



# 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 [patty.ceci@fldoe.org](mailto:patty.ceci@fldoe.org) or by mail to the Bureau of Curriculum and Instruction/Attention: Patty Ceci/325 West Gaines Street, Suite 432/Tallahassee, FL 32399.

## As Summer draws to a close... before Indian Summer ends -

- Create! Re-create! Rediscover the artist within and share that artist with your students
- Sing - Paint - Click and Frame - Dance - Learn a monologue - Sketch a costume - Read a play - Make a necklace - Use a potter's wheel - Choreograph a song - Sew - Create something just for you, even "time," perhaps to do that project you've been wanting to do, but for which you have no time.
- Exchange *and for but*  
    "I want to..., *but* ... they won't so it's not going to happen"... becomes  
    "I want to...*and* they won't..., so I need to make it happen."
- Start building an age-appropriate hard-copy and electronic reading library for your discipline - encourage other adults and students to contribute (per [Readicide](#), by Kelly Gallagher):  
    Reviews, books of poetry (for song lyrics or other inspiration), art books, research-based, picture books, newspapers, books-without-words for inspiration, novels about the arts and artists, links to arts sections of the newspaper, and more!

## One last summer read or movie to catch before the school year begins -

- [A Whole New Mind](#)- Daniel Pink  
    An invaluable argument for the importance of strengthening our students' right-centered thinking—at least as important as left-centered thinking—as the basis for success in the world (also available on CD for listening in the car)
- [The Fred Factor](#) - Mark Sanborn  
    A heart-warming and inspirational "easy read"
- [Out of Our Minds](#) - Ken Robinson  
    An outstanding, often witty, argument for school transformation and arts education...made even more interesting if read with Ken's British accent and dry wit!
- [Sparks of Genius: The Thirteen Thinking Tools of the World's Most Creative People](#) - Michele and Robert Root-Bernstein  
    A fascinating, step-by-step description of the commonalities among well-known creatives (e.g., Einstein and Picasso) in the worlds of science, medicine, architecture, the arts, and a great deal more. Makes an excellent book for professional book study, too!
- [Musicophilia](#) - Oliver Sacks  
    An intriguing look at the intricacies of the brain and how it wraps around music; written in short, easy-to-read chapters on individual topics, you'll look at your students' strengths and needs in new ways
- [The Element: How Finding Your Passion Changes Everything](#) - Ken Robinson, Ph.D.  
    "The Element" is defined as that "point at which natural talent meets personal

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## Office of Humanities Welcomes New Social Studies Specialist!



The Office of Humanities is pleased to announce the appointment of Patty Ceci to the position of Social Studies Curriculum Specialist.

Ms. Ceci is an experienced high school social studies teacher, having taught Geography, American History, World History, and American Government at Lincoln High School in Tallahassee. Most recently, she served as an Instructional Materials Specialist with the Florida Department of Education. In addition, she brings valuable experience from the private sector, having worked in technology sales and account management.

Patty and a team of district content specialists have begun work on the social studies courses descriptions. Go to <http://www.floridastandards.org/> to preview the draft course descriptions now available.

Contact Patty at [patty.ceci@fldoe.org](mailto:patty.ceci@fldoe.org) or by phone at 850.245.0903.

### For Follow-Up

- *Gifted Child Today* magazine (Summer 2009, volume 32. no3 ) notes: The U.S. Governmental Accountability Office (GAO) recently conducted a study to examine if students' access to arts education had changed since the No Child Left Behind Act. Results indicated that teachers at schools identified as needing improvement and those with higher percentages of minority students were more likely to report a reduction in time spent on the arts. To access the full report, "Access to Arts Education," visit <http://www.gao.gov/new.items/d09286.pdf>.
- The Music is Revolution Foundation supports grants to help teachers implement, support, and/or improve their ability to provide quality music education for their students. Funds may be used for supplies, materials, equipment, transportation for a field trip, and/or to bring a performer or musical group to the school. Eligible applicants are public school teachers in K-12. Maximum award is \$500. There is no deadline. For more information and an application visit <http://www.musicisrevolution.org>.
- As we begin a new school year, we are updating our contact lists of subject area specialists for each school district. If you have not already done so, please provide current contact information for your district for each of the Humanities areas: Arts, Gifted, Language Arts, Media, and Social Studies. Contact the program specialist for your area to assure you will receive current updates.
- A great resource: Susan Kapuscinski Gaylord provides directions for making several types of books at [www.makingbooks.com](http://www.makingbooks.com). Included is a guide for making accordion books, hot dog books, the index card book, step books, palm leaf book, and a stick and elastic book; as well as ideas for what to write for the books.
- Looking for Hazardous Weather Materials? Information for teachers is available at <http://www.floridadisaster.org/kids/index2.htm> with materials for helping students to be aware of weather conditions and preparations.

