



# THE BUREAU OF STANDARDS AND INSTRUCTIONAL SUPPORT

## MISSION

Our **MISSION** is to provide quality services, resources, guidance and professional development to our educational partners.

BUREAU OF STANDARDS &  
INSTRUCTIONAL SUPPORT

## VISION

Our **VISION** is that all stakeholders are equipped and empowered to guide students to reach their full potential.

## CPALMS

### CPALMS offers online professional development programs.

Online professional development (PD) programs are available through CPALMS for anyone with an iCPALMS account. These PD programs are self-paced and free. There are a variety of topics to choose from including technology integration, formative assessment, exceptional student education, content complexity ratings and more. To access these PD opportunities, visit [www.cpalms.org](http://www.cpalms.org) and click on the PD Programs tab at the top. You can then browse and search for PD programs that interest you.

Once you have added a PD program to your courses, you will need to navigate to the My Professional Development app within iCPALMS. An online tutorial is provided through CPALMS for more information on how to use this app at <http://www.cpalms.org/page688.aspx>.

## Social Studies

### Domain-Specific Vocabulary for Social Studies

For anyone who has taught a social studies class or recalls their experience as a student in one, the importance of vocabulary acquisition in relationship to student success should be easily understood. Accordingly, this month's article will focus on methods for supporting the teaching and learning of domain-specific vocabulary in Florida social studies classrooms.

In April of 2011, "The Social Studies" posted a research article titled "Redefining Vocabulary: The New Learning Strategy for Social Studies," in which the author describes some strategies to support the teaching and learning of vocabulary. The author maintains that students must be exposed to vocabulary instruction that goes beyond rote learning to provide opportunities for students to discover relationships between words and concepts throughout the year. The theoretical bases for vocabulary development featured in this article are **activation of prior knowledge**, **consideration of relationships between concepts**, **student generation of meaning**, and **comparison and contrast of familiar concepts**.

## October 2016

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Some activities to activate prior knowledge are [mind streaming](#) and [knowledge rating](#). [Semantic maps](#) and the [RAFT](#) writing activity are suggested to help students consider relationships between concepts. To facilitate the student generation of meaning, Alexander-Shea (2011) suggests using a concept definition map, the Frayer model, or an anticipation guide that requires students to predict word meanings. A semantic feature analysis, word sort or Venn diagram are methods for comparing and contrasting concepts.

Vocabulary instruction should not be independent of other instruction; vocabulary acquisition strategies should be woven into the curriculum. Remember that in addition to the domain-specific vocabulary, general academic vocabulary will appear in and across academic disciplines. For example, “Florida and the Balkan states are both located on a peninsula; nonetheless, they have many different characteristics; contrast those characteristics.” In this case, “nonetheless,” “characteristics” and “contrast” are general academic vocabulary words. Even if students master the term peninsula (domain-specific), if students do not understand the general academic vocabulary words, then they may have a difficult time with some tasks.

In this article, domain-specific vocabulary refers to the specialized vocabulary related to the content students are expected to learn as specified in the Social Studies Next Generation Sunshine State Standards (NGSSS). For example, based on “SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances,” the terms “Constitution,” “separation of powers” and “checks and balances” are considered domain-specific vocabulary. In regard to the Civics and United States History End-of-Course assessments (EOC) the general academic vocabulary used on each exam will be appropriate for students in grades seven and ten respectively. However, the demands of domain-specific vocabulary may exceed grade-level expectations.

Standards related to the Civics EOCs will require students to understand the Enlightenment, yet according to Steck-Vaughn’s “EDL Core Vocabulary: Student Workbook,” the general academic term “enlighten” is appropriate for tenth grade students. Understanding that domain-specific vocabulary may not fit general grade-level vocabulary expectations is an important consideration when attempting to build on student schema. To identify domain-specific vocabulary included in each course, visit [www.cpalms.org](http://www.cpalms.org) and review the terms used in your course standards and remarks. Additionally, teachers of Civics and United States History EOC courses can review the content focus of their Test Item Specifications. While domain-specific vocabulary is not limited to the aforementioned sources, the Florida Department of Education (FDOE) Social Studies NGSSS courses are standards driven.

