



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.

Students Attend School from Home with the Help of a Robot

Many students who are chronically ill are not able to attend school for a variety of reasons, from allergies to rare genetic disorders. Districts and schools are finding ways for those students to attend school, experience the interaction with classmates and teachers and work cooperatively on assignments. The School District of Lee County is one of those districts that is making it happen with the help of a robot.

The district purchased VGo, a virtual robot that has a small screen that allows students to move around, speak and participate in class as if they were actually there. The district purchased six VGo robots through a grant and 15 students currently share them. Students are able to ask questions, work on group projects and even make friends. Parents of students who use the device are excited because their children are back in the classroom and feel their children have more confidence and feel more normal.

To watch the robot in action, visit <http://www.winknews.com/2016/11/10/robot-helps-sick-lee-county-students-learn-from-home/> and for additional information, see <http://www.nbc-2.com/story/33372223/robot-allows-chronically-ill-students-to-attend-class-virtually>.

New Tutorials – FloridaStudents.org

The FloridaStudents.org website is a source for Florida Standards student tutorials and resources. This site is designed specifically for students. Inside the site, students can access tutorials designed just for them by Florida educators as well as resources located all over the web to support their learning in language arts, mathematics, science and social studies.

February 2017

Bureau Chief
Dr. Kathy Nobles
LaKeesha Parker
Scott Gann

Healthy Schools Director
Penny Taylor
Michelle Gaines
Nichole Wilder
Ksenia Zipperer
Petricia Sailor

Standards Director
Ann Whitney
Jennifer Infinger
Michael DiPierro

Instructional Materials Director
Cathy Seeds
Ritu Badaya
Alison Harte

Math & Science Director
Katrina Figgitt
Heidi Brennan
Shelly Miedona
April Drennan
Ashley Palelis
Patricia Duncan

School Counseling Consultant
Helen Lancashire

**For more information,
contact:
850-245-0423**



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

New tutorials are being added all the time. Recent tutorials include:

- [Journey of the Solar System](#) (Grade 5)
- [DNA to Genes to Proteins](#) (Grades 9-12)
- [Explain Yourself: Organizing Your Writing](#) (Grade 6)
- [Mastering Language: Beware of the Wordiness Monster](#) (Grade 7)
- [Formal or Informal: You Decide!](#) (Grade 4)
- [Understanding Rule of Law](#) (Grade 7)
- [Constitutional Amendments: Expansion of Democracy](#) (Grade 7)
- [Evaluate the Candidates](#) (Grade 7)
- [Election Time in Tutorial Town](#) (Grade 7)

Click on the links above to access any of the recently added tutorials and visit www.FloridaStudents.org to view lots of other original tutorials and resources.

If you have questions about CPALMS or FloridaStudents.org, or have comments or suggestions, please contact Ashley Palelis at Ashley.Palelis@fldoe.org.

English Language Arts

How can teachers choose the most effective strategies?

As teachers, we all have go-to strategies for the content we teach and activities that we know our students respond to and which we believe help them learn. But how can we know for sure? What if there are better, more effective ways to help students achieve?

An examination of this question is the recent work of Doug Fisher and Nancy Frey, in collaboration with John Hattie who in 2009 published a synthesis of over 800 meta-analyses related to achievement. The authors discuss key concepts from their book, **Visible Learning for Literacy**, in a webinar that can be found at <http://visible-learning.org/2016/03/visible-learning-for-literacy-hattie/>.

The work looked at the effect size of various instructional factors and determined that for a factor to show an effect greater than would normally occur in a year in school, the effect size (d) must be 0.4 or greater. The effectiveness of a given strategy was also dependent on its being applied at the optimal phase of the learning process, phases the authors refer to as “surface,” “deep” and “transfer” learning.

Surface learning occurs as new content is being presented to students and may be thought of as levels 1 and 2 of Webb’s Depth of Knowledge (DOK). Strategies found to be effective at this stage include Leveraging Prior Knowledge (d=0.65), Reading Comprehension Instruction (d=0.60) and Summarizing (d=0.63).

