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 clicking on the "Curriculum/Riverdeep" link under the *Quick*Links section.

Elementary Reading
(Grades K-5)

Grade	Student focus:
K	**Strategy:** Evaluate; Predict/Infer **Skill:** Sequence of Events; Character/Setting
1	**Strategy:** Summarizing; Predict/Infer **Skill:** Topic, Main Idea, Details; Drawing Conclusions
2	**Strategy:** Monitor/Clarify; Summarize/Infer **Skill:** Review of skills; Focus on Understanding Chapter Book
3	**Strategy:** Monitor/Clarify; Predict/Infer **Skill:** Text Organization; Review of skills
4	**Strategy:** Monitor/Clarify; Evaluate **Skill:** Making Judgments; Fact/Opinion
5	**Strategy:** Evaluate; Summarize **Skill:** Making Judgments; Story Structure

Elementary Writing
(Grades K-5)

Grade	Student focus:
K & 3	Develop a portfolio piece for Response to Literature genre. Persuasive Writing genre will begin on Lesson 136.
1-2, 4-5	Continue the Response to Literature genre
K-5	Follow the customized lesson plans found in the Houghton Mifflin Core Reading Program.

English Language Arts

Grade	Student focus:
6	**The Reading Workshop**: Apply the strategy of drawing inferences from informational text; Identify elements of drama; Learn the written format of dialogue and use it in a play; Understand how volume, stress, pacing, and pronunciation can affect oral presentation; Understand how character, plot, point of view, and tone support a central conflict. **The Writing Workshop**: Pre-write, draft and revise a descriptive essay.
7	**The Reading Workshop**: Review various sound devices; Demonstrate use of strategies when reading drama; Understand ways elements of plot work in drama. **The Writing Workshop**: Restate and summarize personal writings to enhance reader's comprehension; Use reading strategies to write an extension of summary and revise.
8	**The Reading Workshop**: Recognize themes in a variety of poems; Demonstrate strategies for reading a drama; Understand the way culture and time period influence literary work. **The Writing Workshop**: Write an essay comparing and contrasting themes in poems; Restate and summarize personal writings to enhance reader.
9	Comparing film versions: *A Plague o' Both Your Houses!* and *Fire-eyed Fury Be My Conduct Now; And, if Thou Darest, I'll Give The Remedy*.
10	Analyzing a paragraph; Two Missionaries; Poetic Connections; Cultural Clash; Literary analysis.
11	Portfolio on reflection; Summative play exam; Viewing the film adaptations of *The Crucible* and/or *Their Eyes Were Watching God*.
12	Glencoe *Writer's Choice*; The Hero's Adversary; *Othello*, Act V
Notes	End of quarter exams **10-11**: District-mandated timed writing **10-12** : Formative mini-assessment

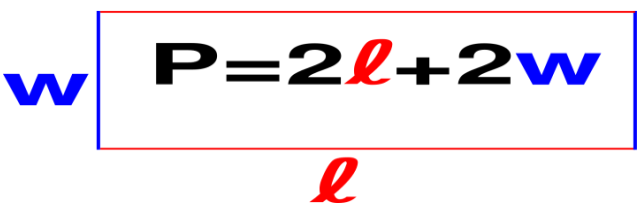
READ 180

Full Implementation of Read 180 instructional model:

