



PERSPECTIVES

Our newsletter is designed to highlight the humanities with current news and information and to celebrate the accomplishments of students and educators in the State of Florida. We invite you to submit entries for this publication by e-mail to ann.whitney@fldoe.org or by mail to the Bureau of Curriculum and Instruction/Attention: Ann Whitney/325 West Gaines Street, Suite 432/Tallahassee, FL 32399.

Office of Humanities Welcomes New Director!

The Bureau of Curriculum Development is pleased to announce the appointment of Ann Whitney as Director of the Office of Humanities. Ann has eighteen years of experience teaching all of the Social Studies in upstate New York, on Long Island, and in Tallahassee. In her leisure time, she enjoys spending time traveling with her husband, reading, and following college sports. Ann is thrilled to be part of all the exciting new things going on in education for Florida's students!

Contact Ann at ann.whitney@fldoe.org or by phone at 850.245.9965

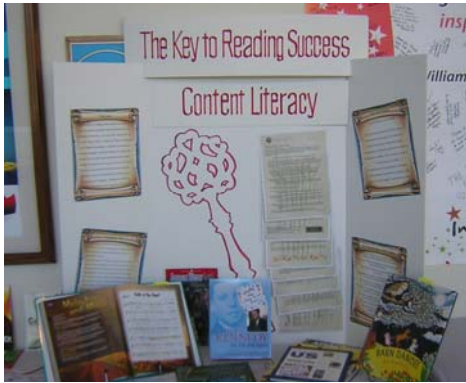


Exciting Cross—Curricular Opportunity! Curriculum Prompts based on The Kinsey Collection

A new and exciting curriculum project has been developed based on [The Kinsey Collection: Shared Treasures of Bernard and Shirley Kinsey - "Where Art and History Intersect."](#) Rich with links to primary- and secondary-source documents, [The Kinsey Curriculum Project](#) is an eighteen-image virtual excerpt of the full Kinsey Collection and the newest FDOE addition to [Florida iTunes U](#) for Florida's K-12 educators and students in language arts, social studies, visual art, theatre, and music.

This material may be used to support, in part, mandated instruction required by Section [1003.42, F.S., Required instruction](#). The activities, integrated across content areas and designed to be infused into the curriculum, may be used to support study in such areas as the contributions of women; Florida history; patriotism; character development; issues of prejudice, racism, and stereotyping; tolerance of diversity in a pluralistic society; and the history of African Americans.





The Key to Reading Success: Content Literacy

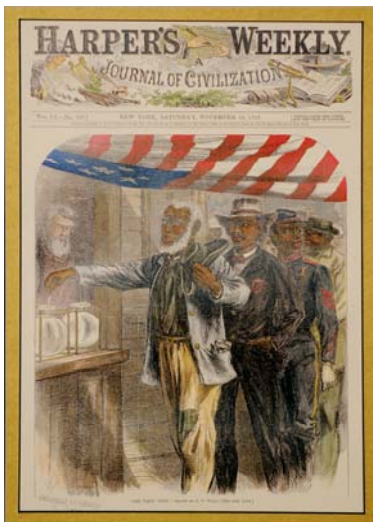
In Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement, the *Alliance for Excellent Education* writes: "The stronger their literacy skills, the more likely adults are to hold a full-time job, vote in national elections, participate in community organizations, volunteer in their neighborhoods, and spend time helping their children with their homework." In a collaboration among the content-area specialists in the Bureau of Curriculum and

Instruction and the Just Read, Florida! Office, a series of regional institutes will be held this summer that will include a track solely for high school content-area teachers and reading coaches.

As reading content focuses increasingly on informational text, and as reading assignments become longer, more content-filled, and "increasingly *varied* in their style, vocabulary, text structure, purpose, and intended audience" (Literacy Instruction, p.7), it is critical that we work together across all content areas to strengthen our students' literacy skills. The Content Area Literacy Guide (August 2007), developed by the *Council of Chief State School Officers (CCSSO)*, defines "adolescent literacy" as "the ability of middle and high school students to competently read, write, think about, discuss, and present text-based information and ideas using a wide variety of print formats, including electronics and multimedia" (p. 2). Stay tuned for how your high school can benefit from the training and materials that will be developed as part of this exciting, important initiative!

Kinsey Collection, continued...

Believing that all Americans need to learn about and communicate across perceived lines—gender, race, socio-economics, and more—Bernard and Shirley Kinsey assembled significant artifacts and works of art, and have shared significant portions of their collection, first through the [Norton Museum of Art](#) in West Palm Beach, and now through [The Mary Brogan Museum of Art and Science](#) in Tallahassee. The Kinsey Collection will be on exhibition at the Brogan Museum through mid-March 2010, after which it will be moved to [The Smithsonian Institute](#) in Washington, D.C.



News Briefs in Arts Education



Problem-Solving/Response to Intervention for the Arts

The following was proposed, approved, and is now in development:

State Level

- Given the state level infrastructure that includes a state management group, state transformation team, and advisory group and the purpose/make-up of each group, it is our recommendation that a representative of Arts Education from the field, such as Jeanne Reynolds of Pinellas County, be added to the proposed advisory group.

