

## Curriculum Matrix for Native Americans

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
SS.A.1.1.1.2.1	D	T F	T F	P	P	P	P F	T R F	S	T P F	T P F	T P F	R	S
SS.A.3.1.2.2.1	D	T			P	P	P F	T R F	S	T P F	T P F	T P F	R	S
SS.B.2.1.1.2.1	D	T F		P	R P	P	P F	T R F	S	T P F	T P F	T P F	R	S
LA.A.2.1.3.2.1	D		T F	P	R M P	R P	R P F	S		P F	R P F	T P F	R	S
LA.C.3.1.1.2.1	D	M T F		R P	P	P F	P F	S	R P	P		R P	R	S
LA.C.3.1.1.2.2	D		T P	R P	P	P F	P F	S	T P	P		R P	R	S
LA.C.3.1.4.2.1	D	M T F		R P	P	P F	P F	S	R P	P		R P	R	S
Information Managers	D	F T P		F P	F P		F P		S	F P		F P	R	S
Effective Communicators	D		F P	F P		F P		F S P	F S P				R	S
Critical and Creative Thinkers	D				F T P		F P			F P		F P	R	S

## Florida Process Standards (Goal 3) Addressed

Information Managers, Effective Communicators, Critical and Creative Thinkers

### Florida Sunshine State Standards and Process (Goal 3) Standards

#### Taught and Assessed

##### SS.A.1.1.1.2.1

The student knows similarities and differences among selected Native American cultures from different regions and times (for example, nomadic groups, agricultural groups, city building, relationship with the environment).

##### SS.A.3.1.2.2.1

The student knows some works of art that reflect the cultural heritage of the community or country (for example, paintings, statues).

##### SS.B.2.1.1.2.1

The student understands ways climate, location, and physical surroundings affect the way people live (for example, food, clothing, shelter, transportation, recreation).

##### 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.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).

##### LA.C.3.1.4.2.1

The student uses eye contact and appropriate gestures to enhance oral presentations.

#### Florida Process (Goal 3) Standards: 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 (Goal 3) Standards: 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.

Florida Process (Goal 3) Standards: 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.