



# 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 selecting "Know what my child is learning?" link under the "How Do I..." section.

## Elementary Reading (Grades K-5)

| Grade        | Student focus:  |
|--------------|---|
| <b>K</b>     | Instruction continues in Theme 8. <b>Targeted Comprehension Strategies and Skills in Theme 8:</b> Monitor/Clarify, Fantasy/Realism; Question, Noting Details; Evaluate, Inferences; Drawing Conclusions. Instruction begins in Theme 9. <b>Targeted Comprehension Strategies and Skills in Theme 9:</b> Evaluate, Sequence of Events; Predict/Infer, Story Structure: Character/Setting; Monitor/Clarify, Categorize and Classify.          |
| <b>1</b>     | Instruction continues in Theme 8. <b>Targeted Comprehension Strategies and Skills in Theme 8:</b> Summarize, Categorize & Classify; Evaluate, Topic, Main Idea, Details, Summarizing; Predict/Infer, Drawing Conclusions. Instruction begins in Theme 9. <b>Targeted Comprehension Strategies and Skills in Theme 9:</b> Monitor/Clarify, Noting Details; Evaluate, Story Structure; Question, Compare & Contrast; Understanding Folktales. |
| <b>2</b>     | Instruction continues in Theme 5. <b>Targeted Comprehension Strategies and Skills in Theme 5:</b> Evaluate, Making Generalizations; Questions, Following Directions; Predict & Infer, Making Judgments; Monitor & Clarify, Sequence of Events, Monitoring Student Progress, Understanding Chapter Books, Summarize.   |
| <b>3</b>     | Instruction continues in Theme 5. <b>Targeted Comprehension Strategies and Skills in Theme 5:</b> Question, Making Inferences; Predict/Infer, Predicting Outcomes; Monitor/Clarify, Text Organization; Understanding Fairy Tales.   |
| <b>Notes</b> | Instruction in the Comprehensive Core Reading Program is implemented by Themes. The targeted comprehension strategies/skills listed are introduced and taught through main selections of literature. The length of each theme varies by grade level.  |



## Elementary Reading (cont'd) (Grades K-5)

| Grade    | Student focus:   |
|----------|--|
| <b>4</b> | Instruction continues in Theme 4. <b>Targeted Comprehension Strategies and Skills in Theme 4:</b> Predict/Infer, Predicting Outcomes, Evaluate, Problem Solving; Monitor/Clarify, Understanding Poetry; Summarize, Drawing Conclusions; Question, Story Structure. Instruction begins in Theme 5. <b>Targeted Comprehension Strategies and Skills in Theme 5:</b> Predict/Infer, Cause & Effect; Monitor/Clarify, Making Judgments; Fact and Opinion; Questioning, Understanding Pourquoi Tales. |
| <b>5</b> | Instruction continues in Theme 5. <b>Targeted Comprehension Strategies and Skills in Theme 5:</b> Predict & Infer, Drawing Conclusions; Question, Propaganda; Evaluate, Making Judgments, Author's Viewpoint; Summarize, Story Structure, Problem Solving and Decision Making; Focus on Genre-Autobiography.   |

## Elementary Writing (Grades K-5)

| Grade      | Student focus:   |
|------------|--|
| <b>K-1</b> | Instruction continues in Response to Literature Genre.   |
| <b>2</b>   | Instruction continues in Report Writing Genre and instruction begins in Response to Literature Genre |
| <b>3</b>   | Instruction continues in the Persuasive Writing Genre.   |
| <b>4-5</b> | Instruction continues in Response to Literature Genre.   |

## READ 180

### Full implementation for Instructional Model:

#### Whole-Group Direct Instruction (20 min.):

- Direct instruction to the whole class is provided using the rBook
- Workshop in consumable rBook  
(Note: Completion of each workshop may vary depending on the needs of the students.)

