

Curriculum Matrix for *We the People*

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.1.2.3.4.2					F P R	F P R	F P R	F S P	F P R		
LA.A.1.2.3.4.3	D			F P M			F P R	F S P	F P R	S	
LA.A.1.2.3.4.4	D	F T	F T M		F P R	F P R	F P R	F S P	F P R		
LA.A.2.2.7.4.1	D			F T P M	F P M	F P R	F P R	F S P	F P R	S	S
LA.A.2.2.7.4.2	D			F T P M	F P M	F P R	F P R	F S P	F P R	S	S
LA.B.1.2.2.4.1	D	F T M	F P M R	F P R	F P R	S	F P R	F P R	F P R	F P R	S
LA.B.1.2.2.4.4	D			F T M	F P M R	S	F P R	F P R	F P R	F P R	S
LA.B.1.2.3.4.2	D	F T P M	F P R	F P R	F P R	F S P R	F P R	F P R	F P R	F P 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)

Days	1	2	3	4	5	6	7	8	9	10	11
LA.B.1.2.3.4.3	D		F T P M R	F P R	F P R	F S P R	F P R	F P R	F P R	F P R	S
LA.B.1.2.3.4.5	D			F T M	F P R	F S P R	F P R	F P R	F P R	F P R	S
MA.A.3.2.3.4.5	D	F T P M	F T P M	F P R			F P R	S	F P R	S	S
MA.D.2.2.2.4.2	D			F T P M	F T P M	F P M	F P R	S	F P R	S	S
SS.C.1.2.1.4.1	D					F T P M	F P M R	F P M R	F R	S	S
SS.C.1.2.1.4.2	D		F T P	F T P R	F T P R	F P M R	F P M R	F P M R	F R	S	S
SS.C.1.2.2.4.1	D		F T P	F T P R	F T P R	F P M R	F P M R	F P M R	FR	S	S

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

Taught and Assessed (Continued)

Days	1	2	3	4	5	6	7	8	9	10	11
SS.C.1.2.3.4.1	D					F T	F P M R	F P M R	F R	S	S
SS.C.1.2.5.4.1	D					F T	F P M R		F R	S	S

Reviewed and Assessed

Days	1	2	3	4	5	6	7	8	9	10	11
SS.C.2.2.4		F T	R	R	R	R		R	R		

Reinforced

Days	1	2	3	4	5	6	7	8	9	10	11
LA.A.1.2.1.4.2		R								R	
LA.A.1.2.4.4.1		R	R	R	R	R	R	R	R	R	
LA.A.2.2.5.4.1		R	R	R	R	R	R	R	R	R	
LA.A.2.2.8.4.1							R	R			
LA.A.2.2.8.4.2							R	R	R	R	
LA.B.1.2.2.4.2								R	R	R	
LA.B.1.2.2.4.7			R	R	R	R	R	R	R	R	
LA.B.1.2.3.4.1								R	R	R	

Florida Process Standards (Goal 3) Addressed

Effective Communicators, Information Managers, Numeric Problem Solvers

Florida Sunshine State Standards and Process (Goal 3) Standards

Taught and Assessed

LA.A.1.2.3.4.2

The student develops vocabulary by reading independently.

LA.A.1.2.3.4.3

The student develops vocabulary by listening to, reading, and discussing both familiar and conceptually challenging selections.

LA.A.1.2.3.4.4

The student uses resources and references such as dictionary, thesaurus, and context to build word meanings.

LA.A.2.2.7.4.1

The student understands a variety of textual organizations (for example, comparison and contrast, cause-and-effect, sequence of events).

LA.A.2.2.7.4.2

The student recognizes comparison or contrast in a text and understands how it impacts the meaning of a text.

LA.B.1.2.2.4.1

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

LA.B.1.2.2.4.4

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

LA.B.1.2.3.4.2

The student uses conventions of punctuation (including but not limited to commas in a series, dates, and addresses; beginning and ending quotation marks).

LA.B.1.2.3.4.3

The student uses conventions of capitalization (including but not limited to proper nouns, titles, first word of a direct quotation).

LA.B.1.2.3.4.5

The student uses correct paragraph indentation.

MA.A.3.2.3.4.5

The student solves real-world problems involving the addition or subtraction of decimals (to hundredths) or common fractions with like or unlike denominators.

MA.D.2.2.2.4.2

The student uses information from physical models, graphs, or tables to solve problems.

SS.C.1.2.1.4.1

The student understands the functions of government under the framework of the Florida Constitution.

SS.C.1.2.1.4.2

The student knows the branches of Florida state government.

SS.C.1.2.2.4.1

The student understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of Florida government.

SS.C.1.2.3.4.1

The student knows the names of his or her representatives at the local and state level (for example, mayor, governor, city council members, state legislative representatives).

SS.C.1.2.5.4.1

The student knows basic things Florida government does in one's school, community, state, and nation.

Reviewed and Assessed

SS.C.2.2.4

The student knows examples of the extension of the privileges and responsibilities of citizenship.

Reinforced

LA.A.1.2.1.4.2

The student uses prior knowledge integrated with text features to generate questions and make predictions about content of text.

LA.A.1.2.4.4.1

The student uses a variety of strategies to monitor reading in fourth-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, questioning whether text makes sense, searching for cues, identifying miscues).

LA.A.2.2.5.4.1

The student reads and organizes information (for example, in outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).

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.A.2.2.8.4.2

The student uses a systematic research process (including but not limited to selects a topic, formulates questions, narrows the focus of a topic, develops a plan for gathering information).

LA.B.1.2.2.4.2

The student uses an organizational pattern appropriate to purpose and audience.

LA.B.1.2.2.4.7

The student generally follows the conventions of punctuation, capitalization, and spelling appropriate at fourth-grade or higher level [see benchmark LA.B.1.2.3 for specifics].

LA.B.1.2.3.4.1

The student uses a variety of strategies (for example, base words and common spelling patterns) and resources (for example, dictionaries and thesauruses) to spell words.

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.