



The DCPS Academic Looking Glass

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May 8 – May 21, 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 by clicking on the "Curriculum/Riverdeep" link under the *QuickLinks* section.

Elementary Reading (Grades K-5)

| | Student focus: |
|----------|--|
| K | Teachers will complete an author study using a grade level appropriate author of their choice. |
| 1 | Strategy: Predict/Infer; Summarize Skill: Making Predictions; Sequence of Events |
| 2 | Teachers will complete an author study using a grade level appropriate author of their choice. |
| 3 | Strategy: Summarize Skill: Connecting and Comparing Teachers will complete an author study using a grade level appropriate author of their choice. |
| 4 | Strategy: Predict/Infer; Monitor/Clarify Skill: Comprehension Skill Review |
| 5 | Strategy: Summarize; Monitor/Clarify Skill: Drawing Conclusions; Connecting and Comparing |



Elementary Writing (Grades K-5)

| | Student focus: |
|------------------|---|
| K & 2 | Begin an author study following suggested guidelines for author study located under the Resource tab on Riverdeep. |
| 1 & 3 | Continue a 'Review and Revisit' of writing genres studies throughout the year; Begin an author study following suggested guidelines for author study located under the Resource tab on Riverdeep. |
| 4 | Continue Persuasive Writing genre following customized lesson plans found in the Houghton Mifflin Core Reading Program. |
| 5 | Develop a portfolio piece for the Persuasive genre; Begin a 'Review and Revisit' of writing genres studied throughout the year. |

English Language Arts

| Grade | Student focus: |
|--------------|--|
| 6 | The Reading Workshop: Understand the characteristics in folk literature; Use prior knowledge to connect to oral traditions; Identify the purpose of dialect, values, and geography as it relates to the oral tradition genre; Recognize characteristics of myths and folk tales as the central insight into life. The Writing Workshop: Complete the #5 District on Demand Writing; Pre-write, draft, revise, and present a response to literature; Peer evaluate draft papers; Prepare and deliver the response to literature paper orally; Write a folk tale using a character from a tale in the lesson. |
| 7 | The Reading Workshop: Read and gather evidence for the research paper. The Writing Workshop: Complete the #5 District on Demand Writing; Learn the research process and effectively credit sources; Choose and narrow topic for research report; Gather evidence and use note and source cards; Evaluate the thesis statement and adjust; Revise to improve organization; Create a reference list; Deliver research presentation. |
| 8 | The Reading Workshop: Understand the connection between heroes in literature and heroes in real life; Read and gather evidence for research paper. The Writing Workshop: Complete the #5 District on Demand Writing; Complete a research paper; Appropriately credit sources and use note and source cards to keep accurate records. |
| 9 | Creating Media Awareness; The Audience of an Ad; How to Read and Ad; Techniques of Persuasion and Advertising Claims. |
| 10 | Performing a Scene; Reflections on Strategies; |
| 11 | Hurston's <i>Their Eyes Were Watching God</i> , Chapter 20; Working with Critical reviews; Writing an Analytical Essay; Summative Novel Exam. |
| 12 | Presenting the Show – Embedded Assessment 1 & 2; Final course exams and makeups |

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:

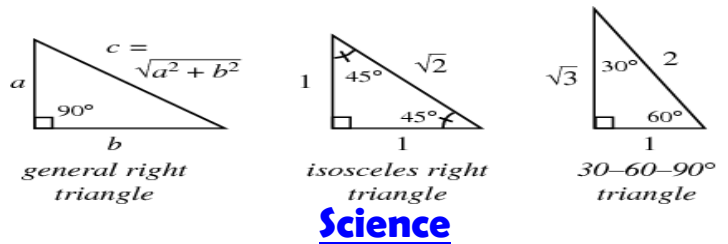
- 20 minutes of whole class instruction using the rBook or rBook Flex
- 60 minutes of small group rotations (20 minutes for software; 20 minutes for small group directed instruction; 20 minutes for independent reading)
- 10 minutes of whole class wrap-up

