

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

Subject/Course Science Grade Level 1-2 Standard #(s) 28 Standard(s) (What students should be able to do) Make observations of weather, seasons, the sky, and physical features of the earth; describe how some events in nature have patterns, sequences, and relationships. (Earth Science)

District Elementary Course of Study (Concepts) or Secondary Guidelines for Instruction (Instructional Unit) Earth Science

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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?
Research, construct, organize and present charts of our solar system that include a description of the planets, their diameters, moons if any, distances from the sun in miles, and their rotations to make a day and year.  [Can be done by individual students or pairs of students.]	<b>The charts and presentation:</b> 4: Depict accurately the appearance of the planet, its diameter, moons, distance from the sun, and rotations to make a day and year. 3: Depict the appearance of the surface of the planet, its diameter and moons but with some errors in the distance of the planets from the sun, and rotations to make a day and a year. 2: Depict the appearance of the surface of the planet and its moons but with many errors in the diameter, its distance from the sun and its rotations to make a day and year. 1: Do not depict the appearance of the planet’s surface, diameter and its moons, its distance, and rotation to make a day and a year.	<ul style="list-style-type: none"> <li>▪ Study a model of the planets in our solar system.</li> <li>▪ Compile a research booklet on the solar system.</li> <li>▪ Describe the motion of the planets around the sun in a day and year.</li> <li>▪ Make a model of our solar system with its planets and moons.</li> <li>▪ Make a booklet on the nine planets, describing each.</li> <li>▪ Compose a song or a poem about individual planets.</li> <li>▪ Make a mobile with the nine planets.</li> <li>▪ Make individual book on one’s own planet.</li> <li>▪ Make a concentration game.</li> <li>▪ Make flash cards on distance of planets to sun.</li> <li>▪ Hang line across the room and place Sun at one end.</li> <li>▪ Hang flash cards with clothespins.</li> <li>▪ Flash card should include name of planets and number of inches to sun so that the closest to sun has less inches as opposed to further from sun with most inches.</li> </ul>	35 min 1 wk 3 days  2 hr  2 wk  1 wk 1 wk 3 days 1 hr 30 min 45 min	Bulletin Board Model [store bought] <i>The Planets</i> by Jo Ellen Moore & Joy Evans Use reference directly above.  Tagboard, yarn & construction paper Sample from above line paper, pencils, construction paper, fasteners & colors, line paper & pencil.  Plastic string, clay, clothes hanger [fire clay to harden].  Line paper, pencil, fasteners, colors & construction paper Game in <i>The Planets</i> by Moore & Evans describes what materials are needed and how to place planets.

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