



# The DCPS Academic Looking Glass

Volume 5, Issue 1

WELCOME BACK!!! [REVISED]

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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 & Writing (Grades K-5)

All elementary schools in Duval County schedule a minimum of 90 uninterrupted minutes for reading instruction. This includes a 60 minute Readers Workshop and a 30 minute Skills Block. Writers Workshop occurs during an additional 60 minute block of time.

Readers and Writers Workshop includes an Opening Instruction, Work Time and a Closing.

- The **Opening Instruction (mini-lesson)** is a group activity with a focus on a skill or reading/writing strategy through a shared and modeled approach with students having an opportunity for guided practice before applying the new learning to independent work.
- The reading **Work Time** is for small group instruction including guided reading, differentiation and independent application of new learning into literacy activities. During the work time in Writers Workshop, students write independently applying previously taught strategies and skills.
- The **Closing** is a whole group activity where connections are made to the Opening Instruction and students reflect on their learning.

Skills Block occurs within the uninterrupted 90 minute literacy block. It includes:

- 2-3, 10-15 minute activities
- Interactive
- Explicit Instruction in:
  - K-2 Phonics, Phonemic Awareness, Vocabulary, Fluency, Comprehension
  - 3-5 Spelling, Grammar, Vocabulary, Fluency, Comprehension

Grade	Student focus:
K-5	Teaching of the District Anchor Lessons 1-10
Notes	The District Anchor Lessons are used to establish the rituals and routines of the classroom for the implementation of the Workshop model.

## Secondary Intensive Reading

Subject	Student focus:
MS	6: Unit 1 <i>The New Americans</i> - Main idea, details and context clues. Discovering the main ideas in text.
READ 180	7-8: Unit 1: <i>Creatures of the Deep</i> - Cause and effect; Descriptive language. Identifying cause and effect relationships.
HS	9: Unit 1: <i>Who's Watching You?</i> - Main idea, details, and multiple meaning words.
Plugged-in to Reading (PITR)	9: Unit 1: <i>Bronx Masquerade</i> - Identifying author's perspective, descriptive and figurative language. 10: Unit 1: <i>The Juvie Three</i> - Monitoring understanding. Tier 2 and Tier 3 words.
Academic Literacy	11-12: Unit 1: <i>Pitching Anxiety</i> - Organizational pattern and context clues; Analyzing the organizational pattern of text promotes a clearer understanding of the author's purpose and the main idea.
Notes	It is essential for all reading teachers to establish rituals and routines the first few weeks of school to build community within their classes. In addition, the reading teachers will need to introduce the protocols for READ 180, Plugged-in to Reading (PITR), or Academic Literacy.



## Advanced Placement (AP)

Subject	Student focus:
English Language & Composition	Course overview, class syllabus, course readings, timeline for practice essays and questions. Close reading and analysis of prose text.
English Literature	Course overview, class syllabus, course readings, timeline for practice essays and questions. Close reading and analysis of literary text. Develop documents for college entrance submissions.
Statistics	Exploring Data
US History	Pre-Columbian Societies; Transatlantic Encounters and Colonial Beginnings.
Human Geography	Introduction and fundamental terms of Human Geography; Discussion of map projections and thematic maps.

## English Language Arts

Grade	Student focus:
6	Learn rituals and routines. Demonstrate an understanding of Reader’s Workshop through reading skills and strategies including making predictions and inferences. Examine word/phrase relationships and descriptive /figurative language.
7	Learn rituals and routines. Explore Reader’s Workshop through reading skills and strategies including making predictions and inferences. Use context clues to determine word meaning. Examine the elements of plot including identifying relevant details that advance the story.
8	Learn classroom and school rituals and routines. Explore Reader’s Workshop through reading skills and strategies including making predictions and inferences. Examine relevant details to determine re-occurring themes and the use of symbolism to construct meaning of text. Identify meaning of new words by analyzing word /phrase relationships.
9	Unit 1, <i>Forming Identity</i> : Begin delving into the idea that literature often reflects “turning points” and that these very same turning points have the power to affect us deeply and potentially change us. Develop an understanding of how writers develop their ideas and how these ideas change over time is critical in this unit.
10	Unit 1, <i>Shaping Identity</i> : Begin to learn how crafty writers can be in their efforts to mold characters in a story and evoke certain feelings in readers. Develop an understanding of diction, tone, mood, and syntactical structures in writing are critical in this unit.
11	Unit 1, <i>The Continuous Search for Identity</i> : Continue the search for identity by probing personal beliefs and attitudes as well as seek to understand how individualism and group identity shape who we are. Develop an understanding of multiple sources and how to synthesize information across texts are critical in this unit.
12	Unit 1, <i>“Individual” in a Society</i> : Learn how literature often reflects the role of “the individual” functioning within a society as well as how an author’s personal beliefs are made visible through writing. Develop an understanding of how to draw valid conclusions and recognize higher-order patterns in thought and action are critical in this unit.
Notes	DCPS teachers are making the transition to <b>Common Core State Standards</b> and raising the expected levels for student achievement  <b>6-8:</b> Become familiar with the components of the FCAT Writing Rubric and complete District Writing #1 (expository essay).  <b>9-12:</b> The District Interim Benchmark #1 and District Timed Writing #1 will be administered.