More information on each of the aforementioned strategies can be acquired many ways, including an internet search, collaboration with colleagues, reading the original article cited below and contacting Michael DiPierro, social studies education specialist, by email at [Michael.DiPierro@fldoe.org](mailto:Michael.DiPierro@fldoe.org) or phone at 850-245-0826.

## References

Alexander-Shea, A. (2011). Redefining vocabulary: The new learning strategy for social studies. *The Social Studies*, 102(3), 95-103. doi:10.1080/00377996.2010.509371

## Health

### Comprehensive Health Education

Health education addresses 12 required component areas for instruction under [s.1003.42 \(2\)\(n\), Florida Statutes](#). Health observances occur year-round. During October, two component areas are spotlighted: Prevention/Control of Disease with the observance of Breast Cancer Awareness Month and Injury Prevention/Safety with the observance of National Bullying Prevention Month.

1. **Prevention/Control of Disease** focuses on causes, transmission, prevention, early detection and treatment of chronic communicable and non-communicable diseases and disorders. Areas of emphasis may include allergies, asthma, diabetes, cancer, cold and flu, and HIV/AIDS; sexually transmitted diseases/infections; immunizations and vaccines; lifestyles and diseases; eating disorders; community efforts; genetic disorders; neurological diseases; and medical care services.

**Breast Cancer Awareness Month** increases awareness of the disease and encourages individuals to take steps toward early detection and lifestyle changes. For information and resources, please visit the [Centers of Disease Control and Prevention Breast Cancer Awareness webpage](#).

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2. **Injury Prevention/Safety** focuses on attitudes toward safety; causes of accidents; home and school safety; highway safety, including pedestrian, auto, bicycle, recreation vehicle and school bus; natural and weather related disasters; safety practices that reduce risks of unintentional injuries; survival skills; environmental hazards; personal safety precautions, including assault and child abuse and neglect prevention; violence prevention; bullying prevention; internet safety; dating violence; first aid/CPR/AED and emergency health care procedures to follow in case of an injury, health problem, disaster or violence; resources and agencies; safety rules and laws; and intentional injury.

**National Bullying Prevention Month** increases awareness to the impact of bullying and harassment of students and staff on school grounds, at school-sponsored events and through school computer networks. For information and resources, please visit the [FDOE Safe Schools webpage](#).

For more information, please visit the [FDOE Comprehensive Health Education webpage](#).

### **Human Trafficking Awareness**

One in five endangered runaways reported to the National Center for Missing and Exploited Children in 2015 was likely a sex trafficking victim. Of these likely sex trafficking victims, 74 percent were in the care of social services or foster care when they went missing. For more information, please visit <http://www.missingkids.com/home>.

### **2016 Society of Health and Physical Educators (SHAPE) Florida Convention**

The 2016 SHAPE Florida Convention, 'Shaping Our Future,' will be held November 3-5, 2016, at the Embassy Suites Lake Buena Vista South. This annual convention is planned for educators, directors, administrators, supervisors, researchers, leaders in the areas of Health Education and Physical Education, and students majoring in these programs.

Registration is now open! Click <http://www.cvent.com/events/2016-shape-florida-convention-shaping-our-future-/invitation-99ce84067fc64e48a451d0fd9cac162f.aspx> to register for the 2016 SHAPE Florida Convention.

## **Library Media**

### **Library News**

Information resource services for state employees are available through Florida's Division of Library and Information Services with the Department of State. These resources provide access to the Florida Electronic Library and databases on education, science, health and humanities, among others. Several of these databases offer full-text articles, and selections are tailored specifically for state employees. This is a great resource for both content specialists and your own personal research needs. For more information, visit <http://dos.myflorida.com/library-archives/research/services-for-state-employees/>.

## **Fine Arts**

### **Student Opportunities**

#### **Betty Carter's Jazz Ahead**

Applications are now being accepted for Betty Carter's Jazz Ahead international jazz residency until Friday, November 18. The Jazz Ahead program identifies outstanding, emerging jazz artist-composers in their mid-teens to age twenty-five and brings them together under the tutelage of experienced artist-instructors who coach and counsel them to help to polish their performance, composing and arranging skills. The two-week residency program includes daily workshops and rehearsal with established jazz artists, and culminates in three concerts on the Kennedy Center Millennium Stage which will be broadcast live over the internet. More information about the application can be found at <http://education.kennedy-center.org/education/jazzahead/>.

