



# 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's being taught?" link under the "How Do I..." section.

## Elementary Reading (Grades K-5)



Grade	Student focus:
<b>K</b>	Continue Theme 2, Comprehensive Core Reading Program: Predict/Infer, Sequence of Events, Making Predictions, Summarize
<b>1</b>	Continue Theme 2, Comprehensive Core Reading Program: Question, Noting Details, Monitor/Clarify, Fantasy/Realism, Summarize, Story Structure
<b>2</b>	Continue Theme 1 and 2, Comprehensive Core Reading Program. <b>Theme 1:</b> Story Structure, Summarize, Compare/Contrast, Monitor/Clarify, Fantasy/Realism, Predicting Outcomes, Predict/Infer, Focus on Genre: Poetry. <b>Theme 2:</b> Compare/Contrast, Questioning, Fact/Opinion, Evaluate, Categorize/Classify, Monitor/Clarify
<b>3</b>	Continue Theme 1 and 2, Comprehensive Core Reading Program. <b>Theme 1:</b> Cause/Effect, Predict/Infer, Making Inferences, Monitor/Clarify, Summarize, Sequence of Events. <b>Theme 2:</b> Author's Viewpoint, Evaluate, Categorize/Classify, Question, Noting Details, Summarize, Topic/Main Idea/Supporting Details, Monitor/Clarify, Focus on Genre: Trickster Tales
<b>4</b>	Continue Theme 1 and 2, Comprehensive Core Reading Program. <b>Theme 1:</b> Story Structure, Summarize, Author's Viewpoint, Predict/Infer, Text Organization, Monitor/Clarify, Noting Details, Questioning, Focus on Genre: Mysteries. <b>Theme 2:</b> Sequence of Events, Predict/Infer, Making Inferences, Evaluate, Making Generalizations, Summarizing, Categorize and Classify, Questioning
<b>5</b>	Continue Theme 1 and 2, Comprehensive Core Reading Program. <b>Theme 1:</b> Sequence of Events, Predict/Infer, Text Organization, Questioning, Categorize/Classify, Monitor/Clarify, Focus on Genre: Tall Tales. <b>Theme 2:</b> Fact/Opinion, Evaluate, Story Structure, Summarize, Predicting Outcomes, Predict/Infer, Topic/Main Idea/Supporting Details, Monitor/Clarify

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

Grade	Student focus:
<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 Writing (Grades K-5)



Grade	Student focus:
<b>K - 5</b>	Continue teaching the narrative writing genre.
<b>Notes</b>	The District Anchor Lessons may be referred to throughout the year as needed to reinforce rituals and routines. Students should be immersed in a variety of fictional texts during the narrative genre and throughout the year.

## English Language Arts

Grade	Student focus:
<b>6</b>	Complete memoir or poem portfolio item. Identify/analyze historical fiction including setting. Understand ideas/values/themes often reflect the historical period during which a literary piece was written. Recognize how literary elements in a story determine the main idea and theme.
<b>7</b>	Complete character monologue portfolio item. Analyze author's purpose and use the information to better understand the text. Know how to make inferences and draw conclusions based on textual evidence, personal knowledge, and personal experience. Interpret/identify the main ideas in a text through inferring. Identify the varying types of conflict in fiction and their resolutions.
<b>8</b>	Complete character's letter/reply portfolio item. Identify/define basic story elements in a text. Use vocabulary that is introduced and taught directly. Define conflict/resolution and locate/analyze it in a short story. Articulate importance of activating background knowledge before reading. Identify cause and effect relationships in a given text.
<b>9</b>	Continue Unit 2: <i>Innocence and Experience</i> regarding use of literary elements to communicate meaning and specific narrative strategies.
<b>10</b>	Continue Unit 2: <i>Guess Who's Talking</i> regarding <i>voice</i> and author's perspective/purpose/impact on meaning.
<b>11</b>	Continue Unit 2: <i>Freedom and Responsibility</i> regarding persuasive techniques and understanding of advanced cause-effect relationships in texts.

