



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 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 3/begin Theme 4, Comprehensive Core Reading Program. Theme 3: Evaluate, Story Structure, Predict/Infer, Drawing Conclusions, Summarize, Inferences. Theme 4: Questioning, Text Organization, Predict/Infer, Cause/Effect, Evaluate.
1	Continue Theme 3/begin Theme 4, Comprehensive Core Reading Program. Theme 3: Topic/Main Idea/Details, Summarizing, Predict/Infer, Making Predictions, Questioning, Categorize and Classify. Theme 4: Summarize, Evaluate, Drawing Conclusions, Compare/Contrast, Monitor/Clarify, Sequence of Events.
2	Continue Theme 2 , Comprehensive Core Reading Program: Compare/Contrast, Questioning, Fact and Opinion, Evaluate, Categorize/Classify, Monitor/Clarify.
3	Continue Theme 2 , Comprehensive Core Reading Program: Author's Viewpoint, Evaluate, Categorize/Classify, Question, Noting Details, Summarize, Topic/Main Idea/ Supporting Details, Monitor/Clarify, Focus on Genre: Trickster Tales.
4	Continue Theme 2 , Comprehensive Core Reading Program: Sequence of Events, Predict/Infer, Making Inferences, Evaluate, Making Generalizations, Summarizing, Categorize and Classify, Questioning.
5	Continue Theme 2 , Comprehensive Core Reading Program: Fact/Opinion, Evaluate, Story Structure, Summarize, Predicting Outcomes, Predict/Infer, Topic/Main Idea/Supporting Details, Monitor/Clarify.
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 narrative writing genre. Begin teaching the persuasive writing genre.
3-5	Continue teaching the narrative writing genre. Begin 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 and analyze the author's purpose and elements of character development. Create a how-to manual for dealing with bullies based on the selections read.
7	Determine meaning of words/phrases through analysis of word relationships. Identify literary elements in fiction and poetry. Interpret symbolism in poetry. Discover impact literary devices have on poetry. Write a narrative poem that includes literary elements and figurative language as the portfolio piece.
8	Identify main ideas and recognize supporting details from various sources. Recognize character development. Write to persuade a friend to make the right decision as the portfolio piece.
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): Begin to evaluate the 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	Demonstrate mastery through relevant, authentic activities; Vocabulary acquisition will be integrated into content mastery.
English Literature	Demonstrate mastery through relevant, authentic activities; Vocabulary acquisition will be integrated into content mastery (literary terms).
Statistics	Producing Data; Barron's AP Review
US History	Antebellum America; Territorial Expansion and Manifest Destiny
Human Geography	World Religions; Religious Architecture



Social Studies



Grade	Student focus:
K My World	A Big Wide World: The four seasons affect people, animals, and plants.
1 School & Family	Where We Live: Natural resources come from many different places and have many uses.
2 Neighbors	Ways of Living: Families have different customs and traditions.
3 Community	Our Government: Our government includes local, state, and national government.
4 Florida History	Europeans Come To Florida: Explorers sought riches and freedoms but encountered many obstacles.
5 US History	New England Colonies: The thirteen original colonies were established through events and experiences of everyday life.
6 World History	Egypt and Nubia: Technology advancements allow civilizations to flourish. Leaders impact civilization.
7 Geography	Middle East: The Middle East lands remain sacred to several different cultures.
8 US History	Revolutionary War: Economics and political factors in colonial America contributed to the struggle for independence.
10 World History	Renaissance, Reformation, & Scientific Revolution: The changes in methods of thought led to the modern world view.
11 US History	Civil War and Reconstruction Review: The Civil War addressed issues that were present in the United States since the creation of the nation.
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 pushes/pulls/motion of objects.
1	Explorations and observations of fast and slow changes to Earth's surface.
2	Explorations of properties of solids and liquids.
3	Explorations of relative size of objects.
4	Explorations of the properties of magnets and water.
5	Explorations of weathering and erosion and the water cycle.
6	Lesson 7 Lab activities exploring erosion, deposition and landforms.
7	Continue Lesson 6 Electromagnetic Spectrum. Lesson 7 Lab activities exploring light and sound waves.
8	Lesson 7 Lab activities exploring earth's seasons. Lesson 8 Lab activities exploring heredity.
9-12	<p>Earth Space: Complete Ocean unit, take PMA and begin Climate change unit by discussing weather and climate. Introduce Chapter Challenge.</p> <p>Biology: Explore the organic molecules, enzymes and reactions, and their importance in the human body. Complete work on the Nutrition Performance task and PMA #2.</p> <p>Chemistry: Explore periodic table properties and trends.</p> <p>Physics: Investigate the relationship between velocity and acceleration.</p>
Notes:	6-8: Advanced – Continue with science projects.



Mathematics


Grade	Student focus:
K	Compare how objects (people/boxes/cans/etc.) are the same or different. Use attributes (color/shape/size/etc.) to sort objects. Continue to identify days of the week, yesterday, today, and tomorrow.
1	Continue work on activities that focus on two addend combinations of 10. Count groups of 10, record the numeral and write how many 10's. Count objects by ones, then form groups of 10 and leftovers. Read and write two-digit numbers with 10's written to the left of ones.
2	Identify values, develop various counting strategies to combine coins, and use coin equivalencies. Find the value of a group of bills with a sum of \$100 or less. Develop fluency with skip counting by groups of 2, 5, and 10. Explore place value by grouping objects into tens and ones to show two-digit numbers with a place value model; develop fluency with Plus 10 combinations.
3	Make combinations of things by arranging into different groups. Create and solve arrays. Use a number line to skip count. Separate quantities into equal groups.