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### **VSA Florida Young Soloist**

VSA Florida is proud to announce the annual statewide program featuring the talent of Florida's young musicians. Prior to the application process for the International Young Soloist Program each year, VSA Florida facilitates an adjudicated statewide program to recognize the talent of young musicians. Finalists selected by a panel of judges are given a chance to perform at a professional venue to be determined each year. These finalists, as well as all other applicants, will represent Florida by having their musical entries sent to Washington, DC to compete in the VSA International Young Soloist Program. More information about the competition can be found at <http://vsafll.org/programs/young-soloist>.

### **Teacher Workshops and Opportunities**

#### **Florida Arts Model Schools**

The Florida Alliance for Arts Education (FAAE) has announced that applications for the 2017 Florida Arts Model Schools (FAMS) will be open October 7, 2016, through January 30, 2017. The FAMS designation recognizes schools that offer exemplary programs in any of the four arts disciplines (dance, music, theatre and visual art). Schools can apply for FAMS recognition in one or more of the content areas. As part of the program, schools awarded designations will mentor schools interested in either implementing new or enhancing existing arts programming. More information about the FAMS application can be found at <http://www.faae.org/florida-arts-model-schools>.

#### **GRAMMY Signature Schools**

GRAMMY Signature School awards are given to high school music programs that are keeping music programs alive and well. Each awarded school receives a GRAMMY Award and cash prize of up to \$10,000. Schools compete in different categories based on excellence or need. Applications are due by October 22, 2016. More information about the grant can be found at <http://www.grammyintheschools.com/programs/grammy-signature-schools>.

### **Upcoming Conferences**

National Association for Music Education (NAfME)  
**2016 National In-Service Conference**  
November 10-13, 2016  
Gaylord Texan Resort & Convention Center, Grapevine, TX  
<http://nationalconference.nafme.org/>

National Art Education Association (NAEA)  
**2017 NAEA National Convention, The Challenge of Change**  
March 2-4, 2017  
Hilton New York and Sheraton New York Hotel & Tower,  
New York, NY  
<https://www.arteducators.org/events/national-convention>

## **English Language Arts (ELA)**

### **ELA - Productive Classroom Talk**

The Language Arts Florida Standards for Speaking and Listening ask students to **"...participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively."** These skills are introduced in Kindergarten and increase in rigor throughout the grade levels.

The ability to articulate one's ideas clearly and coherently and to effectively respond to and build on the ideas of others is one of the key distinctions of a high-quality education.

In spite of this, one of the most commonly observed forms of classroom talk remains IRE (Initiate-Respond-Evaluate) – where the teacher initiates an exchange, the student responds and then the teacher evaluates the response ("Good," "Okay" or "Well, not quite.") before moving on to the next student/next question.

So how can teachers transform classroom talk into something more rigorous and robust that helps students to externalize their thinking, examine and respond to the reasoning of others, and collaboratively build ideas?

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There are a number of approaches to accomplishing this, sometimes called talk moves or accountable talk. These tools must be carefully introduced and practiced to become the norm as teachers ask students to delve deeper, state their ideas clearly, listen actively, disagree respectfully and use evidence to support their claims. Dr. Catherine O'Connor of Boston University outlines some of the strategies:

- Revoicing – “So you’re saying.... Is that right?”
- Repeating – “Clara, can you tell me what Shelly just said?”
- Adding on – “Can you say more about that?”, “Are there any other answers?” or “Sami, can you add on to what Lee just said?”
- Agree/disagree – “What might be another way of looking at that?”, “Did anyone find something different?”
- Example/counterexample – “Can you give an example of that? What would be an example of the opposite?”
- Delving deeper – “Why do you think that?”, “Can you explain how you came to that conclusion?”, “How does the evidence support your claim?”

For an introduction to academically productive talk by Professor O'Connor, view the brief videos at [http://wordgen.serpmedia.org/academic\\_vocabulary-and-apt.html](http://wordgen.serpmedia.org/academic_vocabulary-and-apt.html).

Student academic discourse must also be directly taught. Even with skilled teachers, most students do not come to school versed in the discourse patterns and language of academic discussion. Educators need to model, teach and encourage students to use certain sentence stems to express themselves in a clear and collegial way. The link below offers examples of sentence starters for **clarifying, paraphrasing, agreeing, disagreeing, building on** and **summarizing**. Teachers can modify these keeping the needs and grade levels of their students in mind. For a printable list of 26 Sentence Stems for Higher-Level Conversation, go to <http://www.teachthought.com/critical-thinking/sentence-stems-higher-level-conversation-classroom/>.

