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MEMORANDUM

TO: School District Superintendents
FROM: Hershel Lyons
DATE: February 10, 2017
SUBJECT: Monthly Florida Standards Updates

February is Black History Month

In recognition of Black History Month, the Florida Department of Education's (FDOE) theme this year is "A Recognition of the African-American Role in Shaping Florida Today."

We encourage you to take time this month integrating this theme into classroom lessons and school activities through the Florida Standards. Click on the following links for a variety of great teaching ideas and activities to celebrate this historical theme.

- www.floridablackhistory.com
- www.africanamericanhistorymonth.gov

Featured Resources for February – Teacher Toolkits

The Bureau of Standards and Instructional Support has teacher toolkits available in the following areas:

- [3rd Grade Science](#)
- [4th Grade Science](#)
- [5th Grade Science](#)
- [8th Grade Science](#)
- [Biology I](#)
- [Technology in Science](#)
- [Algebra I](#)
- [Algebra II](#)
- [Geometry](#)

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CHANCELLOR OF PUBLIC SCHOOLS

- [Civics](#)
- [United States History](#)
- [Physical Education](#)
- [Elementary Comprehensive Health Education](#)
- [Secondary Comprehensive Health Education](#)
- [Florida's Sexual Health Education Community Outreach](#)

These toolkits are designed to provide educators with the most essential items necessary for quality standards-based instruction.

Here are a few things educators can do with their planning time to impact instruction more effectively:

- Print the most recent version of the course description for the course(s) you are teaching. The link is in the toolkit. Keep it nearby. It contains the content that is required to be taught this year.
- With the course description in hand, review the instructional materials for the course that are available to teachers. Do the materials address the content of every standard in your course description? If not, you will want to access some of the supplemental resources suggested in this toolkit so that your students receive adequate instruction of the entire course and are prepared for whatever assessment questions might come their way.
- Check to ensure that you have other supplies you need for students to work with during the school year. This may include calculators, lab equipment, maps, charts, etc.
- Check to ensure that you have items that will allow you to differentiate instruction for all types of learners. For example, you may need native language or English dictionaries, headphones or text readers.

Introduction to Multi-Tiered System of Supports (MTSS)

This online, self-paced course provides an introduction to MTSS. The course contains an overview of an MTSS; describes the critical components of multi-tiered instruction and intervention for academics and behavior, the problem-solving process and how it is used to make data-based decisions about instruction and intervention; and discusses how an MTSS relates to special education eligibility and processes. Case studies are provided for participants to apply what they learn.

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 February

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

LAFS.910.RH.1.2 Grades 9-10: Analyze a series of events in detail described in a text.

- For example, have students analyze a timeline of notable events in African-American history and determine how each event impacted the succeeding event on the timeline.
- Use the following CPALMS link for more related resources for teaching this standard: <http://www.cpalms.org/Public/PreviewStandard/Preview/6173>.

- **Elementary Mathematics Florida Standard**

MAFS.5.NF.2.7 Grade 5: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

For example, create a story context for $1/3 \div 4$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $1/3 \div 4 = 1/12$ because $1/12 \times 4 = 1/3$. Create a story context for $4 \div 1/5$ and use a visual fraction model to show the quotient.

Below is a lesson and tutorial that support MAFS.5.NF.2.7.

- [It's My Party and I'll Make Dividing by Fractions Easier if I Want to!](#)
- [How Do You Divide Fractions? tutorial](#)

- **Algebra 1 Florida Standard**

MAFS.912.A-CED.1.4 Grades 9-12: Algebra – Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

For example, rearrange Ohm's law $V=IR$ to highlight resistance R.

Below are lessons that support MAFS.912.A-CED.1.4.

- [Amusement Park Physics](#)
- [BIOSCOPE Summer Institutes 2013 - Mechanical Energy](#)
- [Don't Take it so Literal](#)
- [Equations of Circles 1](#)
- [Math in Mishaps](#)

Access Point

- **MAFS.912.A-CED.1.AP.4a** Solve multi-variable formulas or literal equations for a specific variable.

- **Civics Florida Standard**

SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

Benchmark Clarifications include:

- Students will identify different forms of government based on its political philosophy or organizational structure.
- Students will analyze scenarios describing various forms of government.
- Students will apply their understanding of the definitions of the various forms of government.

