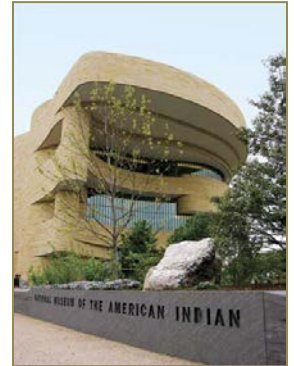




Florida Department of Education

November 2012

November is a month full of holidays, the most prominent being Thanksgiving. It is also Native American Heritage Month. Last Spring I attended a conference in Washington, D.C. While I was there I had the opportunity to visit the National Museum of the American Indian. I was enthralled with the rich history and the amazing artifacts housed at the museum. The most fascinating fact that I discovered was that there are over 562 federally recognized tribal governments in the United States. One of my great-grandmothers was from a Blackfoot Tribe in Montana. What a wonderful history to explore with your students this month. [The National Museum of the American Indian](#) has many in-depth lessons and resources available for you to use as you explore these grand traditions in your classroom.



Kelly Seay, Deputy Director of Educator Relations

Teacher Treasures

November Giveaway

Our November [Teacher Treasures](#) Giveaway will be a one night complimentary stay at **The Georgian Terrace Hotel** in Atlanta. This beautiful hotel is a Midtown icon and is located in the heart of Atlanta's business and cultural district, across from the Fox Theatre.

Digital Wish

[Digital Wish](#) is a non-profit organization on a mission to help teachers solve technology shortfalls in their classrooms. Through Digital Wish, you can apply for grants, create a wish list of technology your classroom needs, and share lesson plans and fundraising ideas with fellow educators across the country. The entire site is designed to empower teachers to find funding for technology for their classrooms.

Education Conferences

FCR-STEM Conference

The Florida Center for Research in Science, Technology, Engineering and Mathematics invites K-12 math and science educators to the popular [FCR-STEM Conference](#) on December 6-8 in St. Petersburg to learn about the latest research in education and to discuss how these advances can improve instruction and student learning.

Curriculum Corner

AH-TAH-THI-KI Museum

The Seminole Tribe of Florida's AH-TAH-THI-Ki Museum offers a unique range of educational experiences to visitors of any age to learn firsthand about their rich culture and heritage. They offer fieldtrips and educational resources. Visit their [site](#) for more information.

Traumatic Brain Injury - A Disability Often in Disguise

The Brain Injury Association of Florida collaborated with educational consultants, Children's Medical Services, and the FDOE Bureau of Exceptional Education & Student Services to develop training to help educators learn about the signs and symptoms of Traumatic Brain Injury (TBI) and related learning difficulties. The video training offers many useful interventions and strategies to help educators facing the unique challenges of educating students with TBI. Most of the strategies and interventions offered in the course do not require an IEP or 504 Plan, but can make a big difference in helping students with brain injury succeed in the academic environment. An in-service credit component is available, as well as a pdf transcript and plenty of additional resources. View the [video and course materials](#) to learn more.

Plant Camp 2013

The University of Florida/Institute of Food and Agricultural Sciences (IFAS) Center for Aquatic and Invasive Plants is looking for 24 science teachers (upper elementary, middle or high school) interested in attending PLANT CAMP 2013, a FREE summer workshop for teachers only. The 5-day event (June 17-21, 2013) is designed for educators interested in learning about the 130-plus invasive plant species silently invading Florida's natural areas and neighborhoods. Applications will be accepted January 6 thru February 24, 2013. [UF/IFAS website](#).

Connections and ShamuTV

SeaWorld and Busch Gardens have recently launched a new online feature titled [Connections](#). This interactive site hosts blogs, podcasts, and videos that you can share with your students. They also provide InfoBooks for you to use as an additional resource. Enjoy exploring this 'wild' new classroom resource!

Common Core Implementation Video Series

From The Hunt Institute and CCSSO.org: "To further aid states as they continue to implement the Common Core State Standards (Standards), the Hunt Institute and the Council of Chief State School Officers have commissioned a series of [video](#) vignettes that explain the Standards in far greater depth. Several of the key Standards writers were asked, in their own words, to talk about how the Standards were developed and the goals they set for all students. These videos were developed to help diverse groups – educators, policymakers, parents – better understand the breadth and depth of the Standards and how they will improve teaching, make classrooms better, create shared expectations, and cultivate lifelong learning for all students. The segments are organized into separate Mathematics and ELA sections, and demonstrate critical concepts related to each."

Education News

Common Core™ Curriculum Maps: Sample Content for ELA

[Common Core™ Curriculum Maps](#) are a coherent sequence of thematic units, roughly six per grade level, K–12, that connect the skills delineated in the ELA CCSS with suggested works of literature and informational texts and provide sample activities that teachers can use in their classrooms. Each map includes an overview, essential question, focus standards selected from the CCSS, suggested texts and samples of art or music, sample activities, links to additional resources, a list of terminology, and a standards checklist. The K-2 maps also include a pacing guide for the teaching of reading foundations and ideas for making “interdisciplinary connections” to topics outside ELA. The Common Core Curriculum Mapping Project, created and operated by Common Core, is funded in part by the Bill and Melinda Gates Foundation.

2013 Student Astronaut Challenge Teams Announced

Eight top-scoring, high school teams have been invited to contend for first place at the state-level [Florida Student Astronaut Challenge](#) (FSAC) competition on March 8-10, 2013, in Tallahassee. These teams will participate in four rounds of competition and bring their experiments to life using a Mobile NASA Space Shuttle Flight simulator developed and constructed by Florida State University Lab School. The invited teams are: Pompano Beach High School (FSAC 2012 Winners, pictured on right), Archimedean Upper Conservatory, Central Florida Aerospace Academy, Chiles High School (with two teams qualifying), South Plantation High School, Suncoast High School, and Vanguard High School.