## English Language Arts (cont'd)

Grade	Student focus:
12	Continue Unit 2: <i>Life Changing Experiences</i> regarding how to synthesize a variety of texts and probe for meaning by analyzing/evaluating works.
Notes	6-8: <b>Optional Novel Study begins with Unit 3.</b>

## Secondary Intensive Reading

Subject	Student focus:
READ 180	6-8: Determine main idea/essential message in grade-level text through inferring/paraphrasing/summarizing/identifying relevant details. Identify advanced word/phrase relationships and their meanings. Use information from text to answer questions related to main idea/relevant details, maintaining chronological/logical order. Use background knowledge of subject/related content areas, pre-reading strategies, graphic presentations, and knowledge of text structure to make/confirm complex predictions of content, purpose, and organization of a reading selection. Write in a variety of informational/expository forms. Apply appropriate tools/strategies to evaluate/refine draft.
	9-10: Determine main idea in grade-level/higher texts through inferring, identifying relevant details, etc. Organize/synthesize/analyze/evaluate 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. Determine correct meaning of words with multiple meanings in context. Explain how text features aid the reader's understanding. Analyze/evaluate information from text features. Write in a variety of informational/expository forms, including technical documents. Research/organize information for oral communication appropriate for the occasion, audience, and purpose.
	Unit 2: Determine correct meaning of words with multiple meanings in context. Identify cause/effect relationships in text. Analyze variety of text structures (e.g., comparison/contrast, etc.) and text features (main headings with subheadings) and explain their impact on meaning in text. Compare/contrast elements in multiple texts. Analyze/evaluate information from text features. Texts used for this unit are thematically linked to the core text, <i>Lay That Trumpet in Our Hands</i> .
Plugged-in to Reading	Unit 2: Determine correct meaning of words with multiple meanings in context. Identify cause/effect relationships in text. Analyze variety of text structures (e.g., comparison/contrast, etc.) and text features (main headings with subheadings) and explain their impact on meaning in text. Compare/contrast elements in multiple texts. Analyze/evaluate information from text features. Texts used for this unit are thematically linked to the core text, <i>Lay That Trumpet in Our Hands</i> .
Academic Literacy	Unit 2: Determine main idea in grade level or higher texts through inferring, paraphrasing, identifying relevant details, etc. Analyze author's purpose and/or perspective in a variety of texts and understand how they affect meaning. Identify cause/effect relationships in text. Analyze variety of text structures (e.g., comparison/contrast, etc.) and text features (main headings with subheadings)

## Secondary Intensive Reading (cont'd)

Grade	Student focus:
Academic Literacy (cont'd)	and explain their impact on meaning in text. Compare/contrast elements in multiple texts. Analyze/evaluate information from text features (e.g., transitional devices, glossary, etc.). 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	Focus on analysis and discussion of authors' styles and rhetorical strategies for specific audiences and purposes.
English Literature	Develop skills in analysis of content from multiple perspectives (cultural, social, historical) and comparisons of cultural, social, and historical elements across texts.
Statistics	Normal Distribution; A. P. Review
US History	Early Republic; AP Exam practice test
Human Geography	Types of Migration and Migration Patterns; Governmental and Economic factors related to migration; Push/Pull factors

## Science



Grade	Student focus:
K	Sorting objects into groups by observable properties and changing materials.
1	Observations of the day/night sky and a performance task about observing objects close up and far away.
2	Explorations of life cycles of plants. Performance task on life cycle of a plant completed by the end of week 8.
3	Explorations of how animals are grouped.
4	Explorations of the motion/speed/direction of objects and a performance task about the effects of friction and gravity on the motion of objects.
5	Explorations of food chains/food webs; performance task on flow of energy. Explorations of Earth's seasons.
6	Continue lab activities exploring weather and climate. Lesson 5 Lab activities exploring natural disasters in Florida.
7	Lesson 4 Lab activities exploring limiting factors.
8	Lesson 5 Lab activities exploring the solar system.
9-12	<b>Earth Space:</b> Complete work on chapter challenge; explore hazards of severe weather locally/regionally, including lightning/tornados. Begin Oceans Unit: introduce chapter challenge/explore ocean currents. <b>Biology:</b> Explore humans' impact on environment and what consequences may be. Work on performance task. <b>Chemistry:</b> All students are learning nuclear energy. <b>Physics:</b> Finish unit 1. Students turn in performance task. District PMA given. Begin Unit 2 - 2D Force and Motion and introduce the performance task.
Notes:	6-8: <i>Advanced</i> – Continue with science projects.

## Social Studies

Grade	Student focus:
<b>K</b> <b>My World</b>	Families and Friends: People need rules at home and at school.
<b>1</b> <b>School &amp; Family</b>	People Everywhere: A community is made up of many different people with many different jobs.
<b>2</b> <b>Neighbors</b>	Places Near and Far: Our state has many different landforms and bodies of water.
<b>3</b> <b>Community</b>	Communities in History: Europeans established communities in America that later became independent.
<b>4</b> <b>Florida History</b>	The First Floridians: Native Americans adapted their way of life based on their geographic surroundings.
<b>5</b> <b>US History</b>	Age of Exploration: People settled the United States for various reasons: religious, economic, political, geographic and social.
<b>6</b> <b>World History</b>	The Birthplace of Civilization: Ancient people used geographical factors to their advantage.
<b>7</b> <b>Geography</b>	U.S. and Canada: European imperialism played a dominant role in the development of the United States and Canada.
<b>8</b> <b>US History</b>	Colonial Period: European settlers had to adapt to new environments. Many groups and beliefs were represented in the colonization of North America.
<b>10</b> <b>World History</b>	Middle Ages: In the absence of a strong government, citizens will create some sort of structure for protection and basic needs.
<b>11</b> <b>US History</b>	Early America Review: The goals and ideals of early America arose from its rapid expansion and economic development.
<b>12</b> <b>US Gov</b>  <b>Economics</b>	The Legislative Branch: The legislature makes laws that protect the rights of the people, the states and local governments in a federal system.  Microeconomics: Each type of business organization involves different risks and rewards. In the marketplace to create equity or price stability, sometimes the government has to intervene.