Benchmark Specifications for SS.7.C.3.1 and a sample test item are located in the [Civics Test Item Specifications](#), p. 50. Related resources can be found on CPALMS at <http://www.cpalms.org/Public/PreviewStandard/Preview/3203> 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.3.In.a** Identify characteristics of different forms of government, such as democracy, monarchy, and communism.
- **SS.7.C.3.Su.a** Recognize different forms of government, such as democracy and communism.
- **SS.7.C.3.Pa.a** Recognize that in a democracy, people vote to elect government leaders.

- **United States History Florida Standard**

SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

Also Assesses:

- **SS.912.A.7.5** Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- **SS.912.A.7.7** Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

- **SS.912.A.7.17** Examine key events and key people in Florida history as they relate to United States history.

Additional “Also Assesses” for SS.912.A.7.6 can be found on page 51 of the [United States History Test Item Specifications](#).

Benchmark Clarifications include:

- Students will interpret the social, cultural, political, and economic significance of events or actions related to the Civil Rights Movement and Black Power Movement.
- Students will identify key organizations that shaped the Civil Rights Movement and Black Power Movement and the goals and motivations of those organizations.

Related resources can be found on CPALMS at <http://www.cpalms.org/Public/PreviewStandard/Preview/3422>. Benchmark Specifications for SS.912.A.7.6 and a sample test item are located in the [United States History Test Item Specifications](#), pp. 51-52. Related resources 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.7.In.f** Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.
- **SS.912.A.7Su.f** Recognize important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.
- **SS.912.A.7.Pa.f** Recognize that people act in violent and nonviolent ways to bring about change.

- **Middle Grades Science Florida Standard**

SC.7.L.17.3 Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.

Access Points

- Independent
SC.7.L.17.In.3 Recognize that living things compete with each other to get the things they need to live in their local environment.
- Supported
SC.7.L.17.Su.3 Identify how a lack of food, water, or shelter affects plants and animals in their habitats.
- Participatory
SC.7.L.17.Pa.3 Recognize what happens when animals don't get food and water.

Student resources that support SC.7.L.17.3 are linked below.

[Pythons in the Everglades MEA](#)

In this Model Eliciting Activity (MEA), students will investigate the introduction of a non-native, i.e., invasive, species to the Florida Everglades, the Burmese Python. Students will investigate the complex predator-prey relationship and learn why this could damage the ecosystem permanently. Students will analyze a set of data to determine which method of eradication would be best and most effective, considering factors such as cost, the amount of man-power necessary to implement it, the effect it would have on the python population and its impact on other species.

[Why Are Bees Vanishing?](#)

This informational text resource is intended to support reading in the content area. Not many people will say they like bees, but they are a very necessary part of our environment. Scientists are struggling to find an answer, and hopefully a solution, as to why so many bee colonies are vanishing. They believe there are several environmental factors that are killing these insects.

- **Biology Florida Standard**

SC.912.L.17.20 Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.

Annually assessed on Biology EOC.

Also Assesses:

- **SC.912.L.17.11** Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests
- **SC.912.L.17.13** Discuss the need for adequate monitoring of environmental parameters when making policy decisions.

- **SC.912.N.1.3** Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.

Access Points

- Independent
SC.912.L.17.In.8 Describe ways the lifestyles of individuals and groups can help or hurt the environment.
- Supported
SC.912.L.17.Su.8 Identify ways individuals can help the environment.
- Participatory
SC.912.L.17.Pa.7 Recognize a way to help the local environment.

Student resources that support SC.912.L.17.20 are linked below.

[Coral Reefs in Acid – What is Ocean Acidification?](#)

The goal of this lesson plan is for students to be able to conduct mini-experiments that demonstrate what ocean acidification is and how it affects marine organisms. Students will perform mini-experiments and observe diagrams to help generate a definition of what ocean acidification is, why it is occurring and how humans can reduce their impact.

[Sustainability](#) (Original Tutorial)

By the end of this tutorial students should be able to define sustainability and understand how our throw-away consumer lifestyle has affected the environment in a negative way. Also, students will look at possible solutions to prevent further harm to the environment.

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