#### Small-Group Rotations (60 min.):

- 20 minutes of individually paced instructional software
- 20 minutes of small group diagnostically informed instruction using the rBook to meet individual needs
- 20 minutes of independent reading in which students read books that are Lexile level appropriate or on grade level with the assistance of an audio book

#### Whole-Group Wrap-Up (10 min.):

- Closure and review of the Read 180 daily experience

## English Language Arts

| Grade        | Student focus:  |
|--------------|---|
| <b>6</b>     | Understand how to identify and analyze the form and characteristics of an autobiography and biography. Demonstrate how to identify and analyze a literary analogy. Identify and analyze main idea and supporting details.   |
| <b>7</b>     | Identify the characteristics of an autobiography. Build vocabulary for reading and writing. Understand and use Latin roots. Evaluate text for usefulness. Read and identify characteristics of an article. Analyze a documentary and identify ways information is presented in non-print sources. Produce a personal narrative and demonstrate how to use sensory and descriptive details, dialogue, and editing and revision skills. |
| <b>8</b>     | Select and determine validity and reliability of sources. Plan and conduct research. Collect data through field research and interviews. Use the writing process to produce a research report and create a website.   |
| <b>9</b>     | Continue in Unit 4: Drama/dramatic performance and strategies to be a better reader/writer/speaker/listener. Complete learning activities. Primary texts include Shakespeare's <i>Romeo and Juliet</i> .  |
| <b>10</b>    | Continue in Unit 3: How a work of fiction can make a statement about culture and how the cultural fabric of a community can be stretched or altered. Complete learning activities. Primary texts include Chinua Achebe's <i>Things Fall Apart</i> .   |
| <b>11</b>    | Continue in Unit 3: Components of rhetoric applied to effective speeches and how artistic expression can advance social commentary. Complete learning activities. Primary texts include persuasive pieces (e.g. speeches) and Arthur Miller's drama, <i>The Crucible</i> .  |
| <b>12</b>    | Continue in Unit 4: How examination of text affects understanding and how media production elements shape a message. Complete learning activities. Primary texts will include Tan's <i>The Arrival</i> .  |
| <b>Notes</b> | <b>6-8:</b> All students will participate in District Timed Writing #5 on April 13 <sup>th</sup> .<br><b>9-12:</b> Students will demonstrate their ability to master the reading and writing benchmarks with Progress Monitoring Assessment #7 and Timed Writing #4.  |



## Advanced Placement (AP)

| Grade                                     | Student focus:  |
|---|---|
| <b>English Language &amp; Composition</b> | Assignment of project and performance tasks accompanied by in-depth review of writing rubric.                           |
| <b>English Literature</b>                 | Assignment of project and performance tasks accompanied by introduction to project rubric and performance expectations. |
| <b>Statistics</b>                         | Inference for Proportions; A. P. Exam Review  |
| <b>US History</b>                         | Quarter Exam; U. S. and Early Cold War: The 1950's; The Turbulent 1960's; AP Exam Prep.                                 |
| <b>Human Geography</b>                    | AP Exam Prep; Quarter Exam/Test; Glaciations; Alteration of Ecosystem; Major Urban Hearths.                             |



