



The DCPS Academic Looking Glass

Volume 4, Issue 7

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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 by selecting "Know what's being taught?" link under the "How Do I..." section.

Elementary Reading (Grades K-5)

Grade	Student focus:
K	Continue Theme 4, Comprehensive Core Reading Program. Questioning, Text Organization, Predict/Infer, Cause/Effect, Evaluate.
1	Continue Theme 4, Comprehensive Core Reading Program. Summarize, Evaluate, Drawing Conclusions, Compare/Contrast, Monitor/Clarify, Sequence of Events.
2	Continue Theme 2 , Comprehensive Core Reading Program as outlined for the last two weeks. Begin Theme 3: Making Judgments; Summarize, Main Idea/Details, Question, Problem Solving, Predict/Infer, Making Inferences, Evaluate.
3	Continue Theme 2 , Comprehensive Core Reading Program as outlined for the last two weeks. Begin Theme 3: Fantasy and Realism, Evaluate, Following Directions, Question, Drawing Conclusions, Predict/Infer, Story Structure, Monitor/Clarify.
4	Continue Theme 2 , Comprehensive Core Reading Program as outlined for the last two weeks. Begin Theme 3: Noting Details; Monitor/Clarify, Compare/ Contrast, Questioning, Fantasy/Realism, Evaluate.
5	Continue Theme 2 , Comprehensive Core Reading Program as outlined for the last two weeks. Begin Theme 3: Author's Viewpoint, Evaluate, Cause and Effect, Summarize, Topic/Main Idea/Details, Question.
Notes	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 Writing (Grades K-5)

Grade	Student focus:
K - 2	Continue teaching the persuasive writing genre.
3-5	Continue teaching the report writing genre.
Notes	The District Anchor Lessons may be referred to throughout the year as needed to reinforce rituals and routines. Throughout the year, students should be immersed in a variety of texts aligned with the genre in which they are writing.

English Language Arts

Grade	Student focus:
6	Determine relevant details while reading. Identify/analyze author's purpose and elements of character development. Finish creating a how-to manual for dealing with bullies based on the selections read. Begin to compare/contrast elements in multiple texts and locate/analyze author's use of descriptive language. Determine mood and tone.
7	Determine meaning of words/phrases through analysis of word relationships. Identify literary elements in fiction/poetry and discuss impact on text. Interpret symbolism in poetry. Finish writing a narrative poem that includes literary elements and figurative language as the portfolio piece. Begin to identify cause/effect relationships in texts. Learn to compare/contrast literary elements.
8	Analyze main ideas and recognize supporting details. Begin to support inferences. Analyze character's development/motives. Finish writing a persuasive letter to a friend to make the right decision as the portfolio piece. Learn to identify/analyze tone and stages of plot.
9	Continue Unit 3: <i>Hunter or Hunted?</i> Learn how to analyze diction as well as write in a style that conveys a particular tone or mood.
10	Continue Unit 3: <i>What we value.</i> Learn to analyze internal and external plot structures in texts and be able to express understanding of elements in written form.
11	Continue Unit 3, <i>The Inner Soul</i> , exploring the art of persuasive writing and continuing explanation of techniques to vary expression and make ideas explicit.
12	Continue Unit 3, <i>Appearance Vs. Reality</i> , explores character analysis through multiple vehicles: traditional, classical, and contemporary literature.
Notes	6-8: Revise District Timed Writing #2 (November 16-19): Evaluate draft for development of ideas and content. Focus on improving word choice, adding strong support and effectively using creative language devices.