For more information, please contact Julia Somers-Arthur at [Julia.Somers-Arthur@fldoe.org](mailto:Julia.Somers-Arthur@fldoe.org).

## **Gifted Education**

The National Association for Gifted Children (NAGC) annual convention is being held at Disney World in Orlando, on November 3-6 this year. In past years, 2,500 dedicated educators, parents, researchers, administrators, policymakers and advocates from around the world have come together to support the needs of high-potential and high-ability children. There are over 300 different learning opportunities to choose from, all being led by top names in the field of gifted education. It is a great opportunity for listening, learning and speaking with others who are passionate about gifted education. Please visit <http://www.nagc.org/> to learn more and register.

## **Technology**

### **Letting Go of the Learning**

The world of education is changing faster than it ever has before, primarily due to advances in technology. Many teachers find this extremely overwhelming and unsettling. During our teacher education programs and professional development sessions, we have internalized one very important lesson: maintain control of the classroom at all times.

A key to maintaining this control was to be a few steps ahead of the students. But what happens when the students know how to use the technology better than you do? And there are so many tools and programs out there. How should teachers maintain control of their classrooms when everything has changed?

The answer is simple: they shouldn't, at least not in the same way as they have in the past. Letting go of the learning is hard, but it is necessary. Letting go means being okay with the unknown. It means giving students the power to be more involved in their own learning.

So how do you let go in this new age of technology? The first step is simply having the willingness to try. From there, find someone who can guide you through this transition. Finally, recognize that many of the skills you have worked so hard to cultivate are still relevant in this new culture of letting go.

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Every one of us has heard the old saying: Rome wasn't built in a day. Start small. Try one new teaching strategy or tool in your classroom that requires the use of technology. When you become comfortable using it, build on that success and try something else. So where do you begin? There are many resources out there, but a good place to start is the website Edutopia at [www.edutopia.org/technology-integration](http://www.edutopia.org/technology-integration).

Stay tuned for more ideas on bringing technology into the classroom in the next edition of the newsletter.

## **Mathematics and Science**

### **Nominations open for 2017 Grades 7-12 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)**

Who can apply?

Teachers may initiate the application process themselves or be nominated at [www.paemst.org](http://www.paemst.org).

Each applicant must:

- Teach mathematics or science (including computer science) as part of his or her contracted teaching responsibilities at the 7-12 grade level in a public (including charter) or private school;
- Hold at least a bachelor's degree from an accredited institution;
- Be a full-time employee of the school or school district as determined by state and district policies, with responsibilities for teaching students no less than 50 percent of the school's allotted instructional time;
- Be a U.S. citizen or permanent resident; and
- Not have received the PAEMST award at the national level in any prior competition or category.

If you need more information on this program, visit [www.paemst.org](http://www.paemst.org) or contact the state coordinator, Heidi Brennan ,at [Heidi.Brennan@fldoe.org](mailto:Heidi.Brennan@fldoe.org).

### **Elementary Science**

The effective teaching of science in grades 3 and 4 is critical to a student's success on the Grade 5 Statewide Science Assessment (SSA). To give more exposure to the important content covered in grades 3 and 4, we will share a resource each month. For October, we would like to share **PBS Learning Media** and **Learning.org**. These are free resources. This month, we highlight the introduction to the rock cycle with a focus on **the three categories of rocks and how they are formed (SC.4.E.6.1)**. To show mastery of this standard, students should be able to identify the three categories of rocks: igneous (made from magma), sedimentary (made from sediment or broken rock) and metamorphic (changed by heat and pressure) rock, and talk about how they are formed. This is grade 4 content that falls under Big Idea 6/ Earth Structures.

You can access the student resource that supports **SC.4.E.6.1** at <http://florida.pbslearningmedia.org/resource/idptv11.sci.ess.earthsys.d4krom/rocks-and-minerals/>.

Another great resource to support this standard can be found at <http://www.learner.org/interactives/rockcycle/index.html>. Here you will find quizzes and interactive games for students.