What are your goals for this year? This includes personal goals, goals for each student, goals for each class.

"If you don't know where you are going... you will wind up somewhere else..."

Yogi Berra's version of a Lewis Carroll thought



# National Day of Writing - October 20, 2009

sponsored by the National Council of Teachers of English  
<http://www.ncte.org/action/dayonwriting>

Americans are writing like never before—through text messages and IMs, with video cameras and cell phones, and, yes, even with traditional pen and paper. Whether it is done in a notebook or on a blog, writing, in its many forms, has become daily practice for millions of Americans. The National Council of Teachers of English invites you to explore and celebrate the integral role writing has in each of our lives by participating in the National Day on Writing/National Gallery of Writing.

## Who can participate?

Everyone! NCTE invites everyone to play an active role in this celebration of writing. We encourage participants from many sectors—students, teachers, parents, grandparents, service and industrial workers, managers, business owners, legislators, retirees, and many more to submit a piece of writing.

## What types of writing will be accepted?

We welcome composition in all of its forms, from textual to audio and video pieces. The only criteria is that it is a piece that matters to you. Among the entry types you can submit are:

- Letter
- Email or text message
- Journal entry
- Report

## Where will I submit my writing?

NCTE, along with our participation partners, will unveil an online National Gallery of Writing that will feature different types of composition. Writers will be able to submit pieces to the gallery website beginning in Spring 2009. The gallery will be a digital archive accessible to all through a free, searchable website. Writers will include with their piece a brief introduction and the reason they selected and submitted it to the gallery.

The Florida Department of Education is a partner and its local gallery is entitled Florida DOE Celebrates Teacher Writings and is located at <http://galleryofwriting.org/galleries/118670>.

This local gallery celebrates Florida's English language arts teachers' original writing - poetry, prose, multigenre, or even a lesson plan - that shares aspects of teaching, learning, and/or the community of school.

Several other Florida galleries will be online soon, including one for gifted education, social studies education, and arts education. Writing across the content is a vital and vibrant component of each student's education. Submit different pieces to each gallery if you wish!



Summer Reads ...Continued from page 1

passion. " For most of us, it's working with children in the content area of our choice. Ken Robinson draws on the stories of such individuals as Paul McCartney, Meg Ryan, choreographer Gillian Lynne, journalist Arianna Huffington, and many others to describe the conditions that can either help lead individuals to find their "Element" or—perish the thought—stifle the possibility. This is an important read for all educators !