Secondary Intensive Reading

Subject	Student focus:
READ 180	<p>6-8: Use new vocabulary that is introduced and taught directly. Identify/understand the meaning of conceptually advanced prefixes/suffixes/root words. Analyze a variety of text structures. Use background knowledge of subject and related content areas, pre-reading strategies, graphic representations, and knowledge of text structure to make/confirm complex predictions of content/purpose/organization of reading selection. Explain how text features aid the reader's understanding. Write narrative accounts with an engaging plot. Capitalization. Consistency in verb tense.</p> <p>9-10: Analyze a variety of text structures/features and explain impact on meaning in text. Explain how text features aid the reader's understanding. Determine main idea/essential message in grade-level/higher texts through inferring/identifying relevant detail/etc. Organize/synthesize/analyze/evaluate the validity/reliability of information from multiple sources (including primary/secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations. Use context clues to determine meanings of unfamiliar words. Identify advanced word/phrase relationships and their meanings. Write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description. Research and organize information for oral communication appropriate for the occasion/audience/purpose (e.g., class discussions/etc.).</p>
Plugged-in to Reading	Determine main idea/essential message in grade-level/higher texts through inferring/identifying relevant details/etc. Compare/contrast elements in multiple texts. Analyze/develop interpretation of a literary work by describing an author's use of literary elements and explain/analyze different elements of figurative language. Analyze/interpret/evaluate author's use of descriptive language, figurative language, etc. and explain impact on meaning with emphasis on how they spoke reader's emotions. Texts used are thematically linked to core text, <i>Bronx Masquerade</i> .
Academic Literacy	Determine main idea/essential message in grade level/higher texts through inferring/identifying relevant details/etc. Analyze author's purpose and/or perspective in a variety of texts and understand how they affect meaning. Identify cause-and-effect relationships in text. Analyze a variety of text structures/features; explain impact on meaning in text. Compare/contrast elements in multiple texts. Analyze/evaluate information from text features. Texts used are thematically linked to the core text, "Plaxico Burress: Victim or Criminal?" Reading Strategy for this unit – Conclusion Log.

Advanced Placement (AP)

Subject	Student focus:
English Language & Composition	Develop writing skills appropriate to the course content and AP exam expectations. Develop clear focus on various forms of essay writing (cause/effect, argumentation, persuasive, compare and contrast).
English Literature	Develop writing skills appropriate to the course content and AP exam expectations.
Statistics	Probability Foundations for Inference.
US History	Civil War; Reconstruction; Origins of the New South.
Human Geography	Political Organization and Territorial; Dimensions; Colonialism; Devolution.

Social Studies



Grade	Student focus:
K My World	A Big Wide World: Homes and communities make up cities.
1 School & Family	Where We Live: Weather and seasons affect how people live.
2 Neighbors	Ways of Living: Our country has many important symbols and landmarks.
3 Community	Economics Everyday: Economics is an important part of daily life.
4 Florida History	The Struggle for Florida: The pursuit of different countries to rule Florida caused conflicts for 100 years.
5 US History	Middle and Southern Colonies: The thirteen original colonies were established through events and experiences of everyday life.
6 World History	Egypt and Nubia: The use/misuse of natural resources impact civilization. Religion impacts the development and culture of civilizations.
7 Geography	Middle East: Culture is a reflection of religious practices in the region. Natural resources of the region are valued by nations around the world.
8 US History	Revolutionary War: The importance of protest and its impact on economic and political situations.
10 World History	Age of Discovery: The changing ideas and expanded trade of the Renaissance led to strong monarchs and European exploration.
11 US History	Industrialism/Frontier: Technological changes in production result in economic and social consequences.
12 US Gov Economics	<p>The Judicial Branch: The Judicial Branch serves as the watchdog of government and the protector of Constitutional rights.</p> <p>Macroeconomics: The business cycle indicates the current economic phase of a nation. The spending and taxing policies of a nation can promote or hinder economic growth.</p>

Science

Grade	Student focus:
K	Explorations of the motion of objects.
1	Explorations of where plants and animals live on Earth's surface, including a performance task about things found on Earth's surface.
2	Explorations of properties of gases and of objects that float and sink.
3	Explorations of gravity.
4	Explorations of properties of water, changes in matter and performance task about the properties of matter.
5	Performance task exploring wind/water weathering and wind/water erosion. Explorations of types and forms of energy and energy transfers.
6	Lesson 8 Lab activities: Exploring levels of organization. Lesson 9 Lab activities: Exploring cell theory. Advanced: Continue work on science projects.
7	Continue Lesson 7: Light/sound waves. Lesson 8 Lab activities: Exploring heat loss/gain. Advanced: Presenting science projects.
8	Continue Lesson 8: Heredity. Lesson 9 Lab activities: Exploring reproduction in plants/animals. Advanced: Continue work on science projects.
9-12	Earth Space: Explore how paleoclimates are determined and how orbital parameters influence global climate. Biology: Explore cell theory and cell structures/functions. Introduce performance task to be completed after unit 4. Chemistry: Learn about ionic bonding, intermolecular forces, and nomenclature. Honors: Learn about molecular geometry. Physics: Continue to work on performance task. Explore the force of gravity by completing activities on projectile motion and shot puts.
Notes:	9-12 Chemistry: All students take district PMA #3.



