



State Board of Education

Marva Johnson, *Chair*
John R. Padget, *Vice Chair*
Members
Gary Chartrand
Tom Grady
Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck

Pam Stewart
Commissioner of Education

Contact Information:

Denise Barrett
850-245-9526
Denise.Barrett@fldoe.org
DPS: 2016-185

MEMORANDUM

TO: School District Superintendents
FROM: Hershel Lyons
DATE: December 9, 2016
SUBJECT: **Monthly Florida Standards Updates**

Make December “A Wonderland of Winter Learning” with the Florida Standards.

Encourage parents to help their children avoid a winter break “learning lag” by using the Florida Standards. Incorporate creative and fun ways to teach the English Language Arts (ELA) and Mathematics Florida Standards through assignments such as the creation of cards, letters, recipes, etc. [CPALMS](#) and flstandards.org offer great resources and ideas for teachers and instructional leaders to use.

Encourage Civic Responsibility During the Holidays – Winter break is a great time to encourage your students to be responsible and informed citizens and to have discussions with their families about this topic. Some related Social Studies Standards to consider include:

- SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.
- SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.
- SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.
- SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
- SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.
- SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.
- SS.7.C.2.14 Conduct a service project to further the public good.
- SS.9.12.C.2.5 Conduct a service project to further the public good.

HERSHEL LYONS
CHANCELLOR OF PUBLIC SCHOOLS

Coming to a School Near You: Literacy-Civics POP-UP Quiz Show

- In partnership with the Florida Lottery, the Department of Education is taking the show on the road with the *Celebrate Literacy Week, Florida!* (January 23-27, 2017) **Literacy-Civics POP-UP Quiz Show** tour.
- *Just Read, Florida!* has already begun hosting this fun and exciting quiz show contest at middle schools around the state and will continue through January. Students compete by responding to civics-based questions, with the winner gaining the title of **Literacy-Civics POP-UP Quiz Show Champion!** Be sure to check out the *Just Read, Florida!* website at <http://www.fldoe.org/academics/standards/just-read-fl/> for more information on the **POP-UP Quiz Show**.
- **2016-17 Celebrate Literacy Week Service Project** – A reminder that the deadline is quickly approaching. Submissions must be postmarked by **December 12, 2016**. Contest information may be found at <http://fldoe.org/academics/standards/just-read-fl/celebrate-literacy-week/>.

Featured Resource for December

Reading Model Lesson Series – In collaboration with the Department of Education, the *Just Read Florida!* Office and the Bureau of Exceptional Education and Student Services, the Florida Center for Interactive Media has produced videos of Reading Model Lessons. The videos provide commentary and instruction in Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary and Comprehension at both the elementary and secondary levels. The goal of this project is to provide opportunities to observe teachers as they model reading instruction and incorporate instructional practices that will prepare students to become proficient readers. The Reading Model Lessons may be accessed at <http://rmls.florida-ese.org>.

Featured Standards for December

- **Secondary English Language Arts (ELA) Florida Standard**

LAFS.910.L.3.5 Grades 9-10, Language: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

Cluster: Vocabulary Acquisition and Use

Content Complexity Rating: Level 3 – Strategic Thinking and Complex Reasoning

Access Points

- [LAFS.910.L.3.AP.5a](#) Interpret how literary devices advance the plot or affect the tone or pacing of a work.
- [LAFS.910.L.3.AP.5b](#) Identify the denotation for a known word.
- [LAFS.910.L.3.AP.5c](#) Explain differences or changes in the meaning of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- [LAFS.910.L.3.AP.5d](#) Identify an oxymoron in a text.
- [LAFS.910.L.3.AP.5e](#) Interpret figures of speech in context.

CPALMS Resource: [Close Reading: “My Watch: An Instructive Little Tale” by Mark Twain](#).

In this lesson, students will conduct a close reading of a short story, "My Watch: An Instructive Little Tale," by Mark Twain. For the first reading, students will focus on story elements and selected academic vocabulary. In the second reading, students will analyze the structure of the text and the effects that are created by that structure. In the final reading, students will analyze figurative language used in the story and how it impacts meaning and tone. Graphic organizers to help students for the second and third reading are provided, along with completed organizers for teachers to use as possible answer keys. The summative assessment, in the form of an extended response paragraph, will require students to determine the central idea of the text and how it is shaped throughout the story. A learning scale to assess the summative assessment is provided.