Deep learning requires students to make connections between the new content and other learning or other content areas and to apply their learning. Deep learning would align with DOK level 3. Strategies found to be effective at this stage include Concept Mapping (d=0.60), Class Discussion (d=0.82) and Reciprocal Teaching (d=0.74).

Transfer learning happens when students strategically draw on the new knowledge for real-world applications and may align to DOK 4. Strategies found to be effective at this stage include Reading across Documents to Conceptually Organize (d=0.85), Debates and Socratic Seminars (d=0.82) and Problem-Solving Teaching (d=0.61).

As the authors state at the beginning of their book, “Every student deserves a great teacher, not by chance, but by design.”

Resources:

Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York: Routledge.

Fisher, D.; Frey N.; Hattie, J. (2016). *Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning*. Thousand Oaks, California: Corwin.

Fine Arts

2017 YoungArts Winners

The winners for the 2017 YoungArts national competition have been announced. Congratulations to all of the Merit, Honorable Mention and Finalist students awarded this year! A special congratulations to the Florida students who were recognized as finalists this year:

Dance awards received in Tap, Hip Hop, Modern and Ballet for four total students in Osceola, Manatee, Palm Beach and Duval Counties.

Design awards received for four students in Miami-Dade County.

Photography awards received for three total students in Miami-Dade and Palm Beach Counties.

Theater awards received for two total students in Palm Beach and Duval County.

Visual Arts awards received for eleven total students in Miami-Dade, Pinellas and Palm Beach Counties.

Voice awards received in Popular Voice and Jazz Voice for two total students in Miami-Dade County.

Of the 167 finalists, 60 will be nominated to the Presidential Scholar Commission where as many as 20 will be awarded as Art Scholars. The U.S. Presidential Scholars in the Arts will be announced during National Recognition Week which takes place each June in Washington, D.C. For more information regarding the National YoungArts Foundation, please visit www.youngarts.org.

Arts Resource Documents

New arts resource documents for theatre, dance, music and visual arts are being uploaded to the [FDOE Fine Arts webpage](#). These documents are comprised of information regarding how to access the Next Generation Sunshine State Standards (NGSSS), legislation pertaining to the arts and available online resources (arts databases, museum resources and assorted others). In addition to this document will be a standards progression map (individual for grades K-5 and banded for 6-8 and 9-12) for each content area. Currently, the visual arts resource document and standards progression map are available on the Florida Department of Education (FDOE) Fine Arts webpage. Arts resource documents for music, theatre and dance are coming soon!

2017 National Arts and Humanities Youth Program Awards

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 2017 National Arts and Humanities Youth Program Awards. After-school and out-of-school arts and humanities programs are encouraged to apply. More information and application documents can be found at <http://www.nahyp.org/how-to-apply/>.

Tony Awards – Excellence in Theatre Education Award

The Excellence in Theatre Education Award, sponsored by Carnegie Mellon University, is presented each year by the Tony Awards. This honor recognizes a K-12 theatre educator in the United States, who has demonstrated monumental impact on the lives of students and who embodies the highest standards of the profession. Submissions will be accepted from students (for a current or past teacher) or from other individuals (submit a teacher you know as a candidate for the award). More information and application documents can be found at http://www.tonyawards.com/en_US/nominees/education_award.html#sthash.GGkTo4gA.dpuf.

Upcoming Conferences

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>

Gifted Education

Scholarship Opportunities

The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships to reward Florida high school graduates for high academic achievement. The graduate must enroll at an eligible Florida public or private postsecondary education institution. For more information, visit <http://www.floridastudentfinancialaid.org/ssfad/bf/>.

The Davidson Fellows Scholarship awards \$50,000, \$25,000 and \$10,000 scholarships to extraordinary young people 18 and under who have completed a significant piece of work. Application categories include areas of science, technology, engineering, mathematics, literature, music, philosophy and outside-the-box ideas. To find out how to apply for 2017, visit <http://www.davidsongifted.org/Fellows-Scholarship/How-to-Apply>.

