

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

Subject/Course Science Grade Level Middle School Standard #(s) 22 Standard(s) (What students should be able to do) Explain how organisms survive and grow; classify them according to their characteristics, analyze interactions with the environment and other living organisms. (Life Science)

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

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CULMINATING TASK/ASSIGNMENT What will the individual student produce to demonstrate achievement of the standard(s)? Begin the task with a verb.	ASSESSMENT What criteria will be used to evaluate/score student work/performance of the culminating task? The statement of the product to be scored is followed by a verb.	INSTRUCTIONAL ACTIVITIES What learning activities will the student 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.	TIME How much time will be required for the student to complete each of the activities?	RESOURCES What materials, textbooks, supplies, documents, etc., will support the student doing each instructional activity?
Produce a restaurant menu that depicts hierarchy of food sources among organisms and the interaction among organisms.	<p>The menu:</p> <p>4: Identifies organisms that belong to one category of consumer-prey nexus; displays convincingly energy sources utilized by the organism; includes within the constraints of a well organized and appealing menu all the information a patron will need to make informed decisions.</p> <p>3: Displays most organisms into one category of a consumer-prey relationship; depicts energy sources utilized by organisms but some of the information may only be implied; is organized, but may be missing some important information that patrons need to know.</p> <p>2: Contains organisms that may not belong to the consumer-prey category selected; energy sources utilized by the organisms may not be clearly defined; is somewhat disorganized and is missing important information that patrons need to know about consumer-prey relationships.</p> <p>1: Shows little or no research about the consumer-prey relationship or energy sources utilized by organisms; is disorganized, lacks vital information, and is not appealing.</p>	<ul style="list-style-type: none"> ▪ Review samples of previously developed student generated menus that illustrate various assessment levels of the rubric. ▪ Research interactive food webs by viewing videotapes, CD-ROMs, accessing the Internet, and reading books and articles in a Library Media Center. ▪ Identify one consumer-prey category for focus of menu; use magazine pictures to depict chosen foods. ▪ Design a menu in student groups of four to six that depicts the energy sources utilized by organisms in chosen category. Include names of “dishes,” pictures, and special features such as “Daily Specials,” and give prices. Give the restaurant a name, address, and include any other information usually contained in a restaurant menu; menus include information about “typical patrons” on the back cover. ▪ Extension Activity: utilize menus in a simulated restaurant setting; order for family of four, calculating total bill including sales tax (8.25%) and tip (15%). 	<p>50-min periods: (total 3 wk)</p> <p>2 hr 30 min (2-3 periods)</p> <p>550 min (10-12 periods)</p> <p>1 hr 50 min (1-2 periods)</p>	<p>Videotapes, textbooks, articles, and/or access to technology such as the Internet and CD-ROM.</p> <p>Magazines.</p> <p>Scissors.</p> <p>Glue.</p> <p>Markers.</p> <p>Tag board, colored construction paper.</p> <p>Simulated restaurant guest checks.</p>