



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.

The learning schedules listed are not comprehensive due to space constraints and should be considered fluid in nature, as teachers are given flexibility in the speed of coverage according to the 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.



Elementary Reading (Grades K-5)

Grade	Student focus:
K	Skill: Inference: Making Predictions; Sequence of Events Strategy: Summarizing; Predict and Infer
1	Skill: Fantasy and Realism; Story Structure Strategy: Monitor and Clarify; Summarize
2	Skill: Understanding Poetry; Compare and Contrast Strategy: Monitor and Clarify; Question
3	Skill: Understanding Poetry; Author's Viewpoint Strategy: Evaluate
4	Skill: Drawing Conclusions/Making Inferences; Understanding Mysteries Strategy: Predict/Infer; Monitor and Clarify
5	Skill: Understanding Tall Tales; Fact and Opinion Strategy: Summarize; Evaluate

Elementary Writing (Grades K-5)

	Student focus:
Weeks 7-8	All grades will be working on the narrative genre following the customized lesson plans found in the Houghton Mifflin Core Reading Programs. These lessons will be supported by the Writers Handbook and the America's Choice Genre Study for Grades K-2.

English Language Arts

Grade	Student focus:
6	The Reading Workshop: Character motives in short stories, distinguishing subtle shades of meaning, and comparing themes in fiction versus non-fiction. The Writing Workshop: Practice expository essay writing in the form of writing a news report.
7	The Reading Workshop: Author's craft and the significance of foreshadowing, characterization, and point of view in the short story. The Writing Workshop: Use short stories to develop writer's abilities at composing summaries, an important skill for FCAT reading success.
8	The Reading Workshop: How to use three reading strategies-creating the Venn diagram, setting up two column notes, and predicting and supporting to help analyze short stories. The Writing Workshop: Practicing three kinds of writing-informational articles, essays comparing and contrasting literary elements, descriptive essays, and personal responses to literature.
9	Finish story diagram; Foreshadowing in "The Cask of Amontillado"; Revenge Reflection
10	The Writing Process: Two Worlds in One; View a Work of Art; 2 nd District-mandated Timed Writing/FCAT Rubric; Formative Mini-Assessment
11	Unpacking of Embedded Assessment #2: Introducing the Op-Ed Page; 2 nd District-mandated Timed Writing/SAT Rubric; Formative Mini-Assessment
12	FCAT Retakes; Waco Timeline; Framing the Investigation; 2 nd District-mandated Timed Writing/SAT Rubric; Formative Mini-Assessment
Notes	6-8: Formative Mini-Assessment #3; End of quarter exam 9-12: End of quarter exam

READ 180

	Student focus:
Weeks 7 & 8	Full Implementation of Read 180 instructional model: <ul style="list-style-type: none"> • 20 minutes of whole class instruction using the rBook or rBook Flex • 60 minutes of small group rotations (20 minutes for software; 20 minutes for small group directed instruction; 20 minutes for independent reading) • 10 minutes of whole class wrap-up

Science

Grade	Student focus:
K	Lab activities that explore sorting objects into groups by observable properties.
1	Lab activities that explore forces and changes in motion.
2	Lab activities that explore changes in matter and a performance task that explore properties of matter.
3	Lab activities that explore how energy flows between living things in ecosystems.
4	Lab activities that explore Earth's cycles.
5	Lab activities that explore chemical changes and a performance task that explores density.
6	Standard: Lesson 5 Lab activities exploring weather. Gifted: Continue Lesson 4 Lab activities exploring the interactions of Earth's Spheres. Lesson 5 Lab activities exploring the interactions of humans on the Earth.
7	Continue Lesson 4 Lab activities exploring the properties of atoms. Give Formative Lessons 3-4 after this lesson. Review and administer nine weeks assessments.
8	Lesson 6 Lab activities exploring work and simple machines. Give Formative Lesson 5-6 after Lesson 6. Review and administer nine weeks assessments.
9-12	Earth Science: Introduce Oceans- El Nino Chapter Challenge (performance task.) Complete Activity 1, 2 and 3. Activity 4 should be started. Biology: Complete study of water, carbon and nitrogen cycles; Turn in performance task, unit assessments and district formative should be completed for Unit 2. Start Cellular Biology, Unit 3, including introducing the performance task for both Units 3 and 4. Plant functions activities, microscope lab and ATP lab are completed. Chemistry: Standard: Learning about the structure of the atom. Honors: Learning about nuclear energy. Physics: Standard: Finish kinematics unit. Turn in performance task on track and field, unit assessments and district formative completed. Begin Unit 2 - 2D Force and Motion and introduce the performance task. Honors: Chapter 4 in Merrill book
Notes	6-8 (Gifted and Advanced): Continue to work on science projects.



