dialogue. A text can be taken from readings in literature, history, science, math, health, and philosophy or from works of art or music. A good text raises important questions in participants' minds, questions for which there are no right or wrong answers.

**The Question:** A Seminar opens with a question either posed by the leader or solicited from the participants. An opening question has no right or wrong answer. Instead, it leads the participants back to the text as they speculate, evaluate, define, and clarify the issues involved. Responses to the opening question generate new questions; in this way, the line of inquiry evolves on the spot rather than being pre-determined by the leader.

**The Leader:** The Seminar leader chooses the text, creates the question, keeps the discussion focused, asks follow-up questions, and helps involve participants. The leader must be patient with the participants, allowing adequate time for them to understand and explore non-traditional insights and unexpected interpretations. Before each new seminar, the leader offers coaching and practice in specific habits of mind that improve reading, thinking, and discussing.

**The Participants:** Seminars are generally successful when participants take the time to study and analyze the text. Another key to success is when participants listen to the ideas and questions of others and share their own ideas and supporting documentation.

## World Languages

<b>Subject</b>	<b>Student focus:</b>
<b>Chinese</b>	<p><b>Level I:</b> Review and final exam</p> <p><b>Level II:</b> Students learn how to create ordinal numbers and use particles; Introduction of comparative sentences as well as prefix/suffix and possessives; Grammatical concepts including verbs and adjectives; Reduplication of objectives, potential compliments, descriptive compliments, resultative compliments, indication of extreme degree, directional compliments, TW and TD expressions and more functional expressions.</p>
<b>American Sign Language</b>	<p><b>Level I:</b> Children's Story/Mime Project Book and lesson B13 Number incorporation and classifiers; Vocabulary themes involve business, clothes and shopping; Cultural topics focus on TTY, deaf children and hearing parents; Culture and grammar review and performance assessments; Review and final exam.</p> <p><b>Level II:</b> Book and lesson SN 7-12 Review Cultural topics focus on interrupting conversations and closing signals; Culture and Grammar review and Performance assessments; Review and final exam.</p>
<b>French</b>	<p><b>Level I:</b> Unite 7, Lecon 19 IR verbs, adjectives-beau, nouveau and vieux comparison of adjectives. RE verbs, payer, Imperative, On and review for final. Vocabulary themes involve fashion the expressions avoir besoin de and avoir envie de. Money is the cultural topic.</p> <p><b>Level II;</b> Unite 6 Lecon 23 Imparfait Prepositions of time. Expressions of time, house and home Unite 6 Lecon 24 Imparfait Review for final; Vocabulary themes involve accidents; Cultural topics are house and home.</p>
<b>German</b>	<p><b>Level I:</b> Lesson and section 8-B - Accusative prepositions; Rooms of a house; A visit to Austria is the cultural topic; Review and final exam.</p> <p><b>Level II:</b> Unprecedented adjectives; Adjectives after nichts, etwas viel and quantity words; Major holidays and greetings; Cultural topics are Cannstatter Volksfest; holidays and fests; Review and final exam.</p>
<b>Latin</b>	<p><b>Level I:</b> Lesson and section 43-44 - Suffixes and roots; Derivatives Cultural topics focus on borrowed phrases, mythology-Circe and Roman dining. (pp. 336-338) Review and enrichment; Suggestions for student independent studies; Read all the word studies through the end of the book; Read all the glimpses of Roman life through the end of the book including religion (pp. 372-3) Agriculture and Commerce (pp. 410-11) Roman Social and Economic Conditions (pp. 452-3); Roman Citizenship (pp. 482-3).</p>



<b>Subject</b>	<b>Student focus:</b>
<b>Latin</b>	<p><b>Level II:</b> Lesson and section 43-44. Participles as clauses, Ablative Absolute Lists 43-44; Suffixes and roots; Derivatives; Cultural topics focus on borrowed phrases, mythology-circe and Roman dining (pp. 336-338); Review and enrichment; Suggestions for student independent studies; Read all the word studies through the end of the book; Read all the Glimpses of Roman Life through the end of the book including Religion (pp. 372-3); Agriculture and Commerce (pp. 410-11) Roman Social and Economic Conditions (pp. 452-3); Roman Citizenship (pp. 482-3). Final Exam.</p>
<b>Spanish</b>	<p><b>Level I:</b> Capitulo 7A Stem-changing verbs: pensar, querer, and preferir; Demonstrative adjectives clothing, shopping, numbers 200-1,000; Cultural topics focus on Panamanian folk art (molas) and Eres tu Maria; Final Exam review and testing.</p> <p><b>Level II:</b> Capitulo 6B - Verbs that use indirect object pronouns; Introduction to present perfect tense; Vocabulary themes include movies and making movies; Cultural topics are the media, film industry and Pablo Picasso; Final exam review and testing.</p>
<b>Portuguese I</b>	<p>Structure of words; Process of formation of words; Employment of hyphen; Time to act! Technica: prepare a poster of disclosure.</p>



## Advanced Placement (AP)

	<b>Student focus:</b>
<b>English Language &amp; Composition</b>	The Writing Process (College Essays and Polishing Portfolios); Course Exit Survey
<b>AP English Literature</b>	Course Exit Survey; Senior Activities
<b>Statistics</b>	Review and Summative Assessment
<b>US History</b>	Post Exam Project and Final Review; Final and Makeup Exams
<b>Human Geography</b>	Post Exam Project; Semester Exam