QuestBridge is a platform that connects the nation's brightest students from low-income backgrounds with leading institutions of higher education to further opportunities. QuestBridge hopes to increase the percentage of talented low-income students attending some of the nation's best universities. For more information, visit <https://www.questbridge.org/>.

The Jack Kent Cooke Foundation offers several scholarship opportunities. The foundation is dedicated to advancing the education of exceptionally promising students who have financial need. Their scholarships provide financial assistance to high school, undergraduate and graduate students. Scholars can receive up to \$40,000 a year to cover tuition, living expenses, books and other fees. For more information please visit their site <http://www.jkcf.org/about-us/>.

The Jackie Robinson Foundation has advanced higher education by providing generous, multi-year scholarship awards to highly motivated scholars who represent leadership, skills and courage. The scholarship is awarded to outstanding high school graduates as well as post-graduates who are pursuing opportunities to work and study abroad. Please visit their site to read more about their programs at <https://www.jackierobinson.org/impact/programs/>.

The Mensa Foundation's College Scholarship Program award is based totally on essays written by applicants. Consideration is not given to grades, academic program or financial need. U.S. applicants need not be Mensa members to be considered. To learn how to apply, visit <http://www.mensafoundation.org/what-we-do/scholarships/>.

The National Merit Scholarship Program is an academic competition that high school students enter by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and by meeting published program entry and participation requirements. There are three types of awards: National Merit Scholarship, Corporate-sponsored Merit Scholarship and College-sponsored Merit Scholarship awards. Please visit <http://www.nationalmerit.org/s/1758/interior.aspx?sid=1758&gid=2&pgid=424> for more information.

Healthy Schools

Comprehensive Health Education

Health education addresses twelve required component areas for instruction under [Section 1003.42 \(2\)\(n\), Florida Statutes](#). Numerous health observances occur year-round, and the Teen Dating Violence (TDV) component area is spotlighted during February.

TDV focuses on the pattern of behavior that includes physical, emotional, verbal or sexual abuse used by one person in an intimate relationship to exert power and control over another. TDV is generally defined as occurring among individuals between the ages of 13-19 years old.

- Teen Dating Violence Awareness Month — More than one in 10 teens who have been on a date have also been physically abused by a boyfriend or girlfriend in the last year. Teen Dating Violence Awareness Month is a national effort to raise awareness and protect teens from violence. For information and resources, please visit www.cdc.gov/features/datingviolence/index.html.

For more information, please visit the [FDOE Comprehensive Health Education webpage](#) or contact Michelle L. Gaines by email Michelle.Gaines@fldoe.org or by phone at 850-245-0978.

Florida Healthy School District Recognition

The Florida Coordinated School Health Partnership (CSHP), in cooperation with Florida Association of District School Superintendents, Florida Action for Healthy Kids and Florida Healthy Kids Corporation, announced, that the application period for Florida's Healthy School District (FHSD) Award is now open. Online applications are due April 14, 2017, at the close of business.

Currently, 43 districts are designated as bronze, silver and gold Florida Healthy School Districts. Fhsds have made a high-level commitment to meeting the health needs of students and staff to remove barriers to learning and maximize district resources.

The recognition award is a two-year designation. The 27 districts designated for the 2016-2018 period do not need to reapply. These include Baker, Bay, Bradford, Brevard, Broward, Citrus, Duval, Escambia, Franklin, Indian River, Lake, Leon, Madison, Manatee, Martin, Monroe, Nassau, Okeechobee, Palm Beach, Pasco, Polk, Santa Rosa, Seminole, Sumter, St. Lucie, Union and Volusia.

In order to maintain the Florida Healthy School District designation, the following 16 districts will need to reapply: Alachua, Clay, Collier, DeSoto, Flagler, Gadsden, Hamilton, Hernando, Lee, Okaloosa, Orange, Osceola, Pinellas, Putnam, Sarasota and St. Johns.

