



THE BUREAU OF STANDARDS AND INSTRUCTIONAL SUPPORT

The Bureau of Standards and Instructional Support exists to maximize student achievement by enhancing student capacity to learn and teacher capacity to individualize learning.

Social Studies

Social Studies and the Young Learner

The National Council for the Social Studies publishes a journal focusing on the teaching of social studies in the PreK-6 classroom, *Social Studies and the Young Learner (SSYL)*. The goal of *Social Studies and the Young Learner* (<http://www.socialstudies.org/publications/ssyl>) is to capture and enthruse PreK-6 teachers across the country by providing relevant and useful information about the teaching of social studies. The teaching techniques presented are designed to stimulate the reading, writing and critical thinking skills vital to classroom success. SSYL is published quarterly: September/October; November/December; January/February; and March/April.

International Society for the Social Studies Annual Conference

The International Society for the Social Studies will hold its annual conference on February 25-26, 2016, at the University of Central Florida's Fairwinds Alumni Center. The theme for this year's conference is "Discover the Breadth of Social Studies Instruction and Research." For more information, go to their website at www.TheISSS.org.

National Endowment for the Humanities Landmarks in American History and Culture Workshops for Teachers

The National Endowment for the Humanities sponsors a variety of workshops for teachers of American History called Landmarks in American History and Culture. These workshops take place in various locations across the country and are each one week in length. Find out more at <http://www.neh.gov/divisions/education/summer-programs>. The deadline for applications is March 1, 2016.

CPALMS

CPALMS Visualizer

Want an easy way to view the standards you teach along with the resources for each standard?

Use the iCPALMS Visualizer, an iCPALMS app that allows you to select, group and arrange the standards. The iCPALMS Visualizer is free to use; all you need is an iCPALMS account. Once you have an account, log into CPALMS and click on the iCPALMS link at the top of the page. The Visualizer app is automatically loaded to your iCPALMS apps page. Launch the app to begin using the Visualizer.

One of the best features of the Visualizer is the search pane on the left side of the screen. The search pane allows you to narrow the standards you are viewing by subject area, grade group and specific standard. The Visualizer allows you to view standards across grade levels as well as resources and related courses for each standard.

Please visit www.cpalms.org to start using the Visualizer today!

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FLORIDA DEPARTMENT OF
EDUCATION
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Health

Employee Receives Statewide Recognition



Michelle L. Gaines has been selected as the recipient of the prestigious Society of Health and Physical Educators (SHAPE) Florida Health Educator of the Year Award. The award honors exemplary, innovative work that impacts teacher education. This individual exemplifies the highest standards in accomplishment and innovation, in strong and vigorous leadership and in significant scholarship within the field of health education. This recognition was awarded for Michelle's service, unique collaborations and contributions that have significantly benefitted the Health Education profession in Florida.

Florida Healthy School District Award Opportunity Opens on January 15, 2016



The Florida Coordinated School Health Partnership (CSHP), in cooperation with their partners, Florida Action for Healthy Kids, Florida Association of District School Superintendents and Florida Healthy Kids Corporation, have recognized 39 districts since 2009 for establishing a culture and climate in which students and staff can reach their personal potential. The Coordinated School Health approach that these districts have embraced is effective in reducing and eliminating the barriers to learning and supports academic achievement.

Recognition is determined by submission of the Florida Healthy School District Self-Assessment. The self-assessment tool is based on sustainable infrastructure, policy, programs and practices identified from national and state guidelines, best practices and Florida statutes.

The assessment was developed out of a desire by the CSHP to recognize and celebrate the hard work and success of school districts related to physical, mental and social health of students and staff. The assessment was written by school experts, evaluated, piloted and field tested for three years before being released in 2009.

The Florida Association of District School Superintendents recognizes superintendents from Florida Healthy School Districts at their annual conference. In addition, members of the sponsoring organizations present the award at each district's school board meeting.

The recognition award is a two-year designation. In order to maintain the Florida Healthy School District designation, the 2013-2015 awarded districts that will need to reapply include: Baker, Bay, Brevard, Broward, Columbia, Duval, Escambia, Indian River, Levy, Madison, Manatee, Nassau, Okeechobee, Pasco, Palm Beach, Polk, Santa Rosa, St. Lucie, Volusia. Districts designated for the 2015-2017 period do not need to reapply. These districts include: Alachua, Clay, Collier, DeSoto, Flagler, Gadsden, Hamilton, Hernando, Lee, Okaloosa, Orange, Putman, Osceola, Pinellas, Sarasota, St. Johns.

