

Curriculum Matrix for *Independent - To Be or Not To Be*

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
LA.A.2.2.5.5.1	D F T	F T P R	F T P R	F T P R	F P	F P R	F P R	F P R	F R	F R	S	S
LA.A.2.2.6.5.1	D F T	F T R	P R	F P R	F P R	F P R	F P R	F P R	F P R	F P R	S	S
LA.C.3.2.1.5.1	D F T	F T R				P R	F P R	F P R	F P R	F P		S
LA.C.3.2.3.5.1	D F T	F T P	F P R	F P R	F P R	F R	F R	F R	F R	F R	S	S
LA.C.3.2.3.5.2	D F T	F T				F P R	F P R	F P R	F P R	F P R	S	S
LA.C.3.2.4.5.1	D F T	F T				F P R	F P R	F P R	F P R	F P R	S	S
SS.A.4.2.3.5.1	D F T	F T P R	F T P R	F T P R	F T P R	F T P R	F P R	S R	F P R	P R	S	S
SS.A.4.2.3.5.2	D F T	F T R	F T P R	F T P R	F T P R	F T P R	F R	S R	F R	F R	S	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
LA.A.1.2.4.5.1	T P M	T P M	T P M	P R	M R	P R	P R	P R	P R	P		
LA.A.2.2.1.5.1	T P M	T P M	T P M	P R	P R	P R	P R	P R	P R	P		
LA.B.1.2.1.5.1	T M R	T P M	T P M	P R	P R	P R	P R	P	P	P		
LA.B.1.2.1.5.2	T P M	P M R	P M R	P R	P	P	P	P	P	P		
LA.B.1.2.2.5.4	T M R	T P M	P R	P R	P R	P R	P R	P R	P R	P R		
LA.B.1.2.2.5.5	T M	T M	P R	P R	P R	P R	P R	P R	P R	P R		
LA.B.1.2.2.5.8								P R	P R	P R		
LA.B.2.2.1.5.1	T P M	T P M	P M R	P M R	P R	P R	P R	P	P	P		
LA.B.2.2.4.5.1	T P M	T P M R	T P M R	P R	P R	P						
LA.B.2.2.6.5.2	T P M	P R	P R	P R	P R	P R	P R	P	P	P		
LA.C.1.2.1.5.1	T P M	T P M	P R	P R	P	P	P	P	P	P		
LA.C.1.2.3.5.1	T P M	T P M	P R	P R	P R	P	P	P	P	P		

Key: D=Diagnostically Assessed F=Formatively Assessed S=Summatively Assessed T=Taught P=Practiced M=Modeled R=Reviewed/Reinforced

Reinforced (Continued)

LA.C.1.2.4.5.1	T P M	T P M					P R		P R		P R	P
LA.C.1.2.5.5.1							P R		P R		P R	
LA.C.3.2.2.5.1		P M	P M	P R	P R	P R	P	P	P	P	P	P
LA.C.3.2.6.5.1	T	T	R	R	R	R	R	R	R	R	P	P
LA.D.1.2.2.5.1	T	T	R	R	R	R	R	R	R	R	P	P
LA.D.2.2.1.5.1	T	T	R	R	R					P	P	P
LA.D.2.2.2.5.1	T	T	T	R	R	R	R	R	R	P	P	P
LA.E.1.2.4.5.1		T P M	T P M	P R	P R	P	P	P	P	P		
LA.E.2.2.5.5.1	T P M	T P M	T P M	P R	P R	P R	P R		P R	P	P	P
SS.A.1.2.1.5.1	T P M	T P M	P M R	P M R	P R	P R	P	P	P			
SS.A.4.2.2.5.1	R	R	R	R	R	R	R	R	R		R	R
SS.A.4.2.2.5.2	R	R	R	R	R	R	R	R	R	R	R	R
SS.A.4.2.4.5.1	T P M	T P M	T P M	T P M	T P M	T P	T P		R	R	R	R
SS.A.4.2.4.5.2	T P M	T P M	T P M	T P M	T P M	T P	T P		R	R	R	R
SS.D.1.2.1.5.1	T P M	T P M	T P M	T P M	T P M	T P	T P		R	R	R	R
SS.D.2.2.4.5.1	T P M	T P M	T P M	T P M	T P M	T P	T P		R	R	R	

Florida Process Standards (Goal 3) Addressed

Effective Communicators, Information Managers, Effective Leaders

Florida Sunshine State Standards and Process (Goal 3) Standards

Taught and Assessed

LA.A.2.2.5.5.1

The student reads and organizes information from multiple sources for a variety of purposes (for example, supporting opinions, predictions, and conclusions; writing a research report; conducting interviews; taking a test; performing tasks).

LA.A.2.2.6.5.1

The student extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, differences between fact, fiction, opinion).