All other districts are encouraged to apply. Districts must complete the FHSD Self-Assessment Tool in order to be eligible for recognition. The assessment focuses on district infrastructure, policy, programs and practices identified from national and state guidelines, best practices and Florida Statutes.

The assessment and instructions are available at <http://safehealthyschoolsfl.org/Home.aspx>. Index and profiles of the Florida Healthy School Districts are available at <http://www.healthydistrict.com/>.

Florida's Sexual Health Education Community Outreach Tool Kit

Florida's School-based HIV/STD and Teen Pregnancy Prevention Project announces the newly revised Florida's Sexual Health Education Community Outreach Tool Kit. Dr. Elissa Barr, Professor of Public Health at the University of North Florida, a national expert in the area of sexual health education, served as primary editor for the updated version.

The tool kit is an excellent resource for educating community leaders and stakeholders about the sexual health needs of Florida's youth, how sexual health education is being provided and building community coalitions to address sexual health education needs in school districts.

In addition, the tool kit contains current youth risk behavior data, charts highlighting the impact of sexual risk behaviors and instructions for accessing additional data from the Florida Department of Health's CHARTS system.

These resources could be beneficial to educators in developing lesson plans for use in middle and high schools. For further information and to access the document, go to <http://www.fldoe.org/schools/safe-healthy-schools/healthy-schools/sexual-edu/community-outreach-tool-kit.stml>.

For information and assistance regarding sexual health education, contact Ksenia Zipperer, HIV/STD and teen pregnancy prevention coordinator, at Ksenia.Zipperer@fldoe.org.

Florida Tobacco Prevention Training for Educators

This distance learning course is a no-cost, professional development opportunity for all certified Florida teachers, administrators and school counselors. Registration is open from August 11, 2016, until May 5, 2017. Participants have 24-hour access, seven days a week, and may take up to the June 6, 2017, deadline to complete the course. This year once again, there are two course options: a 30-hour or a 60-hour course. Districts may award participants who complete one of the courses 30 or 60 in-service points toward teacher recertification. Registration can be accessed at <http://www.tobaccopreventiontraining.org/>.

For more information, please contact Petricia Sailor at Petricia.Sailor@fldoe.org or by phone at 850-245-9322.

Green Schools

The Florida Green School Network recognizes seven school districts and six schools for exemplary green school practices. In its eighth year, the annual statewide Green School and District Recognition Program, sponsored by the Florida Green School Network (FGSN), recognized the efforts of Florida's K-12 schools and school districts that worked to strengthen their efficiency, wellness and academic achievement.

The 2015-2016 environmental reduction impacts generated by the collective efforts from all the participants are remarkable: nearly 44 million kWh of electricity, over 48 million gallons of water and more than 50 million pounds of recycled materials were saved. More than 45,000 people were directly reached by the green school initiatives, and nearly \$9 million in gross cost savings were generated. Since its beginning in 2008, the Florida Green School Program has reported over \$113 million in gross costs savings generated from the participants' green efforts.

Below is the list of awardees that will be honored for their 2015-2016 achievements:

School Districts' Ranking Levels:

Palm Beach— **Gold**

Broward — **Silver**

Duval -- **Silver**

Pasco — **Bronze**

Hernando — **Bronze**

Nassau — **Bronze**

Lake — **Bronze**

K-12 Top Schools:

Driftwood Middle School, Hollywood, Broward

Northboro Elementary School, West Palm Beach, Palm Beach

Bright Futures Academy Charter School, Palm Beach Gardens, Palm Beach

Air Base K-8 Center, Homestead, Dade

Castle Creek Elementary School, Orlando, Orange

Sandalwood High School, Jacksonville, Duval

For more information on this program, please visit the FGSN's website at <http://www.FloridaGreenSchoolNetwork.org/>.