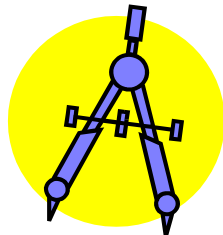
## Social Studies

Grade	Student focus:
<b>K</b> <b>My World</b>	Families and Friends: Families are made of adults and children.
<b>1</b> <b>School &amp; Family</b>	People Everywhere: Families are made of adults and children who cooperate.
<b>2</b> <b>Neighbors</b>	People and Places: Neighborhoods are made of many different families.
<b>3</b> <b>Community</b>	Places We Live: The places we live are known as communities. Land and Resources: The land and resources in the United States are diverse and plentiful.
<b>4</b> <b>Florida History</b>	The Geography of Florida: The geography of a place helps to shape the lives of the people who live there.
<b>5</b> <b>US History</b>	America’s Land: The land and climate of America are very diverse and provide many benefits and challenges.
<b>6</b> <b>World History</b>	Introduction to Social Studies/ Map Skills: Maps are used to analyze historical events and humans have adapted to and changed the physical environment.
<b>7</b> <b>Geography</b>	Basic Geography Skills: Geography and access/ use of natural resources influence the development of economies and where people live.
<b>8</b> <b>US History</b>	Native Americans: Humans have used various survival strategies and methods to adapt to different environments.
<b>10</b> <b>World History</b>	Prehistory Review: Humans could only create settled societies once they discovered agriculture and domestication of animals.
<b>11</b> <b>US History</b>	Colonial America Review: Nations may have several reasons for colonization: religious, financial and social.
<b>12</b> <b>US Gov</b>	Foundations of Government: The principle of democracy is the basis for American Government.
<b>Economics</b>	Basic Economic Concepts: All economic systems have economic goals and attempt to meet them in various ways.



## Mathematics



Grade	Student focus:
<b>K</b>	Write numbers from 0-20. Represent a number of objects with a written numeral 0-20. Read numbers up to 100.
<b>1</b>	Compare and order whole numbers up to 100. Order counting numbers compare their relative magnitudes & represent numbers on a number line.
<b>2</b>	Identify time to the nearest hour and half hour. Solve simple put-together, take-apart, and compare problems using information in a bar graph.
<b>3</b>	Represent, compute, estimate, and solve problems using numbers through hundred thousand.
<b>4</b>	Use and represent numbers through millions in various contexts, including estimation of relative sizes of amounts or distances. Estimate and describe reasonableness of estimates; Determine the appropriateness of an estimate versus an exact answer.
<b>5</b>	Use the inverse relationship between multiplication and division to estimate and complete division problems.
<b>6</b> <b>MJ I</b> <b>Standard/ Advanced</b>	Understand how to add and subtract decimal fractions and common fractions. Understand how to multiply and divide decimals efficiently.
<b>6-7</b> <b>MJ II</b> <b>Standard/ Advanced</b>	Read and write integers. Find the absolute value of integers. Use rules to add and subtract integers. Solve problems by looking for patterns.
<b>8</b> <b>MJ III</b>	Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers). Solve multistep and real world problems.
<b>7-8</b> <b>Algebra I</b>	Know and understand set operations.
<b>8</b> <b>Geometry</b>	Pythagorean Theorem, Distance, and Midpoint.
<b>9-12</b>	<b>Algebra I:</b> Know and understand set operations. <b>Algebra II:</b> Pythagorean Theorem, Distance, and Midpoint. <b>Geometry:</b> Literal equations and absolute value equations and inequalities in one variable. <b>Pre-Calculus:</b> Polynomial and Rational Functions.



## Science

Grade	Student focus:
<b>K</b>	Working like a scientist to observe and compare objects and the weather.
<b>1</b>	Working like a scientist to observe and describe the world around us.
<b>2</b>	Explorations that include scientific questioning, observing, measuring, and recording.
<b>3</b>	Explorations that include the use of scientific processes and tools. Explorations of seeds.
<b>4</b>	Explorations about the use of scientific processes and minerals.
<b>5</b>	Explorations of how scientists measure and properties of matter.
<b>6</b>	Lesson 1 Lab exploring how scientists think. Lesson 2 Lab exploring the development of theories and scientific laws. Lab safety should be reviewed.
<b>7</b>	Lesson 1 Lab exploring food webs. Lab safety should be reviewed.
<b>8</b>	Lesson 1 Lab activities exploring matter. Lab safety should be reviewed.
<b>9-12</b>	<b>Earth Space:</b> Introduce to format of course, lab safety, and Earth systems science. Chapter Challenge (performance task.) introduced. Content address causes and hazards of severe weather locally and regionally.  <b>Biology:</b> Introduce to format of course, lab safety, and Nature of science. Begin Biochemistry Unit and Performance task. Exploration on the characteristics of water.  <b>Chemistry:</b> Introduce to lab safety and the inquiry format of the course. Students are introduced to the Nature of Science (Unit A) and how it relates to chemistry. Explore the chemistry of water by completing the foul water lab activity.  <b>Physics:</b> Introduce to lab safety and the inquiry format of the course. Students will explore velocity and frame of reference. All students are introduced to the performance task.
<b>Notes:</b>	<b>6-8: Advanced</b> - Science project should be introduced. <b>9-12: Honors</b> - Introduce Science Project requirement.