- The Last Lecture - Randy Pausch, with Jeffrey Zaslow  
A true "last lecture," this is a heart-warming, wisdom-filled book about living and the author's bottom-line look at what's important in life. When this Carnegie-Mellon professor and father of three young children was invited to give the lecture he eventually titled, "Really Achieving Your Childhood Dreams," he had been diagnosed with terminal cancer. For more info, you may wish to visit [www.TheLastLecture.com](http://www.TheLastLecture.com).
- Differentiated Instructional Strategies for Reading in the Content Areas, Second Edition and
- Differentiated Instructional Strategies for Writing in the Content Areas  
Both by Carolyn Chapman and Rita King — To increase understanding of content by strengthening every learner's reading skills and helping students master content!
- Never Work Harder Than Your Students and Other Principles of Great Teaching by Robyn Jackson, available through ASCD. A must-read!
- Grammar to Enrich and Enhance Writing (2008) by Constance Weaver  
Weaver's latest book is excellent for both novice and seasoned teachers struggling to embed the teaching of grammar within the various stages of the writing process. This is not your traditional grammar book. Thank goodness! The book, an extension of Weaver's excellent 2007 *The Grammar Plan Book*, is a practicable, informative book full of specific craft lessons for both teachers and grades 3-12 students, including ELL and other minority writers. Weaver states that this book shows how grammar is used to create vivid sentence structures:  
*To generate details—that is, rich content—by using key grammatical constructions to elaborate on general or abstract ideas.*  
*To use transitions and other connectors that relate ideas appropriately: in other words, that make the organization of a piece clear and coherent.*  
*To use voice and style appropriate to purpose, content, and audience.*  
This text highlights how idea and style -form and function- are closely linked in the teaching of writing.
- The Art of Learning by Josh Waitzkin  
In this book, Josh tells his remarkable story of personal achievement and explicates his ideas on the learning process, performance psychology, and dynamics that lead to success for teachers and students alike. Subject of the book and film *Searching for Bobby Fischer*, Waitzkin left the chess world behind after winning eight National Chess Championships, only to become a 13-time National Champion and two-time World Champion in the martial arts. It is unusual to reach the pinnacles of two disciplines so different—one mental, one physical.  
Josh started the JWF after being approached by numerous educators, athletic groups, and psychologists who want to put the philosophy of *The Art of Learning* at the center of their organizations. Their site will offer ideas for curriculum integration, audio and visual media, lesson plans, interactive classroom activities for teachers, as well as the opportunity to connect and share the work they are doing. The JWF believes that by recognizing and nurturing the unique potential of each child, students will be inspired to discover a creative, resilient passion for learning while embracing and overcoming life's inevitable challenges. The JW Foundation donates *The Art of Learning* to schools and non-profit organizations. To receive *The Art of Learning* please go to: [http://www.jwfoundation.com/book\\_program\\_application.html](http://www.jwfoundation.com/book_program_application.html). Please note that all author royalties from books purchased by the JW Foundation will be reinvested in our nonprofit educational programs.

## Looking for Something New to Kick Off the Year?



- Idea: "Fred Comes for a Visit" / "The 'Fred Factor' Within"  
Using the book by Mark Sanborn as an inspirational starting point, help your students interact creatively with the book's ideas through art, dance, music, and/or theatre. Encourage them to write (e.g., music, drama, prose, poetry, character subtext), illustrate, act, dance, or create other avenues of communication as a means of connecting Fred's kindness and helpfulness to their own worlds. Create a "Fred Factor" corner in your room or school for highlighting "Fred"-like decisions, actions, and activities. Look for the "Fred" in every single child, colleague, and administrator.

How old do you think Fred is, as described in the book?

Who do you know who is a little like Fred?

How can you be like Fred?

Sometimes adults don't see the "Fred" in our friends. Describe how you see kindness and helpfulness in one or more of your friends.

What would Fred tell us if he could whisper something wise just for us to remember always?

- Idea: Distinguish fact from fiction in the health care debate.
- Idea: Read the "Why Not?" list—and start your own list.

### And Why Not:

- Go scalloping—or fishing?
- "Do what you can, where you are, with what you have." Theodore Roosevelt
- See a new movie—and discuss with students or peers. ("Julia and Julie" offers opportunities galore for exploring new opportunities and finding a role model; "G-Force" can lead to futuristic opportunities and looking at what each one of us is capable of doing or being- and it offers the 3-D factor.)

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## Read for the Record

The Florida Department of Education encourages you to take part in this year's Read for the Record campaign. This international campaign encourages children to read the same book, on the same day, in communities all over the world. Sponsored by Jumpstart, the campaign began in 2006. Last year, nearly 700,000 readers shared the classic children's tale, *Corduroy*. This year, the selected book is *The Very Hungry Caterpillar* by Eric Carle, and the chosen date is **October 8, 2009**.

Here's how you can participate:

1. Before October 8, 2009, go to the Read for the Record Web site at <http://www.readfortherecord.org/> to register.
2. On October 8, 2009, read the book with your child or offer to read the book at a local school.
3. Visit a local museum that may have insects such as caterpillars or butterflies.
4. Have a child read *The Very Hungry Caterpillar* to you.
5. Create a crafts project involving caterpillars at home or school.