Mathematics (cont'd)

Grade	Student focus:
4	Develop and extend strategies to use in solving multiplication problems and include visual representations of distributive property of multiplication, commutative property of multiplication, identity, and zero. Develop strong visual images of division as various strategies are developed for solving division problems.
5	Add/subtract fractions/decimals fluently and verify the reasonableness of results, including in problem situations using models, place value or properties.
6 MJ I/ Advanced	Complete Module 3: Data Analysis. Begin Module 4: Ratios and Rates. Use greatest common factor and least common multiple within the context of fractions. Find/use equivalent forms of fractions/decimals/percents to solve problems. Compare and order fractions/decimals/percents. Estimate results of computations with percents.
6-7 MJ II/ Advanced	Begin Module 5: Percents. Find percent of a number. Write percent proportion and solve percent equation. Solve percent problems finding percent of change, sales tax, tips, amount and percent of discount, and simple interest.
8 MJ III	Complete Module 4: Equations and Inequalities. Begin Module 5: Operations on Real Numbers. Combine terms with like bases. Large and small numbers written in simpler form using scientific notation. Understand a square root is the inverse operation of a square. Understand irrational numbers cannot be written in fraction form. Write/evaluate expressions using negative exponents. Use powers/exponents to write large/small numbers. Find square roots of perfect squares. Use square roots to estimate solutions. Compare and order real numbers.
7-8 Algebra I	Use coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.
8 Geometry	Identify/use the relationships between special pairs of angles formed by parallel lines and transversals.
9-12	<p>Algebra I: Use coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.</p> <p>Algebra II: Solve real-world problems involving systems of linear equations and inequalities in two and three variables.</p> <p>Geometry: Identify and use the relationships between special pairs of angles formed by parallel lines and transversals.</p> <p>Pre-Calculus: Define and use the properties of logarithms to simplify logarithmic expressions and to find their approximate values.</p>



World Languages

Subject	Student focus:
Chinese	<p>Level I: Lesson 2-3 Measure word 个/张; Adverb 都; Prefix 小/老; 我有; Meals The prefix shows the relationship: 小高, 老陈, 老二</p> <p>Level II: Lesson 8 (1) Serial Verbs/Verb Phrases; (2) Double Objects; (3) Particle 了; Talking about Studying Chinese; The Chinese Educational System; 九年义务教育</p>
Latin	<p>Level I: 12-13-14 Verbs-perf. tense 1st and 2nd conj.; Case Usage: Vocative- d. address; Abl. Place from which; 2nd Decl -er nouns and adjs.; Lists 12-13-14; Word Study; Word Formation Suffixes and Prefixes; Derivatives; Familia; Greek Influence.</p> <p>Level II: 9-10 Comparison of irreg. adjs./adverbs; 4th decl.; all Subjunctive forms Volitive Subjunctive; Lists 9-10 Prefixes and suffixes; Vowel changes; Gladiators; Roman Landmarks; English spelling; Landmarks of the classical world.</p>
Portuguese I & II	<p>Nine weeks exams given. Study the preterit, direct object pronouns, and continue to name the many items of clothing. We will continue to shop and use tag questions. In the upcoming week, we will be starting conversations at the market, discuss the many different types of stores, including the "hipmercado", and take a virtual visit to Lisboa, Portugal.</p>
Spanish <i>Saludos</i>	<p>Level I: Continue Capitulo 1B. Begin 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.</p> <p>Level II: Continue Capitulo 1B. Verbs: saber vs. conocer. Personal a. Making comparisons. Hace + time expressions. Extracurricular activities. Soccer, Fernando Botro, Celia Cruz. El ballet.</p>
German	<p>Level I: 3-B zu Hause/nach. Hause. Time. Television.</p> <p>Level II: 3-B Narrative past-irregular verbs. Weather. Bodensee.</p>
French 	<p>Level I: Continue Unit 3, Lesson 5 as outlined for last two weeks. Begin Unit 3, Lesson 6. Invitations. Asking where people are. Extending an invitation. Responding affirmatively or negatively. Ici, là, à + city, en, au, à la; à, de, et, ou, avec, pour, mais. French cities. In the city, restaurant, cinema, café, class, France. ÊTRE. Asking questions with Est-ce que? Negations.</p>

World Languages (cont'd)

Subject	Student focus:
French (Cont.)	<p>Level II: Continue Unit 1, Lesson 4. Teen activities. Talking about what you have just done, are doing, are going to do. ALLER + infinitive, VENIR de + finitive. TRAVERSER, INVITER, VOIR, circulation. depuis + present tense. Plus de, moins de.</p>
American Sign Language	<p>Level I: Pledge of Allegiance. Conceptual accuracy; BRAVO 4 Time/topic/comment. Food. Handshape / number stories.</p> <p>Level II: PERFORMANCE Conceptual accuracy; Spatialization; Eye gaze; Star Spangled Banner.</p>
Arabic	<p>Shadda: . The letters : Pronunciation and Writing. Watch/Clock ,Street, Teacher/Professor, Mr. and Mrs., Friend(s), Arab, Happy, Wide/Spacious. The Letters . Pronunciation and Writing. Terms of Address. Calling upon someone.</p>

Fast Facts about Advancement Via Individual Determination (AVID)

With one quarter behind us, the AVID students are becoming a part of their second family – the AVID family. AVID students build bonds that will last a lifetime. They help one another, look out for one another, and care for one another.

With the implementation of AVID in seven of our middle schools, the extended AVID family has begun to emerge. Feeder patterns are developing bonds, and this will help ease the transition into high school.

Parents need to be involved with the AVID family also. Schools are required to have AVID family nights throughout the year (one per quarter). I would like to encourage parents of all AVID students to attend these fun and informative gatherings. Getting actively involved with your child's education is one of the best things you can do as a parent.