Gridiron Cooking Challenge

The Dairy Council of Florida is now accepting recipes for its fourth annual Gridiron Cooking Challenge, a fun-filled cooking competition for elementary and middle school students throughout Florida. Students in groups of four are encouraged to create and submit a healthy, original recipe that prominently features dairy products (milk, cheese and/or yogurt). The deadline for submissions is March 3, 2017. The top four student teams in each Florida NFL market – represented by the Miami Dolphins, Tampa Bay Buccaneers and Jacksonville Jaguars – will compete for the grand prize at the Gridiron Cooking Challenge as they cook their recipe on-site in less than 60 minutes. The students' creations will be judged by a select group of distinguished professionals including NFL players, Florida Dairy Farmers, Fuel Up to Play 60 student ambassadors and health professionals. The winning team in each NFL market will receive a prize package for their school valued at up to \$2,500. Each student on the team will receive an iPad mini among other prizes.

Recipe entry forms can be found on the Florida Dairy Farmers website and can be submitted via mail or email. For entry forms and contest rules, please visit

<http://www.floridamilk.com/fueluptoplay60/activities-campaigns/gridiron-cooking-challenge.stml>.

School Districts and Schools as Supportive Avenues to Link Families to Health and Dental Coverage

Florida KidCare is a low-cost, high-quality, child-centered health and dental insurance program that covers children from birth through age 18 with the services they need at each primary developmental stage. Most families pay nothing at all for coverage and many pay just \$15 or \$20 a month in premiums. Florida KidCare makes comprehensive health care coverage a reality for Florida families.

However, in order for a family to enroll a child and begin receiving the benefits of Florida KidCare, they have to know the program exists! Lack of awareness, rather than cost, has proven to be a significant barrier to coverage for more than 60 percent of Florida's uninsured children.

In an effort to increase awareness and to widely publicize this beneficial program to families who still may not know about Florida KidCare, The Children's Movement of Florida, Kids Well Florida and Florida Healthy Kids have collaborated on the production of a short informational video. For more information, go to <http://www.floridakidcare.org/>.

WATCH, LEARN & SHARE! <https://www.youtube.com/watch?v=NNyEf64BN0k&feature=youtu.be>.

Library Media

Sunshine State Young Readers Award

The Sunshine State Young Readers Award (SSYRA) is a reading program for students in grades 3-8, and promotes reading for pleasure and is administered through the Florida Association for Media in Education (FAME). SSYRA student voting is open to ALL Florida schools. School librarians are encouraged to register their school, take part in the program and submit votes for their students. SSYRA resources are available on the FAME website to anyone who wants them. These resources include annotated lists of the SSYRA books, book club discussion topics, companion titles, additional resources, charm suggestions for students to track their reading, voting cards, bookmarks, and other promotional materials.

Student voting begins March 1 and runs through April 14. More information on SSYRA and SSYRA voting is posted on the FAME website, <http://www.floridamediaed.org/>.

Mathematics & Science

Elementary Science

Teaching 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. This month, we are highlighting **food chains** ([SC.4.L.17.3](#)). To show mastery of this standard, students should be able to trace the flow of energy from the sun as it is transferred along the food chain through the producers to the consumers. This is grade 4 content that falls under Big Idea 17/ Interdependence.

Bring this science concept into your literacy block using this text resource: [Another Link in the Food Chain](#). Give students a chance to solve a real-world problem using these concepts by implementing this hands-on activity: [Dramatic Food Chains](#).

Secondary Science

Teaching science in grades 6 and 7 is crucial for a student's success on the Grade 8 SSA. Assessment addition, many middle grades standards support the high school biology student and their success on the Biology End-of-Course. This month we are highlighting the transfer of energy in ecosystems. In grade 7 students will learn the roles of and relationships among producers, consumers and decomposers in the process of energy transfer in a food web ([SC.7.L.17.1](#)). The biology student will build upon this information through mastery of a more complex standard. To show mastery of this standard, students will use a food web to identify and distinguish producers, consumers and decomposers. Furthermore, students will explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels ([SC.912.L.17.9](#)). Many quality resources are available to support secondary science instruction at [CPALMS.org](#). Selected resources are highlighted below.