Mathematics



Grade	Student focus:
K	Group data into categories (i.e. favorite lunch foods) based on similar attributes. Discuss how they categorized their groups and interpret results of their data investigation. During calendar time, use the calendar to determine the number of days until a given date and identify the number of given weekdays in a month.
1	Notice shapes in the environment. Begin comparing/naming 2-D shapes, decomposing shapes in different ways. Find different combinations of shapes that fill the same area and identify characteristics of triangles and quadrilaterals.

Mathematics (cont'd)


Grade	Student focus:
2	Complete Module 2: Addition/Subtraction/Number System. Begin Module 3: Compare lengths of objects. Select non-standard units for measuring/ comparing lengths. Iterate a standard/non-standard unit to measure/estimate length. Identify strategies for accurate measurement. Compare different units to measure same object. Determine difference between two measurements. Identify length/width as different dimensions of an object. Identify partial units and similarities/ differences between different measurement tools. Identify objects that are approximately 1, 6, and 12 inches. Measure objects using rulers and compare lengths.
3	Solve multiplication fact problems by various strategies.
4	Develop and extend strategies to use in solving multiplication problems and include visual representations of distributive and commutative property of multiplication/identity/zero. Develop strong visual images of division as various strategies are developed for solving problems.
5	Add/subtract fractions and decimals fluently; Verify the reasonableness of results, including in problem situations.
6 MJ I/ Advanced	Continue Module 4: Ratios and Rates as outlined for last two weeks. Begin Module 5– Fractions, Decimals, and Percents.
6-7 MJ II/ Advanced	Continue Module 5: Percents as outlined for the last two weeks.
8 MJ III	Continue Module 5: Operations on Real Numbers as outlined for the last two weeks.
7-8 Algebra I	Solve and graph simple and compound inequalities in one variable and be able to justify each step in a solution.
8 Geometry	Classify/construct/describe triangles that are right, acute, obtuse, scalene, isosceles, equilateral, and equiangular.
9-12	Algebra I: Solve and graph simple and compound inequalities in one variable and be able to justify each step in a solution. Algebra II: Identify and graph common functions (including but not limited to linear, rational, quadratic, cubic, radical, absolute value). Geometry: Classify, construct and describe triangles that are right, acute, obtuse, scalene, isosceles, equilateral, and equiangular. Pre-Calculus: State and use exact values of trigonometric functions for special angles, i.e. multiples of $\pi/6$ and $\pi/4$ (degree and radian measure).