- 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

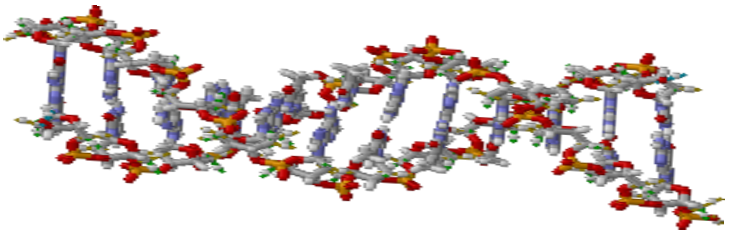
Mathematics

Grade	Student focus:
K	Continue to build knowledge about the relationships among pattern block shapes; Combine smaller 3-D shapes to make larger 3-D shapes; Observe similarities and differences between the faces of different 3-D shapes.
1	Explore relationships among different combinations of a number.
2	Visualize and then representing a path; Determine path length by iterating and counting units; compare lengths of paths by comparing the number of units used to measure each path.
3	Develop strategies for computing net change and for using net change to find a missing end point or start point; Construct different sequences of positive and negative numbers to produce the same net change.
4	Develop concepts and language needed to reflect on and communicate about spatial relationships in 3-D environments; Develop visualization skills.
5	Develop concepts and language needed to reflect on and communicate about spatial relationships in 3-D environments; Develop visualization skills.
6	Represent numbers graphically; Interpret changes in direction on a graph; Find net change on graphs; Relate the direction of movement to positive or negative numbers; Use net change to determine an end point.
7	Apply the process of statistical investigation to pose questions, to identify ways data are collected, and to determine strategies for analyzing data in order to answer the questions posed; Recognize that variability occurs whenever data are collected and describe the variability in the distribution of a given data set; Identify sources of variability, including natural variability and variability that results from errors in measurement; Use the shape of a distribution to estimate the location of the mean and the median; Use a variety of representations, including tables, bar graphs, and line plots, to display distributions.
8	Construct ratios and analyze perimeters and areas of similar figures; Construct ratios and analyze perimeters and areas of similar figures.
9-12	**Algebra I**: Solve and graph the solutions of inequalities on number lines; Solve quadratic and absolute value inequalities and graph their solutions on a coordinate plane. **Geometry**: Find the surface area and volume of prisms, pyramids, cylinders, cones, and spheres.



Mathematics (continued)

Grade	Student focus:
9-12	**Algebra II**: Explore the graphs of logarithms; Investigate and apply the change of base formula; Write and solve exponential functions; Simplify logarithmic functions; Solve equations with rational expressions. **Pre-Calculus:** Explore, apply, and verify fundamental trig identities and equations; Investigate and apply the sum and difference and double angle formulas.



Science

Grade	Student focus:
K	Explore and compare objects that can be seen in the day sky and in the night sky.
1	Explore parts of a plant and how they help the plant live and grow.
2	Explore life cycles of plants and animals.
3	Explore properties of materials and the transfer of heat energy; Introduction to cycles of Earth's movement.
4	Explore human body systems.
5	Explore how organisms survive when their environment under goes dramatic change.
6	Lab activities exploring levels of organization.
7	Factor Impacting Populations and ecosystems; Lab activities exploring fresh water.
8	Lab activities exploring reproduction in plants and animals; Science Ethics.
9-12	**Earth Science**: Students complete second district formative on astronomy and turn in performance task. Plate tectonics performance task is introduced. Determine local plate movement based on GPS data and study different types of plate movement. **Biology:** Continue Darwin's theory of evolution and genetic variation in populations. **Chemistry:** Investigations of the properties of gases. Apply kinetic molecular theory and calculate volume-volume ratios for gases. **Physics:** Investigate the effect of switches in circuits and the energy needed for various appliances. Investigate static electricity and Coulomb's law.
Notes	**6-7**: Formative assessment **6-8:** End of quarter exams

Social Studies

Grade	Student focus:
K My World	Our Country, It's a Great Place: Our country has many symbols, such as the flag and eagle.
1 School & Family	Everything Changes: Inventions have changed the lives of people in our country.
2 Neighbors	America's Past. Different modes of transportation and communication changed America.
3 Community	Greece and Rome: Western civilization has been greatly affected by ancient Greece and Rome.
4 Florida History	Government of the People: Florida has three branches of government that check and balance the power of each other.
5 US History	Becoming a World Power: The social and cultural transformation of the 1920's and 1930's led to the Great Depression and New Deal.
6 World History	Ancient Rome II: Civilizations rise and fall (lands, colony, unified country, empire, empire crumbles under its own weight/size).
7 Geography	Latin America: Cities offer more opportunities for employment and with growth comes challenges.
8 US History	Social/Economic Change: Many lasting contributions were made by the various 19th century reform movements.
10 World History	World War I: Militarism, alliances, imperialism, and nationalism were the main causes of WWI, the first "total war".
11 US History	The Holocaust: The Jewish Holocaust during WWII had important social and political consequences for the entire world.
12 US Govt Economics	The Executive Branch: The President leads the everyday operation of Government, is Commander-in-Chief, and leads his party. Microeconomics of Government: Governments collect taxes to provide public goods. People are impacted differently by various forms of taxes.