## World Languages

Subject	Student focus:
<b>Chinese</b> 	<b>Level I:</b> Pinyin - shengmu (initial), yunmu (final), shengdiao (tone); Greetings/Farewells – general, particular situation, in the beginning/end of class. <b>Level II:</b> Pinyin, radicals, strokes; Greetings, family, date and time, hobbies, visiting friends.
<b>Latin</b>	<b>Level I:</b> 1st Declension, case usage: nominative-subject/predicate nominative accusative- direct object, adjectives. Alphabet, pronunciation, lists 1 and 2, introductions, word study-loan words. Romance languages, geography of Italy, introduction of familia and roman numerals. <b>Level II:</b> 1st and 2nd decl. nouns and adjectives. 1st and 2nd conj. verbs, possum, sum, case usage from Level I (appen. 494-500), apposition, 3rd decl. nouns and adjectives and items; reading in the Latin word order (Appen. 512-3). List 1-2, bases and derivatives, prefixes and roots, workbook pp.5-8 (review). Roman education, family life-adoptions, name abbreviations.
<b>Portuguese I &amp; II</b> 	Review Expressoes de cortesia e despedida. The following terms will be used in the appropriate manner depending on with whom we are speaking: obrigado/a, adeus, por favor, de nada, sinto muito, ate amanha. Study Encontros which provides instruction for greetings for the various people in our lives. Use the following phrases: Bom dia, Como vai, Tudo bem, etc. Study Numeros and Problemas involving Numeros. This will be followed by Dia de Semana and Meses de ano. Review definite articles o, os, a, as, as well as indefinite articles um, uns, uma, and umas.
<b>Spanish</b>	<b>Level I:</b> Interrogative words, asking and responding to questions in the 1st, 2nd, 3rd persons, yes/no questions, gender of nouns. Greetings, introductions, farewells. Alphabet, numbers (0-100), time, body parts, classroom objects, school supplies, days, months, dates. Concept of time, personal space, greetings, names, Aztec calendar. <b>Level II:</b> Adjective-noun agreement, questions, regular verbs, forms of <b>ser</b> . Describing people, asking for information Nationalities. Schools in Spanish-speaking countries, Enrique Iglesias.
<b>German</b>	<b>Level I:</b> Comparison adjectives and adverbs. Types of carrying cases. Means of transportation. <b>Level II:</b> Comparison of adjectives and adverbs. Types of carrying cases. Means of transportation.

## World Languages (cont'd)

Subject	Student focus:
<b>French</b>	<b>Level I:</b> Alphabet; Subject pronouns; Accent marks; Gender and adjectives of nationality. <b>Level II:</b> Review of Level 1 grammar, vocabulary, culture, schools, and classes.
<b>American Sign Language</b>	<b>Level I:</b> Markers/signals, personal pronouns; Manual alphabet, introductions, greetings and farewells; Introduction to ASL history – Gallaudet/ Clerc; Formal vs. informal gaining attention DPN. <b>Level II:</b> Distance markers, spatial agreement; Introductions and personal information; History of deaf education DPN.
<b>Arabic</b> 	Introduction to the Arabic Alphabet. Special characteristics of the Arabic alphabet. Notes on pronunciation. Names of vowel symbols and pronunciation. Greetings and their meanings and significance in Arabic language/culture. Notes on different dialects. About letters ا, ت, ب, and ث, pronunciation and writing. Vocabulary: sister, brother, one, chicken, news, bread, and neighbor; good, young people, young women, bus, morning, tea, and lesson. The letters ج, ح, and خ, pronunciation and writing. Dialogue: How are you? Writing of Sukoon. Pronunciation and writing of the letters و and ي Hamza with Fatha, Damma, and Kasra (aa, ee, oo sounds). Dialogue: Where are you from? Arabic signs and advertisements.

## Fast Facts about Guidance Services

### Back-to-School Tips

1. **Understand the expertise and responsibilities of your child's school counselor.** They are trained to assist with academic, career and personal/social development and serve as a facilitator regarding the student's goal, abilities, and any areas needing improvement.
2. **Meet or contact your child's school counselor each school year** to ensure your child has a positive school experience. Schedule an appointment to avoid long meeting delays.
3. **Discuss your child's challenges and concerns with the school counselor** to help you understand your child as a student. Work with counselors to help encourage your child's expression of needs, hopes and frustrations.
4. **Learn about your child's school and safety net services.** Counselors can help you contact appropriate school officials, learn about school policies, discover grade/credit recovery options, and locate community resources when needed.
5. **Work with the school counselor to identify resources and find solutions to problems.** Counselors are valuable partners in your child's education and preparation for life beyond school. Discuss problems with your child's school counselor to find solutions. Discuss resources available to the school, and determine how such programs can benefit your child.