World Languages

Subject	Student focus:
<p>Chinese</p> 	<p>Level I: Lesson 3 • Question sentences with 几 (how many). 岁/几点/几月几日/星期几. Question sentence with 为什么 (why). Months, day of week, dates, time. Lunar calendar. Chinese festivals and celebrations.</p> <p>Level II: Lesson 8 (1) ...的时候, 正在... (When...be doing...). (2) 除了...以外, 还 (in addition to,also...). (3) 能和会 Compared National College Entrance Exam After-School Learning Centers. 书中自有黄金屋, 书中自有颜如玉.</p>
<p>Latin</p>	<p>Level I: 15-16-17 Verbs: sum pres. imp. fut. Infinitives as subj./obj. 2nd Decl. Neuter. Lists 15-16-17. Word study. Slavery. Borrowed phrases. Level II: 11-12 Purpose clauses; Sequence of tenses in purpose clauses. Lists 11-12. Derivatives. Suffixes and prefixes. Hazards of travel. Inns. Landmarks of the classical world. Borrowed words.</p>
<p>Portuguese I & II</p>	<p>Having completed the chapter on "As roupas," we shopped 'til we dropped and we can now haggle with the best of them. We now move on to "O tempo e os passatempos", where we discuss "Jogadores e equipamentos", as well as "O tempo e as estacoes." We also will visit some irregular preterits.</p>
<p>Spanish</p> 	<p>Level I: Continue Capitulo 2A. Subject pronouns. Present tense of -ar verbs. Schedule/classes. Adjectives to describe classes. Classroom items. Ordinal numbers. Costa Rican school schedules. Soccer in Mexico. Level II: A ver si recuerdas. Review of verbs/ expressions using infinitives. Review/ expansion of body parts. Clothing. Begin Capitulo 2A. Ser vs. estar. Reflexive verbs. Adverbs ending in -mente. Possessive adjectives long forms. Daily routines. Getting ready for an event. Clothing styles. Family/ special events. El teatro.</p>
<p>German</p>	<p>Level I: 4-A Definite articles in the accusative. Classroom objects. Schools. Level II: 4-A Past tense of modals. Family activities and chores. Family life.</p>
<p>French</p> 	<p>Level I: Unit 3, Lesson 7. Going to a party. Saying what you like/don't like to do, what you are good/bad at. Saying you know how to do something/what you want to do. Habiter, inviter, organizer, visiter. Bien, mal, beaucoup, n peu. Souvent, toujours, aussi, maintenant. Super, dommage. Reg. - ER verbs. Parler, téléphoner à ; regarder, écouter + direct object. Negations. Verbs followed by infinitives. Reg. IR verbs.</p>

World Languages (cont'd)

Subject	Student focus:
<p>French (Cont.)</p> 	<p>Level II: Unit 1, Interlude. Teen activities. Basic information about France. Reading for details. Names of regions, monuments, buildings. Holidays. Le Tour de France. Europe and the Euro. Reading questions and writing answers using parts of the question. Begin Unit 2, Lesson 5. Weekend activities. Talking about where to go/what to do in the city/country/at home. Talking about how to get around Paris by metro. Places in the city. Places/ animals/things in the country. Paris monuments, metro stations. Means of transportation. ALER + partir, rentrer, passer, faire, aller. Irregular plural nouns. Expression with FAIRE. Vacation vocabulary.</p>
<p>American Sign Language</p>	<p>Level I: Holiday foods. ASL1A:2, 3. BRAVO 6 Parameters. COLORS. Inclusion/accessibility. Level II: SN 1- 6 REVIEW. Gaining attention/ signing environment/asking for repletion. Name signs/alerting devices. SN 7 Cardinal/ordinal numbers. Giving directions. Cross-cultural communication.</p>
<p>Arabic</p>	<p>The letter : Pronunciation and Writing; Vocabulary: Autobus (Bus), Good, Lesson, Tea, Young Men, Young Women, Morning; Dialogues: Introducing Arabic Pronouns and Gender; The Letters : Pronunciation/Writing; Vocabulary: Watch/Clock ,Street, Teacher/Professor, Mr. and Mrs., Friend(s), Arab, Happy, Wide/Spacious; Terms of Address; Calling upon someone; Dialogue: "I'm honored to meet you."</p>

Fast Facts about Virtual Instruction

Did you know that Duval County's Virtual Instruction franchise has more active enrollments than any other franchise in the state? The number and quality of digital solutions are rapidly growing for our students. And virtual instruction isn't just an online program. The Duval Virtual Instruction Academy (DVIA) offers children a model that provides one-on-one teacher to student experiences; learning from a proven, research-based curriculum; small group virtual and live sessions; technology and materials resources as needed; mastery learning; flexibility; various course choices; college and work programs; strong relationships between the parent, teacher, and student; and a variety of other tools and resources as needed on an individual basis. Students have monthly opportunities for field trips, conferences, and all of the health and academic screenings that students in our brick and mortar schools enjoy. DVIA contracts with a number of digital curriculum providers so they can tailor a program that best meets the needs of each student. If you have a question for our staff, or are confused about virtual options, contact Marilyn Myers at myersm3@duvalschools.org.

