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Contact Information:

Denise Barrett
850-245-9526
Denise.Barrett@fldoe.org
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MEMORANDUM

TO: School District Superintendents
FROM: Hershel Lyons
DATE: January 13, 2017
SUBJECT: Monthly Florida Standards Updates

January is National Mentoring Month

- This year's theme will reflect on the past 15 years of National Mentoring Month, real-life mentoring relationships that have been formed and are thriving and the incredible impact mentoring has had on students' lives.
- The Florida Standards provide an excellent platform for educators to make real-life connections for their students as they teach and focus on mentoring this month. Click on <http://www.nationalmentoringmonth.org/> for a toolkit and a variety of great teaching ideas and activities to support this life-enhancing theme.

Celebrate Literacy Week, Florida!

- The Florida Department of Education presents its 9th annual *Celebrate Literacy Week, Florida!*, January 23-27, 2017. This year's theme is "Literacy Changes our World." The Department of Education is already out in schools promoting literacy through the exciting Literacy-Civics Quiz Show where teams of students are being challenged with civics-based questions and a chance to be their school's POP-UP Quiz Show Champion.
- Be sure to check out the *Just Read, Florida! (JRF!)* website at <http://www.fldoe.org/academics/standards/just-read-fl/> for more information on the POP-UP Quiz Show.

HERSHEL LYONS
CHANCELLOR OF PUBLIC SCHOOLS

Featured Resources for January

- **Florida Standards Assessment (FSA) Writing Professional Development** – The *JRF!* office has FSA English Language Arts (ELA) Writing component videos along with facilitator and participant guides that are available for you to use in your districts and schools. Links to the videos, guides and supporting documents referenced in the videos for both elementary and secondary sessions are on the *JRF!* website. The facilitator guide is designed to be used by an administrator, coach or lead teacher in order to train others in the use of the FSA Writing rubrics to support students' writing. The participant guide is designed to be used by an individual teacher or small groups of teachers that would like to work together during planning time or professional learning communities to gain a deeper understanding of the Florida Standards, FSA Writing rubrics and ways to help students develop as proficient writers. The intent is for this professional development to be ongoing. The FSA Writing Professional Development resources may be accessed at <http://www.fldoe.org/academics/standards/just-read-fl/fsa-pd.stml>.
- **Universal Design for Learning (UDL) K-12 Lesson Plans** – This online course is designed to provide educators with introductory information about the foundations and essential components of the UDL framework, as well as strategies and tools related to designing lesson plans within a UDL framework. It is comprised of three units—UDL Foundations, Planning Lessons and Creating Lessons. Each unit includes objectives, content, activities, required reading and documents that support the content. External links throughout the module support the topics and provide additional resources.

The course can be accessed from the Personnel Development Portal at <http://pdportal.florida-ese.org/> and is available at no cost to participants. Instructions for obtaining the recommended five inservice points are provided in the course.

Featured Florida Standards for January

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

LAFS.6.W.1.2 Grade 6: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.

- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

Use the following CPALMS link for more related resources for teaching this standard:
<http://www.cpalms.org/Public/PreviewStandard/Preview/6041>.

CPALMS Resource

[Grandparent Interview](#) – Students will interview a grandparent, relative or friend on their perspective of a famous event in history and write a news article based upon the interview. They will also do research on the event, using a variety of sources, to develop questions to ask during the interview. Students will type their paper and submit it for peer review before giving a final copy to their teacher. The teacher will then create a newspaper template on a word processor and compile a complete newspaper for the class to enjoy!

Access Points

- **LAFS.6.W.1.AP.2a** Organize ideas, concepts and information (e.g., using definition, classification, comparison/contrast, cause/effect).
 - **LAFS.6.W.1.AP.2b** Provide an introduction that includes context/background information establishing a central idea or focus about a topic.
 - **LAFS.6.W.1.AP.2c** Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples.
 - **LAFS.6.W.1.AP.2d** Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to promote reading understanding.
 - **LAFS.6.W.1.AP.2e** Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
 - **LAFS.6.W.1.AP.2f** Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - **LAFS.6.W.1.AP.2g** Maintain a consistent style and voice throughout writing.
 - **LAFS.6.W.1.AP.2h** Provide a concluding statement or section that follows from and summarizes the information presented.
- **Algebra I Florida Standard**

MAFS.912.A-CED.1.3 Grade(s) 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. To show mastery of this standard, write constraints for a real-world context using equations, inequalities, a system of equations, or a system of

inequalities. In addition, students will interpret the solution of a real-world context as viable or not viable.

You can access student resources that support MAFS.912.A-CED.1.3 at the following links:

- [Constraints on Equations](#)
- [Sugar and Protein](#)
- [The New School](#)

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

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.

- **Elementary Mathematics Florida Standard**

MAFS.5.NF.2.4 Grade 5: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$.