Mathematics

| Grade | Student focus: |
|----------|--|
| K | Develop strategies for solving, combining and separating story problems; Find totals of two quantities up to about 6. Become familiar with combinations of numbers up to 8. |
| 1 | Compare the weights and capacities of objects; Develop language to describe and compare weights of capacity; Develop a sense of what's heavier and lighter by feel; Collect and keep track of data. |
| 2 | Explore three aspects of time: sequence, duration, and cycles; Invent, represent, interpret, and communicate rhythm patterns. |
| 3 | 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. |
| 4 | Use multiplication and division relationships in order to solve problems; Explore factors of large numbers and develop conjectures about divisibility; Partition a group according to a rule; Use familiar fractions to compare data. |
| 5 | Explore volume and volume relationships between shapes such as cylinders and cones, and structure of geometric solids. |
| 6 | Become comfortable with ratio and related forms of comparison to solve problems; Find equivalent ratio; Examine and connect the idea of unit rates; Apply proportional reasoning to solve for the unknown part; Set up and solve proportions that arise in applications; Use ratios and scaling up or scaling down. |
| 7 | Understand important properties of symmetry; Recognize and describe symmetries of figures; Use tools to examine symmetries and transformations; Make figures with specified symmetries; Identify a basic design element that can be used with a transformation to replicate a given design; Perform symmetry transformations of figures, including reflections, translations, and rotations. |
| 8 | 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: |
|-------------|--|
| 9-12 | <p>Algebra I: Solve systems of linear equations using the elimination method; Graph systems of linear inequalities.</p> <p>Geometry: Calculate and determine geometric probabilities; Develop the sine, cosine and tangent ratios for right triangles.</p> <p>Algebra II: Write an equation for a polynomial function when given the roots; Investigate the relationship between roots and complex numbers; Apply polynomial functions to real world problems.</p> <p>Pre-Calculus: Explore, investigate and apply properties of vectors; Investigate parametric equations and properties and applications of polar coordinates.</p> |

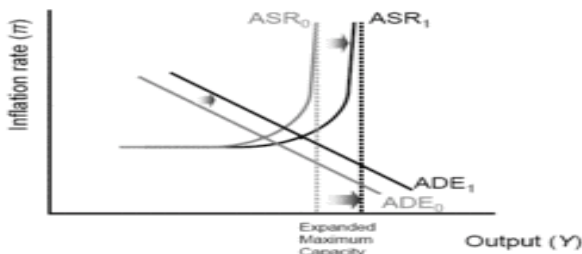


| Grade | Student focus: |
|-------------|---|
| K | How plants and animals are alike and different. |
| 1 | Explore how different types of seeds grow. |
| 2 | Explore habitats for living things. |
| 3 | Explore how inventions and discoveries affect life outside of science. |
| 4 | Explore the effects of friction and gravity on the motion of objects. |
| 5 | Explore how scientists work in teams to invent tools to solve problems. |
| 6 | Exploring human body systems. |
| 7 | Salt Water. Exploring wetlands |
| 8 | Exploring elements and compounds |
| 9-12 | <p>Earth Science: Distribution and hazards associated with volcanoes.</p> <p>Biology: Investigate how populations change as ecosystems change.</p> <p>Chemistry: Investigate the pH of solutions.</p> <p>Physics: Investigate the refraction of light and the effect of lenses. District formative given for this unit.</p> |