LA.C.3.2.1.5.1

The student uses strategies to speak clearly, (for example, rate, volume, phrasing, enunciation).

LA.C.3.2.3.5.1

The student prepares for and gives presentations for specific occasions, audiences, and purposes (including but not limited to informational or imaginative presentations, research reports, extemporaneous talks).

LA.C.3.2.3.5.2

The student uses visual aids, technology, or demonstrations to support a presentation.

LA.C.3.2.4.5.1

The student uses nonverbal strategies to engage an audience (for example, eye contact, gestures, posture, facial expressions).

SS.A.4.2.3.5.1

The student understands reasons Americans and those who led them went to war to win independence from England.

SS.A.4.2.3.5.2

The student knows significant events between 1756 and 1776 that led to the outbreak of the American Revolution (for example, the French and Indian War, the Stamp Act, the Boston Tea Party).

Reinforced

LA.A.1.2.4.5.1

The student uses a variety of strategies to monitor reading in fifth-grade or higher level texts (for example, adjusting reading rate according to purpose and text difficulty, rereading, self-correcting, summarizing, checking other sources, class and group discussions, trying an alternate word).

LA.A.2.2.1.5.1

The student extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks (for example, explicit and implicit ideas).

LA.B.1.2.1.5.1

The student uses a variety of strategies to prepare for writing (for example, brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, taking notes).

LA.B.1.2.1.5.2

The student establishes a purpose for writing (including but not limited to informing, entertaining, explaining).

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.

LA.B.1.2.2.5.5

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).

LA.B.1.2.2.5.8

The student revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.

LA.B.2.2.1.5.1

The student writes notes, comments, and observations that reflect comprehension of fifth-grade or higher level content and experiences from a variety of media.

LA.B.2.2.4.5.1

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

LA.B.2.2.6.5.2

The student creates ample development of supporting ideas by presenting facts and information that clearly relate to the focus.

LA.C.1.2.1.5.1

The student understands information presented orally in a variety of forms (for example, informational speeches, humor, persuasive messages, directions).

LA.C.1.2.3.5.1

The student interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).

LA.C.1.2.4.5.1

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

LA.C.1.2.5.5.1

The student uses strategies to respond to speakers (for example, asking questions, paraphrasing to confirm understanding, summarizing, making contributions, offering feedback).

LA.C.3.2.2.5.1

The student asks relevant questions and makes comments and observations (for example, gives feedback; draws conclusions; reflects on information; clarifies understanding of content, processes, and experiences).

LA.C.3.2.6.5.1

The student presents a speech in an organized manner (including but not limited to including content appropriate to the audience, using notes or other memory aids, summarizing main points).

LA.D.1.2.2.5.1

The student varies language according to situation, audience, and purpose (for example, uses appropriate content, examples, vocabulary).

LA.D.2.2.1.5.1

The student uses appropriate words to shape reactions, perceptions, and beliefs (for example, connotative and idiomatic meanings, synonyms, antonyms, sensory words).

LA.D.2.2.2.5.1

The student extends awareness of similes, metaphors, symbols, analogies, alliteration, and idiomatic language learned in third and fourth grades.

LA.E.1.2.4.5.1

The student knows that the attitudes and values that exist in a time period affect stories and informational articles written during that time period.

LA.E.2.2.5.5.1

The student uses specific information from text to support ideas about content in literary texts (for example, advancing judgments; referring to text, other works, other authors, nonprint media, and personal knowledge to support ideas).

SS.A.1.2.1.5.1

The student extends and refines understanding of the effects of individuals, ideas, and decisions on historical events (for example, in the United States).

SS.A.4.2.2.5.1

The student knows significant events in the colonization of North America, including but not limited to the Jamestown and Plymouth settlements, and the formation of the thirteen original colonies.

SS.A.4.2.2.5.2

The student understands selected aspects of everyday life in Colonial America (for example, impact of religions, types of work, use of land, leisure activities, relations with Native Americans, slavery).

SS.A.4.2.4.5.1

The student knows the history of events and the historic figures responsible for historical documents important to the founding of the United States (for example, the Declaration of Independence, the United States Constitution, the Bill of Rights).

SS.A.4.2.4.5.2

The student knows selected principal ideas expressed in significant historical documents important to the founding of the United States (including but not limited to the Declaration of Independence, the United States Constitution, the Bill of Rights, the Federalist Papers).

SS.D.1.2.1.5.1

The student knows examples from United States history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.

SS.D.2.2.4.5.1

The student knows ways the Federal government provides goods and services through taxation and borrowing (for example, highways, military defense).

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

Effective Leaders

Florida students establish credibility with their colleagues through competence and integrity and help their peers achieve their goals by communicating their feelings and ideas to justify or successfully negotiate a position which advances goal attainment.