

Curriculum Matrix for *Geo Jammin'*

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
LA.B.2.1.3	D		F T P M R	F P M R	F P M R	S P R	S
LA.B.2.1.2.2.3	D F P	F P		F P	F P	S P	S
LA.C.3.1.1.2.1	D F T P M R	F P M R	F P M R	F P R	P R	S P R	
LA.C.3.1.1.2.2	D F T P R		F P M R	F P R	P R	S P	
MA.C.1.1.1.2.1	D F T P M R	F P M R		F P R	F P R	S P R	S
MA.C.1.1.1.2.2	D	F T P M R	F P R	P R	F P R	S P R	S

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Taught and Assessed (Continued)

Days	1	2	3	4	5	6	7
MA.C.1.1.1.2.3	D	F T P M R	F P R	F P R	F P R	S P R	S
MA.C.1.1.1.2.4	D F T P M	F P M R	F P R	F P R	F P R	S P R	

Reinforced

Days	1	2	3	4	5	6	7
LA.A.2.1.3.2.1	T P M	T P M	P M R	P M R	P M	P	P
LA.B.1.1.2.2.1		T P M	T P M R	P R	P R		P
LA.B.2.1.2.2.1	T P M R	P R		P R	P R		P
LA.C.1.1.1.2.1	T P M	T P M	T P M R	P M R	P R	P	
MA.C.2.1.1.2.4	T P M	P R	P M	P M			P

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Reinforced (Continued)

Days	1	2	3	4	5	6	7
MU.A.2.1.1				T P M	P M R	P R	P
MU.A.3.1.1				T P M	P M R	P R	P
TH.B.1.1.1					T P M	P R	
TH.D.1.1.3	T P M	P M R	P R	P R	P M	P	
VA.A.1.1.1			T P M	P M R	P M	P	P
VA.A.1.1.2		P	T P M R	P M	P M	P	
VA.A.1.1.4		P M	P M R	P M	P M	P	

Florida Process Standards (Goal 3) Addressed

Information Managers, Effective Communicators, Numeric Problem Solvers, Critical and Creative Thinkers, Resource Managers

Florida Sunshine State Standards and Process (Goal 3) Standards

Taught and Assessed

LA.B.2.1.3

The student uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; and accessing and using basic educational software for writing.

LA.B.2.1.2.2.3

The student writes for familiar occasions, audiences and purposes (including but not limited to entertaining, informing, responding to literature).

LA.C.3.1.1.2.1

The student uses volume, phrasing, and intonation appropriate for different situations (for example, large or small group settings, sharing oral stories, dramatic activities).

LA.C.3.1.1.2.2

The student speaks for different purposes (for example, informing, entertaining, expressing ideas).

MA.C.1.1.1.2.1

The student describes attributes of two-dimensional shapes using mathematical language (for example, curves, edges, vertices, angles).

MA.C.1.1.1.2.2

The student describes attributes of three-dimensional shapes using mathematical language (for example, curves, vertices, edges, faces, angles).

MA.C.1.1.1.2.3

The student sorts two- and three-dimensional figures according to their attributes.

MA.C.1.1.1.2.4

The student knows the names of two-dimensional and three-dimensional figures presented in various orientations in the environment.

Reinforced

LA.A.2.1.3.2.1

The student reads informational texts for specific purposes (including but not limited to performing a task, learning a new task, sequentially carrying out the steps of a procedure, locating information to answer a question).

LA.B.1.1.2.2.1

The student writes and revises a variety of simple texts (for example, sentences, paragraphs, stories, letters, explanations telling why or how, picture books, poems).

LA.B.2.1.2.2.1

The student writes informally (for example, journal entries, reading response, poetry).

LA.C.1.1.1.2.1

The student listens for information and pleasure.

MA.C.2.1.1.2.4

The student identifies shapes that can be combined or separated (for example, a rectangle can be separated into two triangles).

MU.A.2.1.1

The student performs independently simple patterns and melodies on rhythmic and melodic classroom instruments (e.g., percussion instruments and barred instruments) and maintains a steady tempo.

MU.A.3.1.1

The student reads simple rhythmic and melodic notation, using traditional and nontraditional symbols.

TH.B.1.1.1

The student creates simple scenes that have a setting, dialogue, and plot.

VA.A.1.1.1

The student uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.

VA.A.1.1.2

The student uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner.

VA.A.1.1.4

The student uses good craftsmanship when producing works of art.

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.

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.

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.

Resource Managers

Florida students will appropriately allocate time, money, materials, and other resources.