It's that simple. Encourage the love of reading by participating in Read for Record. For more information about this event, visit the Jumpstart Web site at [www.readfortherecord.org](http://www.readfortherecord.org), or contact the Department of Education at [communicationoffice@fldoe.org](mailto:communicationoffice@fldoe.org).

## 2009-10 Sunshine State Reader's Program



Our library media programs continue to provide literature-based activities that promote the enjoyment of reading and enhance instructional initiatives. Participation in the Sunshine State Young Reader's Award (SSYRA) Program is an excellent way to nurture lifelong reading and to motivate students in grades three through eight to read high interest contemporary literature.

The SSYRA Program is co-sponsored by the Florida Department of Education's Library Media Services and the Florida Association for Media in Education (FAME). As in past years, the *School Participation Form* is located on the SSYRA Program Internet site at <http://myssyra.org/>. Specific directions for accessing this form are being emailed to your school library media specialists.

Throughout the year, please visit the SSYRA Program site for further information concerning voting procedures, curriculum activities, and promotional ideas. At the end of the year, a voting participation certificate, winning book posters, and SSYRA labels will be sent to the participating voting schools.

## Future Problem Solving 2009-10



Opening doors to imagination, ingenuity, and creativity, Future Problem Solving stimulates critical and creative thinking skills. The Future Problem Solving Program International (FPSP) is a nonprofit educational corporation administering creative problem solving activities with the rigor appropriate for the gifted learner. According to its founder, E. Paul Torrance, known as the Father of Creativity and creator of The Torrance Tests of Creative Thinking:

*"The most basic skill that can be taught in today's schools is problem solving, especially skills in solving future problems. In fact, the teacher of future problem solving skills may really be the key to successful teaching of the other basics such as reading, writing, and arithmetic. Many children are not motivated to master these basics unless they can see the connection between them and their future lives."*

According to Sally M. Reis, the Distinguished Professor and Teaching Fellow of the Educational Psychology Department at the University of Connecticut where she also serves as Principal Investigator of the National Research Center on the Gifted and Talented states, *"Of all the many options for teaching students research and problem solving skills, Future Problem Solving is my favorite! FPS enables students to use their academic and creative talents and problem solving skills to make a difference in the world."*

The program for 2009-2010 includes Global Issues Team Problem Solving, Community Problem Solving, Scenario Writing, the Curricular Component, and Action-based Problem Solving. Teams will investigate the challenges of **Sensory Overload, Invasive Species, Orphaned Children, Food Distribution, and Green Living.**

Explore Florida Future Problem Solving at [www.flfpsp.org](http://www.flfpsp.org).

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

[Haim G. Ginott](#)

## Five Thoughts on Teaching Grammatical Structures

Every student writes—in every content area and class. Implementing writing tips in every class benefits students in many ways. Thoughts to keep in mind as we set expectations for all students:

1. **Form reinforces content.**  
Throughout the writing process, idea development is influenced by choices of grammatical structures within and among sentences.
2. **Use the term *grammatical structures* rather than *grammar rules*.**  
Students need to focus on the structuring of ideas, not the memorizing of rules.
3. **Emphasize a limited number of grammatical structures and editing conventions at any one time.**  
Address more throughout the school year.
4. **Each class is different.**  
Only through analysis of your student writing can you determine which grammatical structures and conventions you need to teach each year. Depth, not breath is foremost.
5. **Learning to write well is like learning to paint well: the study of the masters and daily practice, including sentence modeling, is essential.**

In Constance Weaver's *The Grammar Plan Book* (2006), the following ideas are suggested for implementing these five thoughts.

### A Framework for Teaching Grammatical Structures throughout the Writing Process

1. Share a mentor model from the following possible sources:
  - literature
  - previous student or a current student
  - created by you, the teacher, in anticipation of this lesson
  - composed by you, the teacher, during the class spontaneously
2. Create another sample:
  - First by the teacher
  - Next by the teacher and students together
3. Practice composing the sentence in small groups or pairs and discuss as needed.
4. Students compose a sentence or sentences individually and report out and share.
5. Have students use the new grammatical structure in their own draft writing piece.
6. Provide a checklist for students to include the sentence structure in their final revision or in the editing stage.
7. Plan for peer feedback and/or teacher feedback.
8. When the need arises, re-teach the grammatical concept using different mentor samples.



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