Middle Grades Resources

- [“Wanted: Dead or Delicious”- The Food Chain of the Lionfish](#) - Using this lesson plan, Grade 7 students will learn how a food chain works as they explore the real-world issue of the invasive lionfish in the Gulf of Mexico.
- Using the [Antarctic Food Web Challenge](#) tutorial, students will help Brian solve the mystery of the declining krill population by exploring energy transfer in his ecosystem.

Biology Resources

- [What happens to available energy as it moves through an ecosystem?](#) Using this hands-on activity, biology students will explore the transfer of energy through trophic levels.
- [In the Valley of Wolves: Reintroduction of the Wolves](#) - This text resource explains the reintroduction of wolves in an ecosystem and the affect on other species.

Elementary Mathematics

This month's focus is on using formative assessments. Below is a link to a series of Professional Development Paths for Elementary Teachers of Mathematics. In this series of four modules, elementary mathematics teachers will be introduced to formative assessment, gain a deeper understanding of a few key standards in the operations and algebra domain in the state standards for mathematics, and learn how to access, use and provide feedback on Florida's K-5 Mathematics Formative Assessment System (MFAS) through CPALMS.

[MFAS Professional Development for Elementary Teachers](#)

The links below are grade 5 MFAS tasks for [MAFS.5.NF.2.7](#): Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Each task involves real world problems which addresses the rigor of this standard as seen in parts a, b and c of this standard.

[Bags of Fudge](#)

[Fractions Divided by Whole Numbers](#)

[Relay Race](#)

[Whole Numbers Divided by Fractions](#)

Secondary Mathematics - Algebra 1 and Geometry

This month's focus is on using formative assessments. Below is a link to a series of two professional development modules for those who are not familiar with or need a refresher on MFAS. Secondary mathematics teachers will be introduced to formative assessments and learn how to access and effectively use MFAS on CPALMS.

[MFAS for Secondary Educators](#)

The link below is a Geometry MFAS task for [MAFS.912.G-SRT.3.8](#): Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. The task asks students to find the angle of elevation in a real world situation by a right triangle.

Washington Monument

The links below are Algebra 1 MFAS tasks for [MAFS.912.A-REI.3.5](#): Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. The provided rubrics gives teachers instructional implications to support mastery of the standard.

[Solution Sets of Systems](#)

[Solving Systems](#)

Social Studies

Social Studies News

This article focuses on the three principles of Universal Design for Learning (UDL). Explanations of each UDL principle and related UDL information presented in this article can be found in the UDL Guidelines – Version 2.0 document located on the National Center on Universal Design for Learning website <http://www.udlcenter.org/aboutudl/udlguidelines/downloads>. The Higher Education Opportunity Act of 2008 defines the term UDL as “a scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient” (UDL Guidelines – Version 2.0, p.6).

The UDL framework assists educators in designing and providing instruction that meets the needs of all learners. The three UDL principles are Principle I: Provide Multiple Means of Representation (the “what” of learning), Principle II: Provide Multiple Means of Action and Expression (the “how” of learning), and Principle III: Provide Multiple Means of Engagement (the “why” of learning). To provide greater specificity, each principle is broken down into guidelines, each with supporting checkpoints. A graphic representation of the principles, guidelines and checkpoints can be accessed at http://www.udlcenter.org/aboutudl/udlguidelines/udlguidelines_graphicorganizer.

A social studies example of Principle I, Guideline 3, Checkpoint 1 (3.1 Activate or supply background knowledge) includes making information more accessible to learners by presenting it in a way that primes, activates or provides any prerequisite knowledge. Advanced organizers provide a structure for student thinking in order to link previously learned information to the new information, as does providing relevant analogies. For example, to help students bridge WWI and WWII concepts, teachers may consider a cause, course and consequence advanced organizer that includes learned information from WWI and space to record WWII details in order to prime students for what they will learn about WWII. Examples of related analogies include “The Zimmerman telegram is to WWI as ____ is to WWII, because” and “Trench warfare is to the Western Front during WWI as ____ is to ____ during WWII, because.”