## Mathematics

Grade	Student focus:
<b>K</b>	Learn about two-dimensional shapes and their attributes. Identify/name/draw two-dimensional shapes. Construct shapes using clay and Geoboards.
<b>1</b>	Continue to identify/describe growing pattern. Tell what is missing in pattern and fill in missing pieces. Focus on number sequence from 1 to 100 and identify/record numbers missing from a 100 chart. Begin counting things in groups of 2. Count by 2's.






## Mathematics (cont'd)




Grade	Student focus:
<b>2</b>	Continue telling time to nearest hour/half hour. Develop conceptual understanding of addition/subtraction strategies used in story problems. Develop proficiency with sequencing numbers, counting and place value up to 60.
<b>3</b>	Continue telling time to the nearest minute/quarter hour. Accurately/efficiently add/subtract numbers.
<b>4</b>	Estimate/relate decimals/fractions/percent in real world problems. Fractions represented by infinite number of equivalent fractions. Decimals as extension of base-ten number system. Locate fractions/mixed numbers/decimals on the number line or graphical representation through the thousandths place.
<b>5</b>	Calculate/solve problems involving multiplication. Identify/compare factors of a given number with multiples of that number.
<b>6</b> <b>MJ I</b>	Continue Module 2: Multiply/Divide Fractions as outlined for last two weeks. Begin Module 3: Data Analysis. Engage in process of data investigation. Represent data using line plots/bar graphs/etc. Explore ways of describing data, measures of center and range/variability in data. Understand how outliers affect mean/median. <b>Advanced:</b> Continue Module 2 (see above).
<b>6-7</b> <b>MJ II</b>	Module 4: Linear Functions. Find input/output for given functions. Graph data to demonstrate relationships. Understand slope as it relates to rate of change. Compare/contrast proportional/non-proportional linear functions. Use direct and inverse variation to solve problems.
<b>8</b> <b>MJ III</b>	Module 3: Linear Functions/System of Equations. Understand coordinate plane including quadrants/ordered pairs (rise/run) and the concept of functions. Find/interpret slope/intercepts when graphing linear equations. Use tables/graphs/models to represent/analyze/solve real world problems about systems of linear equations (no substitution). 3-3D will be completed at this time.
<b>7-8</b> <b>Algebra I</b>	Solve algebraic ratios and proportions.
<b>8</b> <b>Geometry</b>	Use methods of direct and indirect proof to determine whether a short proof is logically valid.
<b>9-12</b>	<b>Algebra I:</b> Solve algebraic ratios and proportions. <b>Algebra II:</b> Identify and graph common functions. Describe and graph transformations of functions. Determine reasonable domain and range values for continuous and discrete situations. <b>Geometry:</b> Use methods of direct and indirect proof and determine whether a short proof is logically valid. <b>Pre-Calculus:</b> Find horizontal, vertical, and/or slant asymptotes of rational functions; graph rational functions with and without the use of technology.