Mathematics


Grade	Student focus:
K	Recognize, construct, and extend a pattern; What comes next in a pattern and identify the unit of a pattern.
1	Find the larger of two quantities up to about 20; Read, write and sequence numbers to 100; Count quantities up to 40.
2	Develop models of addition and subtraction situations; solve problems using numerical reasoning; Record solution strategies.
3	Measuring an area by covering a flat space with square units, Comparing area of rectangles with different dimensions, and comparing shapes to see if they are congruent.
4	Locating, reading, and writing numbers in sequence to 1000. Identify and use important landmark numbers up to 1000. Develop strategies for adding and subtracting numbers in the hundreds.
5	Formative test for Building on Number That You Know; Using fractions to describe how many in a group share a particular characteristic. Finding equivalent fractions and percents; Representing, identifying, and ordering fractions and percents; Using $\frac{1}{2}$ and 1 as references.
6	Learn that the area of an object is the number of unit squares needed to cover it and the perimeter of an object is the number of units of length needed to surround it. Measure and compare several designs. Discover relationships between perimeter and area, including that one can vary while the other stays fixed. Develop strategies for finding the area of a triangle; Find relationships between rectangles and triangles.
7	Analyze comparison statements made about quantitative data. Use ratios, fractions, differences, and percents-to-form comparison statements in a given situation of data. Find the median in a set of data.
8	Solve word problems; Using Guess and Check tables to organize information. Assess, Review, and Extend.
9-12	Algebra I: Construct ratios and proportions for situations involving similar right triangles and percentages; Construct and analyze a graphical representation given an algebraic relationship. Algebra II: Use inductive reasoning to observe data, recognize patterns, and make generalizations; Make conjectures related to vertical angles, complementary angles, supplementary angles, and angle. Geometry: Write geometric sequences using multipliers; Solve percent increase/decrease in sequences. Pre-Calculus: Write geometric sequences using multipliers; Solve percent increase/decrease in sequences.



Social Studies

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

Keystone (Career Research and Decision Making)

	Student focus:
Week 7	<p>Topics</p> <ul style="list-style-type: none"> Your personal profile <ul style="list-style-type: none"> Values Discovering your passions, skills, strengths, and weaknesses Discovering your personal style <p>Materials</p> <ul style="list-style-type: none"> <i>Career Choices</i> Workbook <i>Career Choices</i> Textbook <i>CollegeEd</i> Workbook <p>Student Activity</p> <ul style="list-style-type: none"> Identifying your passions Work values survey Strengths and personality Clarify your values Your strengths Learn your personal style
Week 8	<p>Topics</p> <ul style="list-style-type: none"> Your personal profile My personal profile <p>Materials</p> <ul style="list-style-type: none"> <i>Career Choices</i> Workbook <i>Possibilities</i> (p. 47-53) <i>Career Choices</i> Textbook <i>CollegeEd</i> Workbook <p>Student Activity</p> <ul style="list-style-type: none"> Name that skill Skills identification activity Assess your interests and skills Roles, occupations, and vocations What's important to you "My Name is Margaret" by Maya Angelou 

Advanced Placement (AP)

Learning schedules for other DCPS offered AP courses will be listed as they become available.

	Student focus:
English Language & Composition	The Writing Process: Peer Editing, Revision, Portfolio; AP Exam practice test; The Modes of Exposition: Exemplification
AP English Literature	Research Skills: Abstract of Critical Analysis; Fiction: Plot, Character, Theme and Rhetorical Strategies
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

Advancement Via Individual Determination (AVID)

TEAM BUILDING

The AVID program helps students work together collaboratively and effectively as a team. Many projects both in school and the workplace are accomplished by people joined together focusing on a common task or goal. This teamwork approach must work together efficiently to be effective and productive.

The first step is:

- Your team must have clear reason for working together
- Members must be interdependent; they should see how they need each other's experience, talents skills, and commitment to achieve the team goals.
- Members must be committed to the idea that a group leads to more effective decisions than working alone.
- Members must build trust toward one another.
- Your team must be accountable as a unit within the larger organization.

FOUR REQUIREMENTS OF EFFECTIVE TEAMWORK:

RESPONSIBILITY: A sense of ownership for the process and the results

- Moving from complaint to recommendations
- Moving from expectation to intention
- Moving from cynicism and resignation to action

COMMUNICATION: The primary means of producing results

- Being responsible for communicating clearly what you mean
- Listening as well as speaking
- Directing communication to the person involved

COMMON PURPOSE AND VISION: An agreed upon direction and focus

- Recognizing we are all on the same team
- Believing that the vision is possible
- Keeping the vision in mind as a guidepost for daily action

COMMITMENT: The will to make it happen

- Being willing to do what it takes to produce the results
- Asking, "What is the one more thing I can do?"
- Striving for personal excellence and supporting everyone else in being successful



Exceptional Education/Student Services (EE/SS)

BEHAVIOR SUPPORT 'COMMUNITY' AT NEPTUNE BEACH ELEMENTARY

Neptune Beach Elementary has implemented an exciting new 'community' program for students with disabilities. Called the **Neptune Beach Elementary Behavior Support Community**, the program is currently serving sixteen students with disabilities. The students represent a range of disabilities, from Emotional/ Behavior Disorder (E/BD), Other Health Impaired (OHI) to Developmentally Delayed (DD).

The ESE teachers are being trained to implement a comprehensive program that provides intensive educational (diagnostic and prescriptive teaching), and behavioral support (socialization and character development) services to students within a self-contained setting. The philosophy of the program is that students can learn appropriate social skills in a structured setting utilizing individualized academic and positive behavior support strategies.

The major components of the program consist of a highly structured environment, positive behavior management strategies, social skills training and character development education. The program utilizes a daily point behavior management program and level system which stresses positive reinforcement for appropriate school and social behaviors. As students progress through the levels, higher behavioral responsibilities are expected. Once a student demonstrates appropriate behavior and social skills within the self-contained educational setting, the goal is to provide opportunities for the student to generalize those skills in less restrictive settings within the school.

Preliminary data coming from these three 'community' classrooms is that students are making tremendous gains, both academically and behaviorally. The teachers are thrilled and energized by the tremendous progress their students are making in this exciting new 'community of learners' at Neptune Beach.