A social studies example of Principle II, Guideline 6, Checkpoint 2 (6.2 Support planning and strategy development) includes strategies to help students become more thoughtful and strategic in their learning to foster metacognition. Teachers may consider providing cognitive “speed bumps,” such as adding the words “stop and think” with related questions to text segments. Some “stop and think” questions related to the reading of the United States Declaration of Independence might include “What enlightenment concepts are evident in the above paragraph?” or “What political, social and intellectual ideas are evident in the above paragraph?”

The aforementioned UDL social studies examples and additional examples can be found in the **Social Studies for All, Principles of Universal Design** webinar. To view the webinar recording and its related resources, visit <http://www.fldoe.org/academics/standards/subject-areas/social-studies/instruct-resources.stml>. For more information or to share your ideas, contact Michael DiPierro, social studies education specialist, at Michael.DiPierro@fldoe.org or 850-245-9773.

The WebQuest Model in Social Studies

The WebQuest Model, or WebQuest, is an instructional strategy that can be implemented to support the teaching and learning of the Social Studies Next Generation Sunshine State Standards (NGSSS). The development of the WebQuest was spearheaded by Dr. Bernie Dodge at San Diego State University in 1995. In the seminal article, "Some Thoughts About WebQuests," Dr. Dodge defines a WebQuest as "an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet, optionally supplemented with videoconferencing." Critical attributes of a WebQuest are the introduction, task, process, evaluation and conclusion.

This article demonstrates how to use a WebQuest as part of standards-based teaching and learning. A sample WebQuest based on the following NGSSS will be used to illustrate how to implement a WebQuest in the social studies classroom: "SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement." The standards-based learning target used in this article is "Students will interpret the social, cultural, political, and economic significance of events or actions related to the Civil Rights Movement." Note that this learning target focuses instruction on a "slice" of the whole standard. Teachers must plan to instruct students in all of the content required by a standard and standards included in their assigned course. Course descriptions and standards are located on www.cpalms.org. Additionally, this learning target is derived from the SS.912.A.7.6 Benchmark Clarifications included on page 51 of the United States History End-of-Course Assessment Test Item Specifications Book. Test Item Specifications can be accessed <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/test-item-specifications.stml>.

The WebQuest introduction establishes the context for learning; usually the WebQuest is based on an achievable, interesting and authentic task. Establishing the purpose for learning in the introduction is an opportunity to apply what you know about your student's interests to design instruction. The introduction to our model standards-based WebQuest reads, "You are about to be transported back through time! You will become a fictitious historical character who lived, witnessed and wrote a journal about the American Civil Rights Movement between the years of 1954-1978. This project requires you to research, read, write and create." The WebQuest task provides students an overview of what is required of them during their online learning experience. In a standards-based WebQuest, the task will facilitate student learning of the standards-based learning target. The model WebQuest will require students to research and cite evidence in order to write social, cultural, political and economic themed journal entries from a historical perspective. These themes were selected because they are included in the learning target.

The WebQuest process provides students with a detailed explanation of how they will participate in their learning. In addition to the instructions and teacher reviewed resources, the process section may include scaffolding such as graphic organizers, a bank of academic vocabulary, tips for success and differentiated activities. The process section of the sample WebQuest requires students create a fictitious "person" to author their journal and includes a graphic organizer with space for academic vocabulary, a place to cite sources, and a reminder to write from their selected historical perspective.

The WebQuest evaluation includes the success criteria used to assess student learning of the standards-based learning target. All critical attributes of the sample WebQuest used in this article can be found at <http://simulateddiarywebquest.weebly.com/>. To view the success criteria for the sample WebQuest, click on the evaluation tab on the left side of the webpage. The rubric aligns to the learning target, task and process, and includes criteria to assess the content of each journal entry, citation of sources and use of academic vocabulary.

The WebQuest conclusion may provide students content or procedural reminders such as "make sure you remember three pro Civil Rights groups" or "be sure to review the rubric before submitting your assignment." This is also an opportunity to extend student learning by providing additional resources for those students who want to learn more about the content.