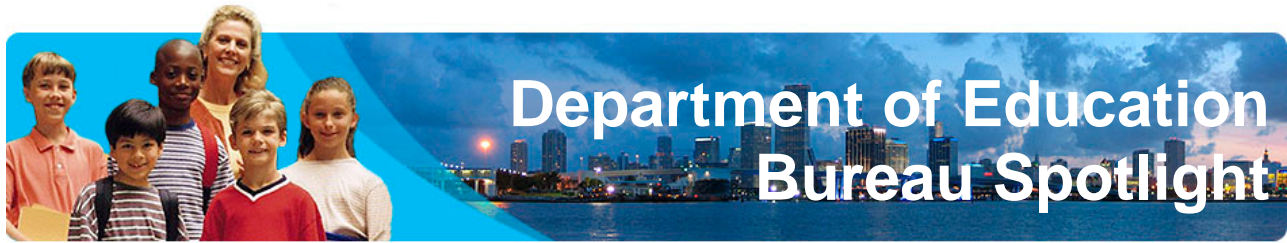


Your Opinion Counts!

There is a new section of the Florida Department of Education’s website that invites you to share your thoughts and opinions with us. Visit [Your Opinion Counts!](#) to find surveys and questionnaires seeking your input on everything from policy changes to rule development.

Welcome Educators

Educators, it is a one-stop shop for you on the FLDOE homepage. Simply click the pink Educators circle at the top of any site page and find everything you are looking for on the new [Educators landing page](#). Take a look today!



The Bureau of Curriculum and Instruction is focused on providing professional development on the implementation and integration of the Common Core State Standards in all subjects and at all levels. This professional development began in summer 2012 with a series of train-the-trainer institutes across the state. It has continued during the fall, with further follow-ups planned for spring and summer 2013.

The Common Core State Standards may be accessed at www.corestandards.org. The Common Core State Standards Initiative was a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare students for college and the workforce. Forty-five states, three territories and the District of Columbia have adopted the standards.

International benchmarking played a significant role in both sets of standards. The college and career ready standards include an appendix listing the evidence that was consulted in drafting the standards and the international data consulted in the benchmarking process. See: http://www.corestandards.org/assets/Appendix_A.pdf.

The standards are designed to build upon the most advanced current thinking about preparing all students for success in college and their careers. This will result in moving even the best state standards to the next level. In fact, since this work began, there has been an explicit agreement that no state would lower its standards. The standards were informed by the best in the country, the highest international standards, and evidence and expertise about educational outcomes. College and career ready standards are needed because even in high-performing states, students are graduating and passing all the required tests and still require remediation in their postsecondary work. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

Classroom instruction will change in terms of collaboration, integration, reading in-depth, etc. There will be more nonfiction. Since students will read primarily expository texts after high school, the new Common Core State Standards call for a much greater emphasis on nonfiction. This is a shift to about 50 percent of the reading in elementary school and 75 percent in high school being nonfiction. This would include informational texts in content areas as well as literary nonfiction in English language arts. Narrative fiction will become less prevalent. The Common Core State Standards also expect students to write more expository prose.

There will be a focus on providing evidence. In reading, students will be expected to use evidence to demonstrate their comprehension of texts and to read closely in order to make evidence-based claims. To prepare them to do so, teachers will need to take time to read carefully with their students and in many cases reread texts several times. In writing, students

are expected to cite evidence to justify statements rather than rely on opinions or personal feelings. Parents should also begin asking their children to provide evidence from the text when they are discussing a book or providing written details to support their ideas in a report.

As students move through the grades, they will rise up the “staircase” of text complexity. Students will be expected to read and comprehend increasingly complex texts in order to reach the level of complexity required for success in college courses and the workplace. According to research, the complexity of texts used in schools has actually declined over the past forty years. To reverse this trend, teachers will have to choose materials that are appropriate for their grade level; states and organizations are now developing tools to help teachers and parents evaluate complexity.

The Common Core State Standards also expect students to be able to demonstrate that they can speak and listen effectively; these two aspects of literacy are finally receiving the importance they deserve in state standards. After all, speaking and listening is a family’s primary means of communication. In fact, one of the consortia developing grades 3-10 assessments to measure student performance of the Common Core State Standards will create a speaking and listening assessment. Expect to see teachers not only ask students to engage in small-group and whole-class discussions but also to directly teach and evaluate students on how well they understand the speakers’ points.

Courses in all content areas will contain the integration of literacy standards and mathematics. The Common Core State Standards include criteria for literacy in history/social science, science, and technical subjects. This inclusion reflects a recognition that understanding texts in each of these subject areas requires a unique set of skills and that instruction in understanding, say, a historical document, is an integral part of teaching history. This means that history teachers will need to spend time making sure that students are able to glean information from a document and make judgments about its credibility. Science teachers will need to do the same for materials in that discipline.

The Common Core Mathematics clusters describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

All new Florida course descriptions may be accessed online at www.cpalms.org. A document detailing the timeline for implementation may be accessed online at <http://www.fldoe.org/arra/pdf/CCSSRolloutTimeline.pdf>. As the timeline shows, there will be blended instruction in mathematics and language arts in the 2013-14 school year. The blended courses will be posted at www.fldoe.org/bii as they become available. All course descriptions in all other content areas were revised to align with appropriate Common Core State Standards. These revised course descriptions were adopted by the State Board of Education in July 2012 for use in the 2012-13 school year. They may also be accessed at www.cpalms.org.

Information about the new assessments being created by the Partnership for Assessment of Readiness for College and Careers (PARCC) linked to the Common Core State Standards in ELA and Mathematics may be accessed online at www.fldoe.org/parcc.