- **Secondary Mathematics Florida Standard**

MAFS.912.A-CED.1.3 Grades 9-12, Algebra: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

Benchmark Clarifications

- Students will write constraints for a real-world context using equations, inequalities, a system of equations, or a system of inequalities.
- Students will interpret the solution of a real-world context as viable or not viable.

Access Point

MAFS.912.A-CED.1.AP.3a Identify and interpret the solution of a system of linear equations from a real-world context that has been graphed.

Use the following CPALMS link for more related resources for teaching this standard: <http://www.cpalms.org/Public/PreviewStandard/Preview/5556>.

- **Elementary Mathematics Florida Standard**

The following are resources located on the FloridaStudents.org website, a CPALMS website with learning resources for students. These resource links support learning in the classroom. For the month of December, the focus will be on **Kindergarten**.

MAFS.K.CC.2.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

<http://www.floridastudents.org/BenchmarksList/PreviewStandard?benchmarkLists=4909&subjectAreaId=37&gradeLevelGroupId=5&CourseID=13032#5|5|13032|4909>

- **Civics Florida Standard**

SS.7.C.1.8 Grade 7: Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

Benchmark Clarifications

- Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will compare the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution.

Benchmark Specifications for SS.7.C.1.8 and a sample test item are located in the Civics Test Item Specifications, p. 30. Related resources can be found on CPALMS at <http://www.cpalms.org/Public/PreviewStandard/Preview/3187> and <http://floridastudents.org/>.

Test Item Specifications and additional information regarding End-of-Course (EOC) Assessments can be found at <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/>.

Access Points

- **SS.7.C.1.In.h** Identify an argument for and against the inclusion of a bill of rights in the Constitution.
- **SS.7.C.1.Su.h** Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states.
- **SS.7.C.1.Pa.h** Recognize that both individuals and groups have rights.

- **United States History Florida Standard**

SS.912.A.5.11 Examine causes, course, and consequences of the Great Depression and the New Deal.

Also Assesses:

- **SS.912.A.5.4** Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
- **SS.912.A.5.12** Examine key events and people in Florida history as they relate to United States history.

Benchmark Clarifications

- Students will analyze the long-term social, political, and economic consequences of the 1920s and 1930s on society in the United States and/or Florida.
- Students will explain the effects of the changing role of tourism in Florida's development and growth (1890–1930), the land boom and bust (1920–30), and/or the impact of the Great Depression (1926–40).

Related resources can be found on CPALMS at

<http://www.cpalms.org/Public/PreviewStandard/Preview/3421>.

Benchmark Specifications for SS.912.A.5.11 and a sample test item are located in the United States History Test Item Specifications, pp. 37-39. Related resources for SS.912.A.5.11, SS.912.A.5.4 and SS.912.A.5.12 can be found at

<http://www.floridastudents.org/>.

Test Item Specifications and additional information regarding End-of-Course (EOC) Assessments can be found at

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/>.

Access Points

- **SS.912.A.5.In.k** Identify a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.
- **SS.912.A.5.Su.k** Recognize a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.
- **SS.912.A.5.Pa.k** Recognize that people struggle to meet their needs when they don't have enough money.

- **United States History Florida Standard**

SS.912.A.5.3 Examine the impact of United States foreign economic policy during the 1920s.

Also Assesses:

- **SS.912.A.5.1** Discuss the economic outcomes of demobilization.
- **SS.912.A.5.12** Examine key events and people in Florida history as they relate to United States history.

Benchmark Clarifications

- Students will recognize that while the United States shaped isolationist political policies, it greatly expanded its economic ties to Europe and developed an industrial economy that conducted business in global markets.
- Students will examine the extent to which United States economic foreign policy led to prosperity at home and abroad.

Benchmark Specifications for SS.912.A.5.3 and a sample test item are located in the United States History Test Item Specifications, pp. 32-33. Related resources for SS.912.A.5.1 and SS.912.A.5.12 can be found at <http://www.floridastudents.org/>.

Test Item Specifications and additional information regarding End-of-Course (EOC) Assessments can be found at <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/>.

Access Points

- **SS.912.A.5.In.c** Identify impacts of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.
- **SS.912.A.5.Su.c** Recognize an impact of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.
- **SS.912.A.5.Pa.c** Recognize that the government makes rules about taxes and spending.

Monthly Florida Standards Updates

December 9, 2016

Page Seven

For Florida Standards implementation support or for more information, please contact K-12 Director of Standards Implementation Dr. Denise Barrett at 850-245-9526 or Denise.Barrett@fldoe.org.

HL/dby

cc: School District Directors of Curriculum
School District Standards Leads
School District Directors of Professional Development