### **Elementary Mathematics**

MAFS.4.NBT.2.6, MAFS.5.NBT.2.6 and MAFS.6.NS.2.2 standards address the age old process of learning "long division" as we all grew up calling it. However, it is not until grade 6 that the "traditional," "standard" algorithm is taught. In grade 6, students "Fluently divide multi-digit numbers using the standard algorithm." So what does that mean in grades 4 and 5? In grades 4 and 5, students are "finding whole number quotients and remainders with up to four-digit dividends and one-digit divisors (grade 4) and two-digit divisors (grade 5) using strategies based on place value and the properties of operations." Illustrate and explain the calculation by using equations, rectangular arrays and/or area models." Students in grades 4 and 5 are conceptually learning the "standard" algorithm they use in grade 6. Below are resources for grades 4 and 5 to develop this conceptual understanding with students. These are great resources to use whole group as an activating strategy and to help parents understand the how and why of these standards.

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**Division: The importance of place value**

<http://www.floridastudents.org/PreviewResource/StudentResource/126609>

**Division: Intro to remainders**

<http://www.floridastudents.org/PreviewResource/StudentResource/126616>

**Teaching Long Division with Place Value Blocks Representationally**

<http://www.bing.com/videos/search?q=teaching+long+division+using+place+value&qpvt=teaching+long+division+using+place+value&view=detail&mid=107618414035AB033C24107618414035AB033C24&FORM=VRDGAR> (great video for parents as well!)

**Dividing with Base 10 Blocks Representationally**

<http://www.bing.com/videos/search?q=Division+Using+Base+10+Blocks&&view=detail&mid=13C6AE8E1E5EF8E3BE7213C6AE8E1E5EF8E3BE72&rvsmid=F99AFDEC480F01396CE6F99AFDEC480F01396CE6&fsscr=0&FORM=VDFSRV>

**MAFS.5.NBT.2.6**

**Using Base 10 Blocks to Divide**

<http://www.bing.com/videos/search?q=Division+Using+Base+10+Blocks&&view=detail&mid=F99AFDEC480F01396CE6F99AFDEC480F01396CE6&FORM=VRDGAR>

**Partial Quotients using Base 10 Blocks**

<http://www.bing.com/videos/search?q=Division+Using+Base+10+Blocks&&view=detail&mid=30C6EB1994F6175DBE4C30C6EB1994F6175DBE4C&rvsmid=F99AFDEC480F01396CE6F99AFDEC480F01396CE6&fsscr=0&FORM=VDFSRV>

**Dividing with 2 Digit Divisor Using Base 10 Blocks**

<http://www.bing.com/videos/search?q=Division+Using+Base+10+Blocks&&view=detail&mid=44E6FBD45752A414B9C744E6FBD45752A414B9C7&rvsmid=F99AFDEC480F01396CE6F99AFDEC480F01396CE6&fsscr=-1485&FORM=VDFSRV>

**MAFS.6.NS.2.2**

**Sixth grade teachers**, take a look at the grade 5 links above to see where your students are with understanding long division. It will help with the development and mastery of the standard algorithm if you first have them solve the problem using partial quotient. You then put the standard algorithm on the board and allow your students to discuss the similarities between the two. **Let them** develop the algorithm on their own. They will see where the algorithm fits into the conceptual learning they've begun in fourth grade. When they "own" the learning, they remember the algorithm.

**Secondary Mathematics-Algebra I**

For students to be successful in Algebra I, they must have a strong foundational understanding of number sense. This month, MAFS.912.A-APR.2.2 will be highlighted: "Know and apply the Remainder Theorem: For a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$  if and only if  $(x-a)$  is a factor of  $p(x)$ ." To show mastery of this standard, students will understand the relationship between zeros and factors of polynomials as well as the Power of a Fraction Property and the Quotient Property of Exponents.

You can access student resources that support **MAFS.912.A-APR.2.2** at:

<http://www.cpalms.org/Public/PreviewResourceUrl/Preview/64708>

<http://www.cpalms.org/Public/PreviewResourceUrl/Preview/95094>

<http://www.cpalms.org/Public/PreviewResourceUpload/Preview/42386>

<http://www.cpalms.org/Public/PreviewResourceUpload/Preview/42397>

<http://www.cpalms.org/Public/PreviewResourceUpload/Preview/42404>