The sample WebQuest used in this article was based on the Simulated Diary WebQuest design pattern. Additional design patterns can be found at <http://webquest.org/sdsu/designpatterns/all.htm>. For complete and current WebQuest information visit, <http://webquest.org/>.

A webinar on the WebQuest Model took place on January 25, 2017. To view the webinar and its related resources, visit <http://www.fldoe.org/academics/standards/subject-areas/social-studies/instruct-resources.stml>. For more information or to share your ideas, contact Michael DiPierro, social studies education specialist, at Michael.DiPierro@fldoe.org or 850-245-9773.

Technology

Technology: What Parents Need to Know

It's halfway through the school year, and some parents are still having difficulty using the technology required to participate in their students' education. This can be a frustrating situation, especially if you have sent out notices about logging in, downloading files and other information multiple times. So what can you do to overcome this challenge? Below are just a few ideas to try to get parents the help and information they need.

- If you haven't done so yet, have students post a completed assignment or project on your class webpage, portal or Learning Management System (LMS). This project should be something the students are very proud of and want to show their parents. Give the students a handout to take home with directions for accessing their work. Be sure to include relevant login information. Hopefully, the students will be persistent in asking their parents to see their creations. The parents will be required to use the needed technology tools to see the masterpieces that their children created!
- During an event such as an open house or student/teacher conference, dedicate part of the time to review procedures for using technology systems such as your school's LMS or your class web portal. Walk the parent through the steps as they use the technology. Written directions are not always enough. Many people need to actually use the technology to learn how to use it. Also, don't overwhelm parents by showing them too much at once.
- It's an unfortunate reality that some parents have limited or no access to technology including the internet. In this case, you may need to work with your school administration to find some solutions. One idea is to have a few computers in the front office available for parents to use. Another possibility would be for the school to purchase a few devices and hot spots that parents could check out.

If you have questions about using technology in the classroom, or you have comments or suggestions, please contact April Drennan at April.Drennan@fldoe.org or 850-245-5153.

FloridaShines First Virtual College Night – A Successful Statewide Event!

FloridaShines, Florida's student hub of innovative educational services, hosted its first Virtual College Night on November 16-17. Representatives from the Florida College System, State University System, Florida Department of Education and others presented live during the two-day event. This event featured two days, six sessions and over 15 higher education experts in post-secondary opportunities in Florida. A total of 230 schools, districts, counties, institutions and state organizations were represented, and over a thousand Florida parents, students and counselors registered for the event. The Virtual College Night hosted presentations on preparing for college, including where to go, what degree to earn and how to pay for it without breaking the bank. Recordings of the presentations along with materials shared will be posted on the [FloridaShines website](#).

Stay tuned for information on the next Virtual College Night, coming spring 2017.

Digital Citizenship and Internet Safety for Parents

It is crucial that parents know how to teach their children to use the internet safely and effectively. So what can you do as a teacher or administrator to assist them? You can start by providing them with some resources they can use to build their knowledge. Here are just a few tools focused on digital citizenship and internet safety that you may consider as suggestions. Remember to always review tools and other applications before recommending them to others, especially parents.

- Common Sense Media
<http://www.commonsensemedia.org>
The tools found on this site can help parents address some of their concerns about how their children are using technology in and out of school. Topics include managing screen time and cyberbullying.
- iKEEPSAFE
<http://www.ikeepsafe.org>
This site sponsored by the Internet Keep Safe Coalition (iKeepSafe) seeks to empower parents, educators and policymakers with tools to promote healthy safe internet usage for children.

To learn more about digital citizenship and internet safety, visit the FDOE Bureau of Standards and Instructional Support Instructional Technology page at <http://www.fldoe.org/academics/standards/subject-areas/instructional-technology>.

If you have questions about using technology in the classroom, or you have comments or suggestions, please contact April Drennan at April.Drennan@fldoe.org or 850-245-5153.