

Curriculum Matrix for *Where's the Heart of Florida?*

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
LA.A.2.2.8.4.1	D	F T	F T	F T	F T			F T	S	R	S
LA.B.2.2.6.4.1								F T			S
LA.B.2.2.6.4.2								F T			S
LA.B.2.2.6.4.3								F T			S
LA.B.2.2.6.4.4								F T			S
LA.B.2.2.6.4.5								F T			S
MA.B.1.2.2.4.1							F T				
MA.B.2.2.2.4.1							F T				
SS.A.6.2.2.4.1	D	F T				F T		F T	S	R	S
SS.A.6.2.2.4.2	D	F T	F T	F T	F T	F T		F T	S	R	S
SS.A.6.2.3.4.6	D	F T	F T	F T	F T	F T		F T	S	R	S
SS.A.6.2.3.4.8	D	F T	F T	F T	F T	F T		F T	S	R	S
SS.A.6.2.3.4.9	D	F T	F T	F T	F T	F T		F T	S	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)

SS.A.6.2.4.4.1	D	F T	F T	F T	F T	F T		F T	S	R	S
SS.A.6.2.5.4.1	D	F T	F T	F T	F T	F T		F T	S	R	S
SS.B.1.2.1.4.1	D			R	R		FT		S		S

Reviewed and Assessed

Days	1	2	3	4	5	6	7	8	9	10	11
LA.B.2.2.1.4.1		F T	F T	F T	F T		R	F T	R	R	
LA.B.2.2.3.4.1		F T	F T	F T	F T	R	R	R	R		
LA.B.2.2.4.4.1			F T	R	R			R			

Reinforced

Days	1	2	3	4	5	6	7	8	9	10	11
MA.B.3.2.1.4.1							R				
MA.B.3.2.1.4.2							R				

Florida Process Standards (Goal 3) Addressed

Effective Communicators, Information Managers, Numeric Problem Solvers, Critical and Creative Thinkers, Multiculturally Sensitive Citizens

Florida Sunshine State Standards and Process (Goal 3) Standards

Taught and Assessed

LA.A.2.2.8.4.1

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

LA.B.2.2.6.4.1

The student attempts to establish a clear focus with little or not irrelevant or repetitious information.

LA.B.2.2.6.4.2

The student develops supporting ideas by presenting facts and information that relate to the focus.

LA.B.2.2.6.4.3

The student develops anecdotes or examples to support and elaborate upon reasons.

LA.B.2.2.6.4.4

The student generally presents facts, examples, and definitions objectively.

LA.B.2.2.6.4.5

The student creates a logical organizational pattern appropriate to expository writing (including beginning, middle, end).

MA.B.2.2.2.4.1

The student knows an appropriate unit of measure to determine the dimension(s) of a given object (for example, standard - student chooses feet or inches instead of yards to measure a classroom desk; nonstandard - student chooses a pencil or his or her hand to measure a classroom desk).

SS.A.6.2.2.4.1

The student knows selected physical features of Florida (for example, bodies of water, climate, elevation).

SS.A.6.2.2.4.2

The student understands ways geographic features influenced the exploration, colonization, and expansion of Florida.

SS.A.6.2.3.4.6

The student understands some ways industrialization and urbanization have affected Florida (for example, the growth of railroads and highways, the development of large population centers, tourism).

SS.A.6.2.3.4.8

The student knows selected economic, political, and social transformations that have taken place in Florida since World War II (for example, civil rights movement, space program).

SS.A.6.2.3.4.9

The student understands the contributions of selected significant men and women, including African Americans and Hispanics, on the development of Florida (for example, Ponce De Leon, Henry Flagler, Mary Bethune Cookman, Chief Osceola, Governor Bob Martinez).

SS.A.6.2.4.4.1

The student understands the unique and diverse cultural make-up of Florida (for example, Caucasian, Hispanic, Haitian-Creole, African-American).

SS.A.6.2.5.4.1

The student knows ways various cultures contributed to the unique social, cultural, economic, and political features of Florida.

SS.B.1.2.1.4.1

The student uses maps, globes, charts, graphs and other geographic tools to gather and interpret data and draw conclusions about physical patterns (for example, in Florida).

Reviewed and Assessed

LA.B.2.2.1.4.1

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

LA.B.2.2.3.4.1

The student writes for a variety of occasions, audiences, and purposes (for example, journals to reflect upon ideas, reports to describe scientific observations).

LA.B.2.2.4.4.1

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

Reinforced

MA.B.3.2.1.4.1

The student knows how to determine whether an accurate or estimated measurement is needed for a solution.

MA.B.3.2.1.4.2

The student using real-world settings, objects, graph paper, or charts, solves problems involving estimated measurements, including the following: length to the nearest half-inch, centimeter; weight to nearest ounce, gram; time to the nearest five-minute interval; temperature to nearest five-degree interval; and money to the nearest \$1.00 (combination of coin and currency).

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.

Numeric Problem solvers

Florida students use numeric operations and concepts to describe, analyze, communicate, synthesize numeric data, and to identify and solve problems.

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.

Multiculturally Sensitive Citizens

Florida students appreciate their own culture and the cultures of others, understand the concerns and perspectives of members of other ethnic and gender groups, reject the stereotyping of themselves and others, and seek out and utilize the views of persons from diverse ethnic, social, and educational backgrounds while completing individually and group projects.