Social Studies

| Grade | Student focus: |
|---|---|
| K My World | Our Country, It's a Great Place. Our country has many great heroes. |
| 1 School & Family | Good Citizens: Citizens of our country have many important rights. |
| 2 Neighbors | America's Government: Citizens have many important rights and responsibilities. |
| 3 Community | Middle to Modern Age: Western civilization changed greatly during the Renaissance and continues to grow today. |
| 4 Florida History | Florida Today and Tomorrow: Florida benefits from the contributions of many cultures coming together to form a diverse, yet cohesive society. |
| 5 US History | Our Nation and Our World: America's foreign relations have evolved since World War II. |
| 6 World History | Feudalistic Life Becomes an Age of Faith: Societal structures change in response to inside and outside forces, such as religion. |
| 7 Geography | Asia: Differing economic levels exist based on the level of development and resources within a country. |
| 8 US History | Reconstruction: Reconstructing a nation was difficult and controversial; African Americans were emancipated, but still had limited rights. |
| 10 World History | World War II: The course of WWII and the Holocaust changed the economic, political, and social aspects of the world. |
| 11 US History | Contemporary America: When society equalizes opportunity for one segment, oftentimes other groups benefit as well. |
| 12 US Govt Economics | Citizenship at Work: Citizens must be active participants in government for a democracy to function as it was designed. Fiscal Policy: The spending and taxing policies of a nation can promote or hinder economic growth. |



Keystone

(Career Research and Decision Making)

| Student focus: |
|---|
| <p>Topics</p> <ul style="list-style-type: none"> • Delaying gratification • Facing Fears and Anxieties • Your 10 Year Plan • Portfolio work, guest speaker, related Keystone activities <p>Materials</p> <ul style="list-style-type: none"> • <i>Career Choices Workbook</i> • <i>Career Choices Textbook</i> <p>Student Activity</p> <ul style="list-style-type: none"> • Delaying gratification • Fears and anxieties • My 10 Year Plan • 10 Year map • My personal strengths |
| <p>Topics</p> <ul style="list-style-type: none"> • The 10 Year Plan <p>Materials</p> <ul style="list-style-type: none"> • <i>Career Choices Workbook</i> • <i>Career Choices Textbook</i> <p>Student Activity</p> <ul style="list-style-type: none"> • My career research • My high school plan • My post high school plan • Beyond my initial plan |



Advancement Via Individual Determination (AVID)

THE AVID STUDENT – IS IT YOU?

AVID targets students in the academic middle – *grade point average of 2.0 to 3.5* - who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID provides these students with more challenging courses to keep them on the college track: acceleration instead of remediation.

Are you or do you know a student who would benefit from the extra push AVID provides? If so, contact your High School Guidance office or Assistant Principal to find out more information about the AVID program.

World Languages

| Subject | Student focus: |
|-------------------------------|---|
| Chinese | <p>Level I: Review and final exam</p> <p>Level II: 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> |
| American Sign Language | <p>Level I: 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>Level II: 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> |
| French | <p>Level I: 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>Level II; 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> |
| German | <p>Level I: 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>Level II: Unprecedented adjectives; Adjectives after nichts, etwas viel and quantity words; Major holidays and greetings; Cultural topics are Cannstatter Volksfest; holidays and feasts; Review and final exam.</p> |
| Latin | <p>Level I: 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 (p. 372-3) Agriculture and Commerce (pp. 410-11) Roman Social and Economic Conditions (pp. 452-3); Roman Citizenship (pp. 482-3).</p> |



World Languages

| Subject | Student focus: |
|---------------------|--|
| Latin | <p>Level II: 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> |
| Spanish | <p>Level I: 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>Level II: 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> |
| Portuguese I | <p>Turn verbal phrases into sentences nominals; Make periods poetic figures of language (I & II) pendamento; Employment Figures of the apostrophe.</p> |



Advanced Placement (AP)

| Subject | Student focus: |
|---|---|
| English Language & Composition | AP Exam Review; National AP Language & Composition Exam ; College Essays & Polishing Portfolios |
| AP English Literature | National AP English Literature Exam; Final Exam and Review; Fiction/Drama/Poetry |
| Statistics | Inference for Regression: AP Final Exam and Review |
| US History | National AP US History Exam; Post Exam Project and Final Review |
| Human Geography | Globalization and Summative Review; National AP Human Geography Exam; Post Exam Project & Semester Exam |