The assessment and instructions are available for viewing at <http://safehealthyschoolsfl.org/Home.aspx/Index>, and profiles of the Florida Healthy School Districts are available at <http://www.healthydistrict.com/>. The application period for the Florida Healthy School District Award opened January 15, 2016, and completed self-assessments are due by April 15, 2016, at close of business. Questions may be directed to cshpmailbox2@gmail.com or to Carol Vickers, CSHP communications chair, at cvickers@comcast.net.

Florida Green School Network Recognizes Nine Florida Green School Districts and Four Outstanding Florida Green Schools



As part of the Florida Green School Network Partnership (FGSN), the Florida Department of Education (FDOE), Department of Environmental Protection, Department of Health and Sustainable Florida support all efforts to reduce environmental impacts and costs, improve the health and wellness of students and staff, and provide effective environmental and sustainability education. Since 2008, millions of dollars in gross cost savings to school districts have been achieved statewide through green schools efforts.

For six years, FGSN has recognized the efforts of schools and school districts that strengthen health, environmental efficiency and education for sustainability. Last year, the green school projects led by the Florida Green School Award participants generated over \$21 million in cost savings. Remarkably, these costs savings were generated by just a handful of projects from 14 districts. This year, by expanding efforts to involve school districts, the FGSN believes the potential for reducing environmental impacts and increasing costs savings is even greater. The 2015 Florida awardees were honored during the 7th Annual Learn Green: Florida Green Schools Conference opening ceremony on November 16, 2015, at Boynton Beach High School in Boynton Beach, Florida. The ranking levels for the following school districts are: Gold level: Alachua and Palm Beach; Silver level: Broward, Duval and Orange; Bronze level: Lake, Pasco, Seminole and Walton. In addition, the top four Florida Green Schools were recognized during the ceremony. These schools are: Twin Lakes Elementary School and Kirby Smith Middle School in the Duval County School District; Pine Jog Elementary School in the School District of Palm Beach County; and Odyssey Charter School in the Brevard County School District.

The FDOE employs a three-pronged support system to promote the growth of green schools through our STEM, facilities and healthy schools offices. We encourage you to support your school district in participating in the Florida Green School Network (<http://www.floridagreenetwork.org>).

Library Media

In early March, the Sunshine State Young Readers Award (SSYRA) committee will be meeting in Orlando to finalize next year's lists of books for both Elementary (Grade 3-5) and Middle School (Grade 6-8) levels. The program is co-sponsored by FDOE and Florida Association for Media in Education (FAME). The committee is made up of 20 librarians in the five state regions. Approximately 250 books will be considered by the committee, and 15 in each level will be selected for the SSYRA list. Anyone who wishes to nominate a book for consideration may do so at <http://www.floridamedia.org/?page=ssyrahome>. During the following school year, students are encouraged to read at least three books from the list and may vote for their favorites through their school librarian. Librarians interested in joining the SSYRA committee may find more information here: <http://www.floridamedia.org/?page=ssyracommittee>. The 2015-16 SSYRA books list is on our webpage at <http://fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t>. Voting will begin Monday, February 29, and run through Friday, April 8. All schools wishing to participate in the SSYRA program must register before submitting their students' votes. Registration information may be found at <http://www.floridamedia.org/?page=ssyrahome>.

Fine Arts

Student Opportunities

Florida Alliance for Arts Education (FAAE): Careers in the Arts Workshop Series

FAAE has announced the upcoming dates and locations for the **Careers in the Arts Workshop Series**. These workshops are free and intended to help students explore available professional opportunities within the arts.

February 6, 2016 – Florida State University College of Music, Tallahassee

Students and teachers are encouraged to register at: <http://www.faae.org/careers-in-arts>.

Teacher Workshops and Opportunities

Florida Alliance for Arts Education (FAAE): Florida Arts Model Schools (FAMS) Application

The Florida Department of Education (FDOE) supports a complete and comprehensive education that includes dance, music, theater and visual arts for all Florida students. To help achieve this goal, the FDOE, in partnership with the FAAE, seeks to identify model arts education programs in schools throughout Florida. Online applications for Florida Arts Model Schools is open until January 30, 2016. For more information about the program and how to apply please visit: <http://www.faae.org/florida-arts-model-schools>.