## Social Studies



| Grade                        | Student focus:  |
|------------------------------|---|
| <b>K My World</b>            | Our Country, It's a Great Place: Our country has many symbols, such as the flag and eagle.  |
| <b>1 School &amp; Family</b> | Everything Changes: Inventions have changed the lives of people in our country.   |
| <b>2 Neighbors</b>           | America's Past: Different modes of transportation and communication changed America.  |
| <b>3 Community</b>           | Greece and Rome: Western civilization has been greatly affected by ancient Greece and Rome.   |
| <b>4 Florida History</b>     | Government of the People: Florida has three branches of government that check and balance the power of each other.                          |
| <b>5 US History</b>          | Becoming a World Power: The social and cultural transformation of the 1920's and 1930's led to the Great Depression and New Deal.           |
| <b>6 World History</b>       | Ancient Rome II: Civilizations rise and fall (lands, colony, unified country, empire, empire crumbles under its own weight/size).           |
| <b>7 Geography</b>           | Latin America: Cities offer more opportunities for employment and with growth comes challenges.   |
| <b>8 US History</b>          | Social/Economic Change: Many lasting contributions were made by the various 19th century reform movements.                                  |
| <b>10 World History</b>      | World War I: Militarism, alliances, imperialism, and nationalism were the main causes of WWI, the first "total war."                        |
| <b>11 US History</b>         | The Holocaust: The Jewish Holocaust during WWII had important social and political consequences for the entire world.                       |
| <b>12 US Gov</b>             | The Executive Branch: The President leads the everyday operation of Government, is Commander-in-Chief, and leads his party.                 |
| <b>Economics</b>             | Microeconomics of Government: Governments collect taxes to provide public goods. People are impacted differently by various forms of taxes. |

## Mathematics

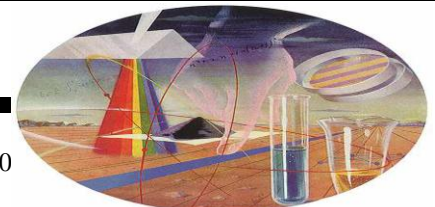
| Grade  | Student focus:  |
|--|---|
| <b>K</b>   | Find combinations of shapes that fill an area. Visualize what shape to select to fill in a design and how to move a shape so that it is oriented correctly to fit into a design. Put parts together to form a whole. Describe and become familiar with the attributes of 2-D shapes.  |
| <b>1</b>   | Visualize combining and separating problem situations. Develop strategies for solving, combining, and separating story problems. Record strategies for solving, combining, and separating story problems using pictures/numbers/words/equations. Become familiar with combinations of 10 and 20. Reason about combinations of 10.                 |
| <b>2</b>   | Develop strategies for comparing two quantities. Calculate distance between two numbers using the 100 chart. Develop ways to approach different types of addition/subtraction situations. Recognize and solve problem structures with a variety of givens/unknowns. Solve problems using numerical reasoning. Record/compare solution strategies. |
| <b>3</b>   | Develop the concept of net change. Develop strategies for computing net change. Recognize that net change is the same regardless of the order in which changes are carried out. Construct different sequences of positive and negative numbers to produce the same net change.  |
| <b>4</b>   | Develop concept/language needed to reflect on and communicate about spatial relationships in 3-D environments. Understand standard drawings of 3-D cube configurations. Explore spatial relationships between components of 3-D figures. Develop visualization skills.  |
| <b>5</b>   | Use line plots to represent data sets. Compare two data sets. Find medians and other fractional parts of data sets. Make hypotheses based on comparisons of two data sets. Make statements based on data.   |
| <b>6</b><br><b>MJ I</b><br><b>Standard/<br/>Advanced</b> | Add/subtract integers. Find the absolute value of integers. Develop/use algorithms for multiplying/dividing integers. Explore the use of the order of operations in problems. Use Distributive Property of multiplication over addition/subtraction.  |
| <b>7</b><br><b>MJ II</b>                                 | Explore distances on a coordinate grid. Review properties of Quadrilaterals. Connect properties of figures to coordinate representations. Draw shapes in on a coordinate grid. Introduce/review the concept of square root.   |
| <b>6-8</b>   | <b>Pre-Algebra:</b> Solve literal equations for a specified variable. Solve linear equations in one variable that include simplifying algebraic expressions. Interpret the slope and the x- and y-intercepts when graphing a linear equation for a real-world problem. Translate algebraic expressions of linear functions.                       |

