

Curriculum Matrix for *Living Things*

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.B.1.1.2.1.3				S R	S R										
SC.F.1.1.1.1.1	D		F T P	S M R	S									R	S
SC.F.1.1.2.1.1	D T	F R	R	S	S									R	S
SC.F.1.1.4.1.1	D										F T P	S R	S	R	S
SC.F.1.1.5.1.1	D T P	F P M R	R	S	S						P			R	S
SC.F.2.1.2.1.1	D					F T P	R		R	R		S R	S	R	S
SC.F.2.1.2.1.2	D						T P	F T P R	F T P R			S R	S	R	S
SC.F.2.1.2.1.3	D									T P	F R	S R	S	R	S
Information Managers	D F T P	F P	F P	F P	S	F P	F P	F P		F P	F P	S	F P		
Critical and Creative Thinkers				F P	S	F P	F P	F P	F P		F P	S	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
LA.A.1.1.3.1.5						R	R	R	R		R				
LA.B.1.1.1.1.1				R			R	R	R			R	R	R	

Florida Process Standards (Goal 3) Addressed															
Information Managers, Critical and Creative Thinkers															

Florida Sunshine State Standards and Process (Goal 3) Standards

Taught and Assessed

LA.B.1.1.2.1.3

The student maintains a single idea or topic in writing.

SC.F.1.1.1.1.1

The student understands that living things need food, water, space, and shelter to survive.

SC.F.1.1.2.1.1

The student knows how to classify things as living and nonliving.

SC.F.1.1.4.1.1

The student knows that plants and animals have adaptations that help them survive in their environment (camouflage, teeth, spines).

SC.F.1.1.5.1.1

The student understands different ways in which living things can be grouped (for example, plant/animals, edible plants/non-edible plants).

SC.F.2.1.2.1.1

The student knows plants and animals that live in a particular habitat (for example, black bears in the forest, whales in the ocean, camels in the desert, ducks in the wetlands).

SC.F.2.1.2.1.2

The student knows the characteristics of the climate in different habitats (for example, sunlight, moisture, temperature).

SC.F.2.1.2.1.3

The student knows some ways in which animals and plants are adapted to living in different environments.

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): Critical and Creative Thinkers

Florida students use creative thinking skills to generate new ideas, make the best decision, recognize and solve problems through reasoning, interpret symbolic data, and develop efficient techniques for lifelong learning.

Reinforced

LA.A.1.1.3.1.5

The student develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

LA.B.1.1.1.1.1

The student generates ideas before writing on self-selected topics and assigned tasks (for example, brainstorming, observing surroundings, reading texts, discussion with peer).