Keystone

(Career Research and Decision Making)

	Student focus:
Week 27	**Topics** • Career Research Project • Your Ideal Career ○ Examining how a career choice and lifestyle affect your financial plan **Materials** • ***Career Choices* Workbook** • **NEFE Workbook** **Student Activity** • Paragraph VII • Conclusion • Peer edits • Making cents of your career • Skills: The currency of your career
Week 28	**Topics** • Successful Decision Making **Materials** • CollegeEd Workbook **Student Activity** • Becoming a professional • Making informed decisions • Exploring careers & majors • The power of choice • Setting priorities • Career Research Project completion • Portfolio work • Guest speakers (if desired)

Advanced Placement (AP)

	Student focus:
English Language & Composition	Research/MLA; AP Exam Review
AP English Literature	Poetry (compare and contrast); AP Exam Prep
Statistics	Inference for Proportions; A. P. Exam Review
US History	Quarter Exam; U. S. and Early Cold War: the 1950's; The Turbulent 1960's; AP Exam Prep
Human Geography	AP Exam Prep; Quarter Exam and Test; Glaciations; Alteration of Ecosystem; Major Urban Hearths.

Physical Education

Springtime has arrived, and for many of our physical education teachers, so has the season for physical fitness testing. Recent research studies in California and Texas have demonstrated that students who are more physically fit also tend to perform better in the classroom.

The **President's Challenge Physical Fitness Tests** are administered annually in Duval County Public Schools to assess the status and growth of the fitness levels of our students. While fitness testing is important, it is paramount that physical education programs place an emphasis on fitness as fun. Improvement of individual levels of health-enhancing fitness can lay a foundation for a lifetime.

Remember to highlight the components of health-related physical fitness:

Cardiorespiratory Endurance, Muscular Strength, Muscular Endurance, and Flexibility.

The physical fitness test should not be the equivalent of a "pop" quiz. The same valuable principles of instructional alignment (for teachers and learners) apply to the assessment of physical fitness.

Physical Education teachers are encouraged to employ:

"The Three T's": Teach, Train, and Test.

Students need to engage in physical activities that promote fitness outside of school, as well. Some ways to encourage students to improve their fitness scores outside of school are as follows:

- **Curl-Ups:** Practice your curl-ups during the commercials while watching TV. Be sure to use correct form so that you are making those abdominal muscles stronger.
- **Shuttle Run:** Set up a practice course in your backyard. The proper distance should be 30 feet, but if you don't have that much space, just use the space you have to practice running and changing directions quickly.
- **V-Sit:** Stretching activities that lengthen your hamstrings. While standing tall with your knees slightly bent stretch your hands down toward your feet. Hold for 15 seconds, relax and repeat.
- **Mile Run/Walk:** Pick activities that really get your heart pumping, such as jumping rope or jogging. Practice these activities a little more each day, until you can work for 30 minutes without stopping.
- **Pull-Ups/Flexed Arm Hang:** Try some wall pushups, regular pushups, try climbing a tree or pulling up on the equipment at nearby playground.

For more information on the President's Challenge, visit: http://www.presidentschallenge.org

Advancement Via Individual Determination (AVID)

ACADEMIC RIGOR IN AVID

AVID includes academic ***rigor*** as an integral component in preparing students for college success. AVID describes "rigor" as the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging. College Board defines "rigor" as critical thinking, reasoning, and problem solving skills. Students are expected to analyze, evaluate, critique, synthesize, communicate and create new knowledge as well as manage and direct their own learning.

What Is Rigor?

Rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging. Teachers will need a repertoire of strategies keyed to the different ways content can be difficult.

Rigor is not:

- For select students. [It is for] ordinary students attending traditional public schools where standardized tests and state-run curricula are the rule…
- About severity or hardship. The classrooms we have looked into are both warm and challenging.
- About back-to-basics. It is not an attempt to roll back education to some prior ideal state, or to find a curriculum that is somehow more fundamental or natural.

Rigor is neither a conservative nor a liberal agenda that privileges the ideas of one civilization over another.

Finally—and most important—rigor is not a measure of the quantity of content to be covered. Rather, rigor is a measure of that content's quality.

- Excerpts from Teaching What Matters Most: Standards and Strategies for Raising Student Achievement by Richard W. Strong, Harvey F. Silver and Matthew J. Perini, ASCD, 2001