## Mathematics (continued)

| Grade                         | Student focus:  |
|-------------------------------|---|
| <b>6-8</b><br><b>(cont'd)</b> | <b>Algebra I:</b> Radicals- Module-7.<br><b>Geometry:</b> Polygons.   |
| <b>9-12</b>                   | <b>Algebra I:</b> Continue discussion of Radical Expressions; Functions<br><b>Algebra II:</b> Polynomial Functions<br><b>Geometry:</b> Polygons<br><b>Pre-Calculus:</b> Additional topics in Trigonometry; Introduction to Conics |
| <b>Notes</b>                  | <b>Grades 6-8: Quarter Exams for all areas</b>  |

## Science

| Grade        | Student focus:   |
|--------------|--|
| <b>K</b>     | Explorations of and performance task about comparing objects that can be seen in the day sky and night sky.  |
| <b>1</b>     | Explorations of parts of a plant and how they help the plants live and grow, and a performance task.   |
| <b>2</b>     | Explorations of different types of soil/how plants grow.   |
| <b>3</b>     | Explorations and observations of stars.  |
| <b>4</b>     | Explorations of and a performance task about human body systems.   |
| <b>5</b>     | Explorations of and a performance task about the effects of friction and gravity on the motion of objects.   |
| <b>6</b>     | Lesson 16 Lab activities exploring motion. Begin Lesson 17 Lab activities exploring balanced/unbalanced forces.<br><b>Accelerated:</b> Lesson 15 Lab activities exploring motion.  |
| <b>7</b>     | Continue Lesson 15 Factor Impacting Populations and ecosystems. Lesson 16 Lab activities exploring fresh water. <b>Accelerated:</b> Lesson 15 Project week. Conduct performance tasks and/or science projects. Begin Lesson 16 Labs exploring energy flow in ecosystems.   |
| <b>8</b>     | Continue Lesson 17 Lab activities exploring reproduction in plants and animals. Begin Lesson 18 Science Ethics.  |
| <b>9-12</b>  | <b>Earth Space:</b> Complete second district PMA on astronomy; turn in performance task. Plate tectonics performance task introduced. Determine local plate movement based on GPS data and study different types of plate movement.<br><b>Biology:</b> Complete/present performance task for the unit. District PMA is given. Unit 6 Environmental Biology Part 1 begins. Begin study of Darwin's theory of evolution.<br><b>Chemistry:</b> No performance task for Unit E. District PMA for Unit E is given. Begin Unit F/investigations of the properties of gases. Apply kinetic molecular theory and calculate volume-volume ratios for gases.<br><b>Physics:</b> Investigate effect of switches in circuits and energy needed for various appliances. Investigate static electricity and Coulomb's law. |
| <b>Notes</b> | <b>6-8:</b> Review and administer nine weeks assessments.  |



## World Languages

| Subject                       | Student focus:   |
|-------------------------------|--|
| <b>Chinese</b>                | <p><b>Level I:</b> Lesson 8 Two-verb sentence 连谓句. 我去教室读书。 . 他们练习说中文。 . Double objects 双宾语. 他给我一张照片。 . 你教我中文 , 好吗? Daily works in school (students); daily routine 午休; school schedule in China. Peer pressures (in subject grade).</p> <p><b>Level II:</b> Lesson 11 1. 先...再... (first...then...). 2. 还是(had better). Thank someone for a ride; Traffic in China; Traffic signs and rules in China. Lesson 11 1. 每...都...(every...) Chinese Train and.</p>   |
| <b>American Sign Language</b> | <p><b>Level I:</b> Review and Quarter Exam. <b>MASL 6</b> Finish/ Not-Yet sports classifier ASL literature.</p> <p><b>Level II:</b> Review and Quarter Exam. <b>SN 12</b> Clock numbers; Personal routines; Sign systems; History review.</p>  |
| <b>Latin</b>                  | <p><b>Level I:</b> 34-35-36 Review tense stems Pres. pass. Inf.; Relative pronouns; Relative clauses. Lists 34-35-36. Prefixes and Suffixes. Borrowed Phrases. The Roman house and furniture. Roman education. Roman landmarks.</p> <p><b>Level II:</b> 27-28 Dative with compound verbs; Locative; Review cum clauses. Lists 27-28. Derivatives. Prefixes &amp; suffixes. Founding of Rome, Monarchy, Republic, Punic Wars (p.492).</p>   |
| <b>Portuguese I</b>           | <p>Capítulo 5 – A casa e os móveis; discuss housing/household items/domestic chores. Ask about/discuss schedules. Express ongoing actions; describe physical/emotional states; express familiarity and describe skills. Present Progressive (ing). Expressions ter (permanent/habitual) and estar; com (moment of speaking). Demonstrative adjectives and pronouns. Present tense of irregular verbs: Dar, ler, ver, vir. Ordinal numbers; bedroom items; kitchen items; furniture; electronic equipment; rooms in a house; household chores; abstract places. Common verbs; common words/expressions; housing options; rural/urban living. Brasília e o Centro-Oeste.</p> |
| <b>Portuguese II</b>          | <p>Capítulo 11. A saúde e os médicos. Describe body, health, and medical treatments; express emotions, opinions and attitudes; express collective suggestions and requests; state goals and purposes. Subjunctive with expressions of emotion; the equivalent of “let’s”; additional uses of por and para; relative pronouns. The body parts; medical treatments; health. Common verbs. Common words/expressions. Compare health care systems. Prepare sets of goals.</p>  |

