

Curriculum Matrix for *What Makes Me Who I Am?*

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	17	18	19	
SC.F.1.2.1.5.1	D												T P F	R P F	R P F	R P F	S	S	S	
SC.F.1.2.4.5.2	D								R P F	R F	R	R P F	R					S	S	S
SC.F.1.2.4.5.3	D										T P F	R P F	R					S	S	S
SC.F.2.2.1.5.1	D			T P F	R P F	R	R	S	R		R		R						S	S
SC.F.2.2.1.5.2	D					T P F	R	S	R		R		R						S	S
SC.H.1.2.2.5.1	D	T P F	R	R P F	R		R	S												
SC.H.1.2.5.5.2	D						R	S		R F										
SC.H.3.2.2.5.1	D	T P F	T P F	R P F	R		R	S												
Cooperative Workers			P F	P F										P F	P F					

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Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
LA.B.1.2.2.5.1	D	R F	R F		F	F	R	S	F			F	F		F			S	S
LA.B.1.2.2.5.4	D	R F	R F		F	F	R	S	F			F	F		F			S	S
MA.E.1.2.1.5.3	D			R F			R	S											

Florida Process Standards (Goal 3) Addressed																			
Cooperative Workers. Practiced but not assessed: Effective Communicators, Information Managers, Critical and Creative Thinkers																			

Florida Sunshine State Standards and Process (Goal 3) Standards

Taught and Assessed

SC.F.1.2.1.5.1

The student understands how body systems interact (for example, how bones and muscles work together for movement).

SC.F.1.2.4.5.2

The student knows the parts of plants and animal cells.

SC.F.1.2.4.5.3

The student understands how similar cells are organized to form structures (for example, tissue, organs) in plants and animals.

SC.F.2.2.1.5.1

The student knows that many characteristics of an organism are inherited from the genetic ancestors of the organism (for example, eye color, flower color).

SC.F.2.2.1.5.2

The student knows that some characteristics result from the organism's interactions with the environment (for example, flamingos eat a certain crustacean that causes their feathers to be pink).

SC.H.1.2.2.5.1

The student understands that scientists use different kinds of investigations (for example, observations of events in nature, controlled experiments) depending on the questions they are trying to answer.

SC.H.1.2.5.5.2

The student constructs models to compare objects in science.

SC.H.3.2.2.5.1

The student selects appropriate graphical representations (for example, graphs, charts, diagrams) to collect, record, and report data.

Florida Process Standards (Goal 3): Cooperative Workers

Florida students work cooperatively to successfully complete a project or activity.

Reviewed and Assessed

LA.B.1.2.2.5.1

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

LA.B.1.2.2.5.4

The student uses supporting ideas, details, and facts from a variety of sources to develop and elaborate the topic.

MA.E.1.2.1.5.3

The student chooses reasonable titles, labels, scales and intervals for organizing data on graphs.

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.

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.

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.