

Curriculum Matrix for *Speak for Yourself*

The Curriculum Matrix illustrates the instructional design for this unit's standards. Standards may be classified as Taught and Assessed, Reviewed and Assessed, or Reinforced. **Note:** Complete wording for the standards can be found at the end of the matrices.

Key: D=Diagnostically Assessed F=Formatively Assessed S=Summatively Assessed T=Taught P=Practiced M=Modeled R=Reviewed/Reinforced															
Taught and Assessed															
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
LA.C.3.3.1.7.1	D	F T				T P	F P	S		M	S	P	P	S	S
LA.C.3.3.1.7.2	D	T				T P	F T	S		M	S	F P	R	S	S
LA.C.3.3.1.7.3	D				T M			P	P	F P	S	S	R	S	S
LA.D.1.3.3.7.1	D		T P M	T P M	F						S	S	R	S	S
LA.D.2.3.1.7.1	D	T M	T P M	T P M	F						S	S	P		S
LA.D.2.3.1.7.2	D	T M	T P M	F P M	F						S	S	R	S	

Reinforced															
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
LA.B.1.3.2.7.1						T M		P	P				F R		R
LA.B.1.3.2.7.2					T M			P	P	F			R		R
LA.B.1.3.2.7.6							T M	P	P				F R		R
SS.A.3.3.4.7.1		R			M	M	P	P	P	R	R	R	R	R	R

Florida Process Standards (Goal 3) Addressed

Effective Communicators, Information Managers

Florida Sunshine State Standards and Process (Goal 3) Standards

Taught and Assessed

LA.C.3.3.1.7.1

The student evaluates classroom presentations according to volume, stress, pacing, and pronunciation.

LA.C.3.3.1.7.2

The student uses a rating sheet to compare and contrast effective and ineffective presentations according to volume, stress, pacing, and pronunciation.

LA.C.3.3.1.7.3

The student organizes and effectively delivers a speech using a beginning, middle, and end.

LA.D.1.3.3.7.1

The student knows when to use formal and informal English based on audience and purpose.

LA.D.2.3.1.7.1

The student uses words and images that best express intended messages.

LA.D.2.3.1.7.2

The student uses language appropriate to purpose and audience.

Reinforced

LA.B.1.3.2.7.1

The student focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).

LA.B.1.3.2.7.2

The student uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).

LA.B.1.3.2.7.6

The student uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).

SS.A.3.3.4.7.1

The student extends and refines knowledge of aspects of the lives and accomplishments of significant men and women in selected regions since the Renaissance (for example, Christopher Columbus, Simon Bolivar) .

Florida Process Standards (Goal 3)

Information Managers

Florida students locate, comprehend, interpret, evaluate, maintain, and apply information, concepts, and ideas found in literature, the arts, symbols, recordings, video and other graphic displays, and computer files in order to perform tasks and/or for enjoyment.

Effective Communicators

Florida students communicate in English and other languages using information, concepts, prose, symbols, reports, audio and video recordings, speeches, graphic displays, and computer-based programs.