## World Languages (cont'd)

| Subject        | Student focus:   |
|----------------|--|
| <b>Spanish</b> | <p><b>Level I:</b> Review and Enrichment. Capítulo 6A. Comparisons and superlatives. Stem-changing verbs: poder and dormer. Bedroom items. Electronic equipment. Colors. Adjectives to describe physical characteristics. Mexican Christmas customs. Eres Tú Maria.</p> <p><b>Level II:</b> Review and Enrichment. Capítulo 5B. Irregular preterites: venir, poner, decir and traer. Imperfect progressive. Body parts. Accidents. Medical treatment. Health and medical care. Diego Rivera. Jai alai.</p> |
| <b>German</b>  | <p><b>Level I:</b> 7-A Verbs with stem vowel change a-ä, ei, e-ie. Describe price. Comment on how clothing looks. Shopping for clothing. Das Kaufhaus.</p> <p><b>Level II:</b> 7-A Adjectives after der-words. General interests. Concerns of German teenagers. Das Rockmobil.</p>   |
| <b>French</b>  | <p><b>Level I:</b> Unité 5, Leçon 16. Possession with <b>de</b>. Contractions with <b>de</b>. Possessive adjectives. Ordinal numbers. Family members. Animals. Domestic animals.</p> <p><b>Level II:</b> Unité 5, Leçons 19, 20. Reflexive verbs – present. Definite article with body parts. Daily occupations; hygiene; personal care.</p>   |

## Golden Nuggets from Guidance

### CREATING A COLLEGE GOING CULTURE

There have been a number of initiatives in the Jacksonville area over the past few years to help create a college going culture for our students and families. This cannot be accomplished in isolation, so below are some suggestions and resources to help jumpstart **YOUR** efforts:

- **Talk about careers at home and in the classroom** - Discuss school subjects and how skills learned relate to a specific career.
- **Read on a daily basis** to expand the imagination and increase vocabulary.
- **Job shadow** – Have students spend part of a day with a parent, relative or friend and encourage them to ask people how they prepared for their current career. Check websites for [future career outlooks](#) and/or [career exploration](#).
- **Attend College & Career Fairs and visit college campuses** - Have students attend summer camps on a college campus to gain insight into a potential career.
- **Start investigating financial aid as early** as elementary school. Many middle school students are now [earning high school credits](#) which will impact their [Bright Futures scholarship](#) eligibility.
- **Take the PSAT every year starting in 9<sup>th</sup> grade** and use the suggested strategies in the score report to help prepare for the SAT and ACT. **Take the SAT and ACT for the first time by the spring of your junior year.**
- **Contact the Guidance Office** for more helpful hints.