

LOS ANGELES UNIFIED SCHOOL DISTRICT  
 “Standards-Based Instruction Model”\*

Subject/Course Science Grade Level K-2 Special Day Class (Severely Handicapped/Trainable Mentally Retarded) Standard #(s) 30 Standard(s) (What students should be able to do) Observe and describe the properties of matter and its changes in form into solid, liquid, and gas. (Chemistry) \* The unit will focus on observation and properties of matter in solid form.

District Elementary Course of Study (Concepts) or Secondary Guidelines for Instruction (Instructional Unit) Course of Study – EL (Modified for severe Special Needs Population)

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<b>CULMINATING TASK/ASSIGNMENT</b> What will the individual <b>student</b> produce to demonstrate achievement of the standard(s)?  Begin the task with a verb.	<b>ASSESSMENT</b> What criteria will be used to evaluate/score <b>student</b> work/performance of the culminating task?  The statement of the product to be scored is followed by a verb.	<b>INSTRUCTIONAL ACTIVITIES</b> What learning activities will the <b>student</b> be involved in to acquire content knowledge and skills to achieve the standard? Consider alternative strategies and modifications to promote equal access for all learners.  Begin each learning activity with a verb describing what the student is to do.	<b>TIME</b> How much time will be required for the <b>student</b> to complete each of the activities?	<b>RESOURCES</b> What materials, textbooks, supplies, documents, etc., will support the <b>student</b> doing each instructional activity?
Match objects with similar textures.  Find objects given by the teacher with the same texture as the objects already on your board. Glue the given objects next to the ones on your board that have similar textures.	<b>Task to be scored:</b> 4: Finds and correctly matches object to object from a 12 item field upon teacher request without assistance. 3: Finds and correctly matches object to object but requires teacher prompting with a reduced selection choice field of 6 items. 2: Matches objects as directly guided by teacher using a choice field of 4 items. 1: Matches objects as directly guided by teacher using a choice field of 2 items.	<ul style="list-style-type: none"> <li>▪ Identify different properties of matter by participating on a campus “Earth/Nature Walk.”</li> <li>▪ Collect objects of nature to bring back to classroom for classification groupings and tactile-experience manipulation.</li> <li>▪ Increase receptive and expressive language skills utilizing this “Language Experience.”</li> <li>▪ Review “Earth/Nature Walk” photographs as taken by teacher for concept development and memory imprinting.</li> </ul>	45-60 min  1 hr  30 min	Camera.  Film.  Photographs.  Earth/nature walk. Object collection.  Pocket Chart.  Classification board.  Photo-Library. Photograph Cards (SDA, DLM, etc.).  Tag board.  Marker.  Glue.

\*Model developed, refined, and field-tested by Task Force on Standards-Based Instruction