2016 National Arts and Humanities Youth Program Awards Applications Open

The President's Committee on the Arts and the Humanities, in partnership with the National Endowment for the Arts, the National Endowment for the Humanities and the Institute of Museum and Library Services, is accepting applications for the 2016 National Arts and Humanities Youth Program Awards. After-school and out-of-school arts and humanities programs are encouraged to apply by February 2, 2016. For more information, please visit: <http://www.nahyp.org/how-to-apply/>.

Upcoming Conferences

National Art Education Association (NAEA)

2016 NAEA National Convention: Lead! Share Your Vision for Art Education

March 17-19, 2016

McCormick Place Convention Center, Chicago, IL

<http://www.arteducators.org/news/national-convention/national-convention>

National Association for Music Education (NAfME)

2016 NAfME Music Research and Teacher Education National Conference

Keynote address presented by: Ben Cameron, Program Director for the Arts at the Doris Duke Charitable Foundation in New York, NY

March 17-19, 2016

Westin Peachtree Plaza, Atlanta, GA

<http://research2016.nafme.org/>

Literacy

Authentic Text for Deeper Student Engagement and Learning

This is the second of two articles on authentic text. The first article, [What is Authentic Text?](#), appeared in last month's BSIS newsletter.

To re-cap: Authentic text may be thought of as any text created for "real life" purposes – as opposed to textbooks and other materials developed for classroom use. In order to ensure our graduates have the literacy skills to navigate successfully the demands of their future, we must provide them with the skills and strategies to grapple independently with a variety of formats and purposes as well as a range of kinds of prose structure and vocabulary.

This installment will discuss two questions. First, what instructional benefits do authentic texts offer? And second, how does a teacher (whether of history, biology or another area) select and utilize these texts effectively?

Instructional Benefits of Authentic Texts

Real-world materials, including magazine articles, video and audio resources, primary historical sources, technical documents etc., bring a wealth of benefits to the classroom. Among them:

- Increased student engagement and motivation;
- Expanded opportunities for differentiation and scaffolding using text sets and a variety of text types;
- Enhanced understanding of vocabulary and concepts through multiple exposures in context;
- Greater understanding of how the ideas and language of a discipline are expressed, while serving as mentor texts for writing and speaking tasks;
- Clearer understanding of the purpose and role of a discipline in the real world, making the learning more meaningful and relevant;
- Forms a basis for academic discussion and collaboration on tasks with a real audience and purpose; and
- Offers opportunities for students to think critically and synthesize ideas from multiple perspectives.

Ways to Use Authentic Texts

In selecting authentic texts, begin by considering your unit of study.

1. What are the big ideas and important details or skills? How do these connect to the real world?
2. Consult your class textbook: does it provide a useful framework for these goals? Where would more engaging instruction fit in?
3. Conduct an internet search of the topic. Look for websites, images, videos, audio and current issues.
4. Select 3-6 resources that will help your students enlarge their understanding of the topic. Consider grade level, accessibility, prior knowledge needed and age-level appropriateness, as well as how you intend to have your students work with these texts.

Individual texts and text sets can be used in a variety of ways. For example:

- Scaffold student independence by providing a set of several texts on the topic of study. By beginning with a more accessible text, students can build background knowledge, basic concepts and vocabulary. Follow this with more complex texts which the students can now access, having established a mental framework on the topic.
- Differentiate through text sets by assigning groups to work on different texts, with lower level students working on the more accessible text while mid-level and stronger students work on texts that provide more challenge. Then jigsaw and have each member of the new group share their learning. Follow up with an activity requiring all the students to make use of the entire set of information.
- Use the texts as examples, or mentor texts, for student writing. For example, if teaching how to write a critical review (of a book, film, artwork, music, research, etc.), begin with several authentic examples of the format and have the class discuss and analyze how the author addresses the purpose, audience, language, style and other features that make the review effective. Follow by modeling for the whole class while you think aloud and incorporate student input. Students may then work in pairs, groups or individually to write their own reviews.

For a rich discussion of more ways to supplement the classroom text with authentic materials, you may wish to read this recent blog, [Classroom Q&A With Larry Ferlazzo](#) from Education Week. The discussion offers valuable ideas for using real-world resources with any content area.

