



Florida Department of Education

October 2013

What an exciting start to the 2013-2014 school year! Recently, the Florida Department of Education participated in the Blast Back to School STEM event at NASA. Eighth-grade students from Edgewood Jr./Sr. High School in Brevard County attended an all-day experience that involved exploration activities, interaction with NASA astronauts and a tour of the Space Shuttle Atlantis! They also heard words of encouragement and motivation from the 2014 Florida Department of Education Macy's Teacher of the Year, Dorina Sackman, and a career panel made up of professionals from launch engineers to park ranger guides. NASA has wonderful resources available to teachers on its [website](#). We would also like to thank Annett Bus Lines for transporting this great group of students and teachers!



Leading up to national Walk/Bike to School Day on October 9, the Florida Departments of Education and Health have partnered to encourage teachers and parents to increase physical activity among children by walking and biking to school.

Studies show that children who walk to school are significantly more physically active throughout the day. So dust off your sneakers and get ready to celebrate with thousands of people across the nation.

If you would like to register your school's Walk/Bike to School Day event, visit <http://www.walkbiketoschool.org>. Don't forget to tweet us your photos on Walk/Bike to School Day at @EducationFL using hashtag #FLWalk2School.

Kelly Seay

Teacher Treasures

October Giveaway



Our October [Teacher Treasures](#) Giveaway will be one Blue Man Group Orlando ticket at Universal Orlando® Resort. Check out all Blue Man Group has to offer teachers on their [website](#).

ORLANDO HOME SHOW

Celebrate EDU DAYS at the Orange County Convention Center on October 4-6, 2013, where they will salute the heroes who make up our education community with a special admission day on Friday, October 5. Any teacher or employee of local public and private schools, day cares and universities gets in the show FREE by showing a school ID or business card at the box office with a valid ID. This offer is valid Friday only for the actual ticket holder. Visit www.orlandohomeshow.com for more details.

Curriculum Corner

CPALMS

[CPALMS](#) has developed many supportive resources that are available online to help Florida educators succeed with the new state content standards. Current CPALMS initiatives include lesson plan development, activities development, peer and subject area expert reviews, curriculum mapping, videos, and much more. In addition, the [iCPALMS](#) platform has 14 new web applications.

Take a look at this Common Core State Standards lesson sample from CPALMS.

[From Aesop to Steinbeck – Lesson 3: TIQA Writing, Supporting, and Proving Theme Statements](#)

The overarching goal of this series of three lessons is for ninth-grade students to be able to **read for subtext** in works of literature, write their own theme statements, provide text-based supporting details, and a thorough analysis, proving their theme statements.

Lesson one has students receive instruction and practice with writing theme statements and including primary support details. Students will use a series of three texts from Aesop's Fables.

Lesson two presents students with a longer and more challenging children's story titled *One*. Students will draft their own theme statements and support and analyze the text using a literary analysis paragraph structure titled TIQA.

Finally, lesson three culminates with students using their assigned fiction novel *Of Mice and Men*, and writing a TIQA paragraph, a longer literary analysis paragraph supported not only with textual evidence and/or quotes, but also with strong literary analysis.

Through collaborative discussions and repeated reading, responding, writing and analyzing, students will learn to consistently craft correct theme statements and support them with relevant textual details and analysis.

The bolded section is relevant only to this lesson three in a series of three.

Link to Resource:

<http://www.cpalms.org/Resources/PublicPreviewResource50664.aspx?userid=FlowfF/SMvtOWtPKiLberaVzcTtGHcpfS6lqG8o3JC9M9HegjA6C6Q==D>

Related Benchmarks:

[LACC.910.RL.1.2](#): Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[LACC.910.RL.1.3](#): Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[LACC.910.RI.1.1](#): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[LACC.910.W.1.2](#): Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LACC.910.SL.1.1](#): Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Education News

ScienceMathMaster

[ScienceMathMaster](#) (SM²) recently announced the addition of a virtual Equipment Locker to its arsenal of online educator resources. The new Equipment Locker, along with other online tools developed by SM², can be used by teachers across the Sunshine State to improve classroom practices, offering students increased enrichment to boost achievement in biology and geometry.

Common Core Tech Updates

T.H.E. Journal recently launched a new [Common Core Tech Update monthly newsletter](#). This free newsletter will keep you on top of emerging technologies that will help you successfully implement Common Core State Standards. Learn more and sign up for this new resource today.

Samsung Invites Public Schools to Compete in a \$2 Million Solve for Tomorrow Contest

Samsung created Solve for Tomorrow in 2010 to foster sustainable innovation and address the technology gap in classrooms across the country, helping the U.S. maintain its economic and technological global leadership for years to come. This year, Solve for Tomorrow's scope has expanded not only in total prizes, but in the challenge contest participants are asked to answer. The focus on prior years was on improving the environment in the students' local communities, but now the challenge is inclusive of the environment as well as any other way STEM can help improve their communities.

This year, 255 state finalists will each receive two Samsung tablets and 51 state winners (representing all 50 U.S. states plus Washington, D.C.) will each receive technology packages valued at \$20,000. From that pool of 51, the public will have an opportunity to choose 15 national finalists (receiving technology packages valued at \$30,000) from February 14 - March 13, 2014.

The five national winners will each receive prize packages valued at \$146,000 and will be honored at an awards ceremony in Washington, D.C. A special prize called the Environmental Innovation Award, valued at \$50,000, will be chosen by the National Environmental Education Foundation (NEEF) and awarded to one of the 51 state winners. Teachers can apply online now through October 31, 2013.

To learn more about the contest, past winners or to **enter**, visit <http://www.samsung.com/us/solvefortomorrow/home.html>.

Please share this newsletter with your colleagues and be sure to visit our [Just For Teachers Website](#).