District Level

- We recommend that state correspondence (memoranda, technical assistance, etc.):
 - * continue to emphasize that districts should create inclusive teams that reflect all contributing stakeholders, and
 - * overtly use Art Educators as an example of a group of professionals who generally have a multi-year perspective of a student's progress and unique information on his or her strengths and weaknesses.

School Level

- We recommend that professional development targeted toward school-based problem-solving teams emphasize the potential contributions made by Arts Educators (as well as a myriad of other professionals who may contribute valuable information and/or skills, depending on the nature of the situation) within the systematic problem-solving process as part of the school-wide RtI framework. One way to do this is to design case studies to be used in trainings that include Art Educators and illustrate their potential role in the problem-solving process.

Jeanne Reynolds, Performing Arts Supervisor of Pinellas County, has been appointed to the Statewide Advisory Group as a means of facilitating development of this work. Dr. Sandra (Sandy) Dilger, of the FDOE GEAR UP Office, is now in charge of PS/RtI. She has indicated that there is a 5-year implementation plan with many spin-off products, trainings, events, and more.

Arts educators are encouraged to seek school- and district-level membership on RtI teams as a means of becoming part of the solution for children. We often see different, even opposite behaviors in children and come to know them over time. Learning in the arts relies heavily on hands-on, participatory work in which students are highly engaged and may offer insight as to how specific students learn most successfully.

Next Generation Sunshine State Standards

Plans to develop the Next Generation Sunshine State Standards are being developed. As soon as we have a completed plan and specific dates in place, we will make that information available.



ESEA Reauthorization and Arts Education

The State Education Agency Directors of Arts Education (SEADAE) was invited to address representatives of the USDOE regarding reauthorization of the Elementary and Secondary Education Act (formerly referred to as NCLB) at a meeting specifically for Arts Education. Those remarks are available for perusal at www.seadae.org.

FRSS in Arts Education, 2009-2010

The Fast Response Survey System on Arts Education in Public Elementary and Secondary Schools is being administered now. This is an important survey with a track record of having an extraordinarily high return rate. It will target 8,000 schools across the nation in hopes of having "state samples" and survey an expected total of 1,500 music teachers and 1,000 art teachers, in addition to principals and elementary classroom teachers. Several Florida schools were selected and have been participating in the survey.

The language from Congress mandating this survey is very strong and offers a strong position for arts education advocates. Perusal copies of the surveys are available from Linda Lovins; further information about the surveys and process is also available.

News Briefs in Language Arts Education

Standards Update

Since July the adoption of Florida's 2009 draft of the *Next Generation Sunshine State Standards in Language Arts (NGSSSLA)* has been in a holding pattern, awaiting both Florida's Race to the Top application submission and also the final draft of the national Common Core Standards in K-12 English Language Arts.

Last week the latest information regarding this new document, along with its projected timeline was released. A final draft of the Common Core Standards is expected to be released to the public at the end of January, and a two-week public review period for comments will take place in early February. After collection and review of these comments, the final draft of the national Common Core document will be published in early March.

Once published, Florida will convene a committee of Florida language arts, reading, and media K-16 district and university educators to analyze and compare the 2009 draft of NGSSSLA with the Common Core. It is anticipated that much within both documents will be an excellent match. After this state committee of educators has completed the Florida standards match with the Common Core, state statute requires that Florida present this latest standards document for sixty days of public comment. A final revision based on this public review will be presented to the state Board for adoption in July 2010.

NCTE Promising Young Writers Program

The National Council of Teachers of English is seeking current eighth grade students to submit their best writing for the Promising Young Writers program. Students must submit two writing samples - one theme-based and one "best" writing or an excerpt from a "best" piece. The deadline to submit nominations is Feb. 10, 2010. Each school's representing teacher should carefully review the entry requirements available at www.ncte.org/awards/student/pyw. For more information or if you have questions, contact Susan Wood with Florida State University (850) 644-1909 swood@fsu.edu.

Poets.org

The Academy of American Poets Web site www.poets.org contains poetry, poetry news, external links, online poetry store, and much more. The *Poets and Poetry* section lists selected "most popular" contemporary and traditional poems and the *Poetry Near You* section contains local state poetry news and poetry. Go to the site's US Poetry Map and click on Florida for a wealth of information specific to Florida poetry, poets, and local publications.



- Poems for February: Black History Month - www.poets.org/blackhistory

This site provides black heritage resources, including information on black poetic movements, and distinguished black poets and poetry. Outstanding books and video and audio clips are also featured.

- For Educators Subsection - <http://poets.org/page.php/prmID/6>

This site is dedicated to lesson plans, lesson ideas, sample teaching units and a plethora ideas and resources including great poems to teach, tips and essays on teaching, and a teacher forum for sharing.

News Briefs in Gifted Education

District Gifted Assessment

Each district has received a draft guide for developing a plan for gifted programs and services as well as a tool for self-assessment of current programs and services for students who are gifted. Districts have the option of self-review and those districts electing to participate will be identified as gold, silver or bronze districts indicating their level of appropriately meeting the needs of students.