For additional information on research and best practices in the use of complex and authentic texts, see:

Best Practices in Writing Instruction, 2nd ed., edited by Steve Graham, et. al.

Results Now, by Mike Schmoker, [Chapter 6: Literacy and Intellectual Development](#)

Complex Text Decoded, by Kathy T. Glass, [Chapter 1: Complex Text and Disciplinary Literacy](#)

For more information, please contact Julia Somers-Arthur at julia.somers-arthur@fldoe.org.

Gifted Education

Gifted Education News

We are excited to announce a new link on our Gifted Education webpage called “News from the Districts,” where you can read about the great things happening in the districts and see updates and upcoming trainings as well as other information. Please check out the link under the Resources list at <http://fldoe.org/academics/exceptional-student-edu/gifted-edu.stml>.

On January 7th, we held a live webinar with guest speaker Dr. Kristy Mall who will discuss Twice Exceptional (2e) student issues and meeting their needs. In February, the new National Association for Gifted Children president, Dr. George Betts, will join us to discuss social emotional development of the gifted. We will continue to have exciting webinars throughout the school year. If you would like to be added to our gifted education email list for webinar information and other news, please email Kathleen Casper, FDOE gifted education specialist, at Kathleen.Casper@fldoe.org.

Technology

Keyboarding Tools

From classroom instruction to assessment, computers are becoming an integral part of the learning experience for good reason. Technology is now enmeshed in every aspect of students' lives. In order to be successful in the workforce, it is essential that students gain 21st century skills. One of the foundational skills all students need is keyboarding. The research shows that keyboarding needs to start in elementary school. Besides preparing students for succeeding in our technologically driven world, learning this vital skill improves performance in academic subjects such as spelling, language arts, reading comprehension and writing. Keyboarding instruction is most effective when provided by highly qualified instructors using engaging, age-appropriate content.

Here are just a few online keyboarding tools that you can try out with your students.

Keyboard Zoo

http://www.abcya.com/kindergarten_computers.htm

This is a very good game for kindergarten or first grade students who are just being exposed to keyboarding and computer literacy. On the screen, the learner sees a full keyboard. Surrounding the keyboard are monkeys and other zoo animals cheering the student on. The student is given oral directions to type in one letter repeatedly to gain automaticity. Students will find the colorful graphics to be fun and engaging. The exercises are very low pressure.

Typing Club

<http://www.typingclub.com/typing-qwerty-en/keys-kd.html>

Typing Club is a free online typing program that is strategically broken down into lessons by specific letter combinations into lessons. There are no written or oral instructions; however, the student can see a keyboard and a graphic of hands with pulse points to indicate proper finger use. Although the site seems to be designed for older elementary students doing touch typing, younger students could use it for exposure to the letters and letter combinations.

Dance Mat Typing

<http://www.bbc.co.uk/guides/z3c6tfr>

Perhaps the most engaging of all the typing programs, Dance Mat Typing has the best of all worlds. First of all, students are given specific oral and written instructions on what to do with their hands. They are also shown a visual in the form of two hands that demonstrate proper finger position. There is a short lesson, a practice, and entertaining songs by various animals. The program is fast-paced, so kids won't get bored. Students can track their progress by looking at the record graphics at the bottom of the page. The age range for this program is first to third grade, but older students would probably like it too.

It is worth noting that keyboarding is included in the Florida Standards for English and Language Arts.

The following standards address keyboarding:

LAFS.3.W.2.6

LAFS.4.W.2.6

LAFS.5.W.2.6

LAFS.6.W.2.6

For more information about these standards, please visit CPALMS at www.cpalms.org.

STEM



WHAT IS THE M³ CHALLENGE?

Moody's Mega Math Challenge is a mathematical modeling contest for high school juniors and seniors. Through participation, students gain the experience of working in teams to tackle a real-world problem under time and resource constraints akin to those faced by industrial applied mathematicians. The challenge is sponsored by The Moody's Foundation and organized by the Society for Industrial and Applied Mathematics (SIAM). It awards \$150,000 in scholarships. The M³ Challenge spotlights applied mathematics as a powerful problem-solving tool and as a viable and exciting profession. For more information, please visit <https://m3challenge.siam.org/>.