You can access student resources that support MAFS.5.NF.2.4 at the following links:

- [Area Models: Multiplying Fractions](#)
- [Garden Variety Fractions](#)
- [Modeling Fraction Multiplication](#)
- [Multiplying a Fraction by a Fraction](#)
- [Real-World Fractions](#)

- **Civics Florida Standard**

SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

Benchmark Clarifications

- Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.
- Students will recognize the five freedoms protected by the First Amendment.

- Students will evaluate how the Bill of Rights influences individual actions and social interactions.
- Students will use scenarios to identify rights protected by the Bill of Rights.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

Benchmark Specifications for SS.7.C.2.4 and a sample test item are located in the Civics Test Item Specifications, pp. 36-37. Related resources can be found on CPALMS at <http://www.cpalms.org/Public/PreviewStandard/Preview/3192> 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.2.In.d** Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.
 - **SS.7.C.2.Su.d** Recognize the rights of individuals in the Bill of Rights.
 - **SS.7.C.2.Pa.d** Recognize a right of citizens guaranteed by law.
- **United States History Florida Standard**

SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.

Also Assesses:

- **SS.912.A.6.2** Describe the United States' response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
- **SS.912.A.6.3** Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
- **SS.912.A.6.4** Examine efforts to expand or contract rights for various populations during World War II.

Additional “Also Assesses” for SS.912.A.6.1 can be found on page 40 of the United States History Test Item Specifications.

Benchmark Clarifications

- Students will identify and/or evaluate the social, political, and economic causes of World War II.

- Students will identify and/or evaluate the causes and consequences of World War II both domestically and internationally.

Related resources can be found on CPALMS at

<http://www.cpalms.org/Public/PreviewStandard/Preview/3365>. Benchmark Specifications for SS.912.A.6.1 and a sample test item are located in the United States History Test Item Specifications, pp. 40-42.

Related resources can be found at <http://www.floridastudents.org/>. Test Item

Specifications and additional information regarding 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.6.In.a** Identify major causes and consequences of World War II on the United States and the world.
 - **SS.912.A.6.Su.a** Recognize a major cause and result of World War II on the United States and the world.
 - **SS.912.A.6.Pa.a** Recognize that the United States fought in a war.
- **Middle Grades Science Florida Standard**

SC.7.L.16.1 Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.

Access Points

- **Independent**
SC.7.L.16.In.1 Explain that some characteristics are passed from parent to child (inherited).
- **Supported**
SC.7.L.16.Su.1 Recognize that offspring have similar characteristics to parents.
- **Participatory**
SC.7.L.16.Pa.1 Recognize a characteristic passed from parents to self, such as eye color.

Student resources that support SC.7.L.16.1 are linked below.

[A Taste of DNA](#) – "A Taste of DNA" is an activity-based lesson intended to be used as a reinforcement of the concepts associated with the structure of DNA and building DNA. It covers information pertaining to base pairing, DNA shape and structure, cellular

organelles and the function of DNA. In this lesson, students will have the opportunity to move around the classroom, build a long strand across the science floor and create their own strand with the knowledge they have gained.

["Hair"-edity](#) – This is an introductory lesson for middle school genetics with a focus on vocabulary development and conceptual understanding.

- **Biology Florida Standard**

SC.912.L.16.1 Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance. It is assessed on the Biology EOC Assessment.

Also assesses SC.912.L.16.2. Items may require the student to apply scientific knowledge described in the Next Generation Sunshine State Standards from lower grades. This benchmark requires prerequisite knowledge of SC.7.L.16.1 and SC.7.L.16.2.

Access Points

- **Independent**
SC.912.L.16.In.1 Identify that genes are sets of instructions that determine which characteristics are passed from parent to offspring.
- **Supported**
SC.912.L.16.Su.1 Recognize characteristics (traits) that offspring inherit from parents.
- **Participatory**
SC.912.L.16.Pa.1 Recognize similar characteristics (traits) between a child and parents, such as hair, eye, and skin color, or height.

Student resources that support SC.912.L.16.1 are linked below.

[Dragon Genetics](#) – In this lab, Dragon Genetics: Principles of Mendelian Genetics, students learn the principles of Mendelian genetics by using Popsicle sticks, each of which represents a pair of homologous chromosomes with multiple genetic traits. Pairs of students use their sets of Popsicle sticks to represent a mating and then identify the genetic makeup and phenotypic traits of the resulting baby dragon.

[Genetics, Genetics and More Genetics](#) – Students will use appropriate tools (Punnett Squares) and techniques to gather, analyze and interpret data. Students will explore various modes of inheritance through a hands-on activity creating offspring of a fictitious organism. Students will complete Punnett Squares for various genetic crosses and analyze and interpret the results of those crosses. Students will be able to predict the genotype and phenotype of P1 and F1 generations using Punnett Squares. Students will be able to identify complex patterns of inheritance such as co-dominance and incomplete dominance.

Monthly Florida Standards Updates

January 13, 2017

Page Eight

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.

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