Miami-Dade Offering Gifted Professional Development

March 1, 2010, Miami-Dade County Public Schools will host a workshop for teachers of the gifted K-12 titled *Curriculum Frameworks and Units for Gifted*. Teachers of the gifted who attend will have the opportunity to network and plan with teachers implementing gifted programs district wide. Session topics include the following: Shared Inquiry and the Junior Great Books, Historical Connections in Mathematics, Developing an EP, Thinking Maps, Curriculum Differentiation, Keeping Creativity in the Classroom, *Hurricane Tracker*, Art History, Aeronautics, and Teaching with the Brain in Mind. Contact Lisette Rodriguez at for further information.

Identifying and Meeting the Needs of Gifted Learners

A PowerPoint on this topic is now available on the WOGI website at www.unfwogi.com/ - *What's New?* This tool could be useful to share with parents, all teachers, and other professional staff to develop awareness of what a gifted student might look like. The WOGI advisory group felt this could be a useful tool for helping address some of the stereotypes of who might be a gifted learner. The presentation is available courtesy of Lisette Rodriguez, Miami-Dade County Public Schools' Division of Advanced Academic Programs.

Curriculum Publication

Jodi O'Meara, Manatee County curriculum specialist, has a book, *Beyond Differentiated Instruction*, available through Corwin Press which provides the framework, sequential steps, and practical strategies for implementing a comprehensive and systematic differentiated instructional program. Using case studies and extensive research and covering a wide range of topics, the book examines how each issue relates to differentiation, including standards, teacher reflection, the relationship between response to intervention, and the necessary pre-planning, planning, implementation, and monitoring stages—all while providing practical templates and start-up tools for busy teachers and school administrators.

Professional Development Opportunities

Working on Gifted Issues (WOGI) is offering two opportunities for educators who work with students who are gifted. June 10 and 11 the organization will host the annual Institute for district personnel, with Mary Landrum Slade as keynote speaker discussing standards and curriculum development. The **Workshop for Teachers New to Gifted** will be held Saturday, June 12 at Pacetti Bay Middle School in St. Augustine. There is no charge for the event, although pre-registration is requested. See the WOGI website for details. (www.unfwogi.com).



The National Association for Gifted Children (NAGC) 57th Annual Convention will be held November 11-14, in Atlanta, Georgia.

For more information go to the website at www.nagc.org.

The only national look at gifted education policies and practices in the states is also now available: *The State of the States in Gifted Education 2008-09*. View the [Summary of Findings](#) as well as NAGC's [executive summary](#). Also at the same site, download the new [Guidelines for Developing an Academic Acceleration Policy](#), a joint publication from NAGC, the Belin Blank Center at the University of Iowa (who developed the Templeton Report, *A Nation Deceived*), and the Council of State Directors of Programs for the Gifted.

News Briefs in Social Studies Education

Course Descriptions Readied for State Board Approval

Selected social studies course descriptions are being submitted to the State Board of Education for approval in March. These courses are based on the Next Generation Sunshine State Standards for social studies (NGSSSS) K-8 progression and the high school courses required for graduation. All courses are embedded with a strong geographic component. The courses being submitted are:

| | | | | | |
|---------|-------------------------------------|---------|-------------------------------------|---------|----------------------------|
| 5021020 | Social Studies - Grade Kindergarten | 2109010 | M/J World History | 2109310 | World History |
| 5021030 | Social Studies - Grade One | 2109020 | M/J World History, Advanced | 2109320 | World History Honors |
| 5021040 | Social Studies - Grade Two | 2106010 | M/J Civics | 2100310 | American History |
| 5021050 | Social Studies - Grade Three | 2106020 | M/J Civics, Advanced | 2100320 | American History Honors |
| 5021060 | Social Studies - Grade Four | 2100010 | M/J United States History | 2102310 | Economics |
| 5021070 | Social Studies - Grade Five | 2100020 | M/J United States History, Advanced | 2102320 | Economics Honors |
| | | | | 2106310 | American Government |
| | | | | 2106320 | American Government Honors |

Access the new courses at <http://www.floridastandards.org/Courses/CourseDescriptionSearch.aspx>.

Social Studies Interim Assessments & RTTT

The basic assurances required by Race to the Top (RTTT) are:

- Standards & Assessments
- Great Teachers & Leaders
- School Turnaround
- Data Systems

Included in the Standards & Assessments component of Florida's Race to the Top (RTTT) application is the creation of a statewide tiered item bank allowing districts and schools to develop local interim assessments in math, science, and social studies. Access Florida's application here <http://www.fldoe.org/ARRA/Racetothetop.asp>. More news to follow if Florida is awarded the RTTT grant.

End of Course Exam for High School American History

The work continues on the EOC for American history. The tentative schedule is as follows:

- Test specifications draft - January 2010
- Field Test - May 2012
- Baseline Test - May 2013
- Full implementation - May 2014

For more information contact Dr. Randy Felton, American History Coordinator, Florida Department of Education Test Development Center at feltonr@leonschools.net.



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