## World Languages

Subject	Student focus:
<b>Chinese</b> 	<p><b>Level 1:</b> Lesson 1 Questions ending with 呢/吗. 你是中国人吗? . 你呢? . Adverb 也. Suffix 们. Name of nations. Nationality. Chinese minorities. Hong Kong/Macao. Taiwan. Tibet (西藏).</p> <p><b>Level II:</b> Lesson 7 1. Ordinal Numbers. 2. 有一点儿(you yidianr, somewhat, rather; a little bit). 3. 怎么(zenme,how come) in questions. Prepare for the Chinese Class. Common Chinese / Surname 百家姓.</p>
<b>Latin</b>	<p><b>Level I:</b> 7-8-9 Nouns- Case Usage; Dativei. Object; Ablative-means. Verbs, present act. imper. 1<sup>st</sup> conjugation. Noun/adjective agreement. List 7-8-9. Word study. Roman landmarks. Borrowed phrases. Quarter exam.</p> <p><b>Level II:</b> 6 Infinitives all forms and uses. Relative pro.; Interrogative pro/adj. Indirect statement. List 6. Prefixes and suffixes. Workbook pp.5-8. (Review) Roman landmarks. Cursus Honorum. 3 periods of Roman History (Appendix p.492). Borrowed words. Quarter Exam.</p>
<b>Portuguese I &amp; II</b>	<p>Interpersonal communication. Interpretive listening/reading assessments. Focus on food, places, areas of the house, and house-hold items. Review of monetary systems used in Portugal, which uses the Euro, and Brazil which uses the Real. Review of present tense verb conjugations and emphasis on preterit.</p>
<b>Spanish</b> 	<p><b>Level I:</b> Continue Capitulo 1A: infinitives, making negative statements, Gustar, cognates, activities, likes and dislikes, music, pastimes, and Spain. <b>Level II:</b> Continue Capitulo 1A. Stem-changing verbs. Affirmative/negative words. Review/expansion of classroom items and school activities. School rules. Grading system in Mexico. School life. José Martí, <b>Versos sencillos.</b></p>
<b>German</b> 	<p><b>Level I:</b> 2-B Definite articles. Time. Answering the telephone. Time of day.</p> <p><b>Level II:</b> 2-B Word order of dative and accusative cases. Words relating to camping. Camping in German-speaking countries.</p>
<b>French</b>	<p><b>Level I:</b> Continue Unit 2, Lesson 3. Begin Unit 2, Lesson 4. Making dates. Talking about time/days of week/months/seasons. Talking about weather. Asking how much and borrowing money. Hours of the day, periods of the day, the date. Days of the week, today and tomorrow. Months. Seasons and weather. Masculine/feminine forms of interrogative pronouns. Il est + hour; c'est le + date, season; c'est + day, month. Irreg. vbs ETRE, AVOIR,</p>

## World Languages (cont'd)

Subject	Student focus:
<b>French (Cont.)</b> 	<p><b>Level I (cont):</b> FAIRE; contrast with reg. vbs. Asking questions with quand and pourquoi (p.271—Quel and forms). <b>Level II:</b> Continue Unit 1, Lesson 2. Begin Unit 1, Lesson 3. Deciding what to do, ordering in a café. Talking about what to do, making suggestions for action. Talking about what you want and need. Expressions with AVOIR. Qu'est-ce qu'il y a; Qu'est-ce que tu as? Expressions with FAIRE. AVOIR, COMMANDER, FAIRE. Questions with inversion.</p>
<b>American Sign Language</b>	<p><b>Level I:</b> BRAVO 3 Negation. Prepositions of location. Locations and locatives. Audiology / AD / ALD. MASL 2. BRAVO 3 ear and hearing AD/ALD project. <b>Level II:</b> SN 5 Contrastive structures. Negation. Possessives. MASL 2. BRAVO 3 reunion project.</p>
<b>Arabic</b>	<p>The Letters Pronunciation and writing. The complete alphabet. Order and names of letters. Arabic numerals/numbers. Writing numbers 1-10. Vocabulary: Test, pen, girl, boy, library, office, word, water, coffee, woman, man, building and beautiful. . Making coffee/tea. Drinking coffee/ Tea time in the Middle East. Coffee houses and recreation in the Middle East. . Pronunciation at beginning and middle of words. Pronouns: he, she, you (feminine and masculine), and I. Vocabulary: Thirsty, hungry, cold, hot, tired, sick, exhausted, and upset. Wishing someone well. . Special cases of letters Pronunciation. Expressions: "I have a question." "How do we say...?" And "I don't know." Names of countries in the Middle East and Arab world. Visiting and hosting guests in the Middle East. Arabic Handwriting. Calligraphy.</p>

## Fast Facts about ESOL Education

The 2010-2011 school year brings exciting new changes for the almost 100 dedicated teachers of ESOL in Duval County. All levels of ESOL instruction K-12 have adopted a new core curriculum designed to meet the unique academic needs of English Language Learners. New textbook series include *Avenues* (elementary), *Milestones* (middle), and *Keystone* (high), which are aligned with state standards and soon will be correlated with the district's ELA K-12 learning schedules. While ELLs are served in almost every school in the district, the new curriculum highlights a distinct difference for students who choose to attend the ESOL schools.

Did you know that in Duval County, we have students from **110 countries**, who speak **73 languages**? And that speaking another language at home does not always equate with literacy skills. In some cases, students bring no literacy skills at all from their native language. Want to help your ESOL students? Find out more about their countries of origin and their language of literacy. The district provides access to the latest information on countries and people from around the world. Log on from any DCPS computer to <http://online.culturegrams.com/> for more information. Student-friendly editions are also available.