

## Curriculum Matrix for *How Can We Move Our Principal*

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
LA.B.2.2.3.3.1	D	F T	F T		S	F T	F R	F R	R	R	S		
LA.B.2.2.4.3.1	D	F T	F P	F P R	F R	F T	F P	F P	F P	F P	S	F R	
LA.B.2.2.6.3.1	D	F T	F P	F T P	S	F T	F R	F P	F R	F R	S		
LA.B.2.2.6.3.2	D	F T	F P	F T P	S	F T	F R	F P	F R	R	S		
SC.C.2.2.1.3.1	D	F T	F T	F T R	F R	F	S	F R	F R	F R	R	R	S
SC.H.3.2.1.3.1	D	F T	F R	F R	F R	F R	S	F P	F P	P	S	R	S
SC.H.3.2.3.3.1	D	F T	F T	F T	F R	F	S	F P	F P	F P	F R	R	S
Effective Communicators		F T	F T M	R	S	R	R	R	R	R	S		

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Reinforced													
Days	1	2	3	4	5	6	7	8	9	10	11	12	13
LA.A.1.2.3.3.2		R	R		R	R	R						
LA.A.1.2.3.3.3		R		R	R	R	R	R	R	R			
LA.A.2.2.8.3.1		R	R	R	R	R	R	R	R	R			
LA.C.1.2.1.3.1											R		R
LA.C.1.2.4.3.1											R		R
LA.C.1.2.5.3.1											R		R
LA.C.3.2.1.3.1											R		R
LA.C.3.2.3.3.1											R		R
LA.C.3.2.4.3.1											R		R

Florida Process Standard (Goal 3) Addressed
Effective Communicators

## Florida Sunshine State Standards and Process (Goal 3) Standards

### Taught and Assessed

#### LA.B.2.2.3.3.1

The student writes for a variety of occasions, audiences, and purposes (for example, letters to invite or thank, stories or poems to entertain, information to record).

#### LA.B.2.2.4.3.1

The student uses electronic technology to create, revise, retrieve, and verify information (including but not limited to word-processing software, electronic encyclopedias).

#### LA.B.2.2.6.3.1

The student attempts to focus on an expository topic with little or no irrelevant or repetitious information.

#### LA.B.2.2.6.3.2

The student develops supporting ideas with information that relates to the focus.

SC.C.2.2.1.3.1

The student knows the six types of simple machines (screw, inclined plane, wedge, pulley, lever, and wheel and axle).

SC.H.3.2.1.3.1

The student uses reference materials to obtain information related to science concepts.

SC.H.3.2.3.3.1

The student understands how scientific discoveries have helped or hindered progress regarding human health and lifestyles.

Florida Process Standards (Goal 3): 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.

**Reinforced**

LA.A.1.2.3.3.2

The student discusses meanings of words and develops vocabulary through meaningful real-world experiences.

LA.A.1.2.3.3.3

The student develops vocabulary by reading independently and using reference books.

LA.A.2.2.8.3.1

The student uses a variety of reference materials to gather information, including multiple representations of information (for example, maps, charts, photos).

LA.C.1.2.1.3.1

The student listens and responds informally to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches.

LA.C.1.2.4.3.1

The student listens attentively to the speaker (including but not limited to making eye contact and facing the speaker).

LA.C.1.2.5.3.1

The student uses strategies to respond to speakers (for example, asking questions, making contributions, paraphrasing).

LA.C.3.2.1.3.1

The student uses strategies to speak clearly (for example, appropriate rate, volume, pitch).

LA.C.3.2.3.3.1

The student gives oral presentations for different purposes (including but not limited to reporting, explaining, persuading).

LA.C.3.2.4.3.1

The student uses eye contact and gestures that engage the audience.