

Curriculum Matrix for *In Days of Old, Before Columbus*

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	16
SS.A.1.2.1.3.1	D										F T	F R	F T	S T	F M R	S
SS.A.1.2.2.3.1	D F T					F T	F R	F R	F R	S	F R	F R	F R	F R	F M R	S
SS.A.1.2.3.3.1	D F T	F R				F T	F R	F R	F R	S	F R	F R	F R	F R	F M R	S
SS.A.2.2.1.3.1	D										F T	F T	F R	S	F M R	S
SS.A.2.2.2.3.1	D							F T	F T R	S	F R	F R		F R	F M R	S
SS.A.2.2.2.3.2	D					F T	F T	F R	F R	S	F R	F R	F R	F R	F M R	S
SS.A.2.2.2.3.3	D						F T	F M	F T M	S	F R	F R	F R	F R	F M R	S
SS.A.2.2.3.3.1	D		F T	F T M	S	F R	F R	F R	F R	F R	F R	F R	F R	F R	F M R	S
SS.A.2.2.3.3.2	D			F T M	S	F R	F R	F R	F R	F R	F R	F R	F R		F M R	S

Key: D=Diagnostically Assessed F=Formatively Assessed S=Summatively Assessed T=Taught P=Practiced M=Modeled R=Reviewed/Reinforced																
Taught and Assessed (Continued)																
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SS.A.2.2.4.3.1	D	F T	F T	F R	S	F R	F R	F R		F R	F R	F R	F R	F R	F M R	S
SS.A.2.2.5.3.1	D												F T	F S R	F M R	S
SS.A.2.2.6.3.1	D													F S T	F M R	S
Information Managers		F T	F P	F P	S	R	R	R	R	R	R	R	R	R	R	
Effective Communicators		F T	F P M	F P	S	R	R	R	R	F T P	F P	F P	F P	F P	F P	S

Key: D=Diagnostically Assessed F=Formatively Assessed S=Summatively Assessed T=Taught P=Practiced M=Modeled R=Reviewed/Reinforced																
Reinforced																
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
LA.A.1.2.2.3.5		R	R	R		R		R	R				R			
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					
LA.A.2.2.5.3.1				R		R	R	R	R		R		R			
LA.D.2.2.4.3.1		R				R		R	R		R	R	R			
LA.E.1.2.4.3.1			R	R		R	R	R	R		R	R	R			
MA.B.3.2.1.3.2												R	R			

Florida Process Standards (Goal 3) Addressed

Information Managers, Effective Communicators

Florida Sunshine State Standards and Process (Goal 3) Standards

Taught and Assessed

SS.A.1.2.1.3.1

The student understands ways selected individuals, ideas, and decisions influenced historical events (for example, in ancient times).

SS.A.1.2.2.3.1

The student knows sources of information about ancient history (for example, books, magazines, documents at the school and community library, Internet sites about ancient history).

SS.A.1.2.3.3.1

The student reads and interprets a single timeline identifying the order of events (for example, in ancient times).

SS.A.2.2.1.3.1

The student knows significant scientific and technological achievements of various societies (for example, bow and arrow, pottery, Egyptian pyramids).

SS.A.2.2.2.3.1

The student understands selected developments in transportation prior to the Renaissance (for example, Roman roads, trade routes by camel caravan linking Asia and Africa, developments in marine vessels).

SS.A.2.2.2.3.2

The student understands the origins and changes in methods of writing prior to the Renaissance (for example, pictographs, cuneiform, hieroglyphics, alphabets).

SS.A.2.2.2.3.3

The student understands ways changes in transportation and communication affected the lives of people prior to the Renaissance.

SS.A.2.2.3.3.1

The student knows aspects of family life found in many eras (for example, in prehistory, ancient civilizations).

SS.A.2.2.3.3.2

The student knows aspects of family life found in pastoral, agrarian, and urban settings.

SS.A.2.2.4.3.1

The student understands the emergence throughout history of different laws and systems of government (for example, monarchy, republic).

SS.A.2.2.5.3.1

The student knows selected cultural and intellectual achievements of various early and ancient civilizations.

SS.A.2.2.6.3.1

The student knows how trade led to exploration in other regions of the world (for example, the explorations of Marco Polo and the Vikings).

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.

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.1.2.2.3.5

The student establishes a purpose for reading (for example, entertaining; skimming for facts; answering a specific question).

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 reads and organizes information (for example, in story maps, graphs, charts) for different purposes (for example, being informed, following directions, making a report, conducting interviews, taking a test, performing a task).

LA.A.2.2.5.3.1

The student reads and organizes information (for example, in story maps, graphs, charts) for different purposes (for example, being informed, following directions, making a report, conducting interviews, taking a test, performing a task).

LA.D.2.2.4.3.1

The student understands the usefulness of various technologies for different tasks.

LA.E.1.2.4.3.1

The student makes connections between information in texts and stories and historical events.

MA.B.3.2.1.3.2

The student using real-world settings, objects, graph paper, or charts, solves problems involving estimated measurements including the following: length to nearest inch, centimeter; weight to nearest pound, kilogram; time to nearest half-hour interval; temperature to nearest five-degree interval; and money to the nearest \$1 or \$10 (combination of coin and currency).