

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

Subject/Course Science Grade Level K Standard #(s) #36 Standard(s) (What students should know and be able to do) Use concepts learned in life science, earth science, and physical science to make decisions about a school or local environmental issue such as preventing erosion, recycling, or air quality. (Applications and Connections)

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

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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?
Choose from a group of pictures those that show how to stop erosion. Tell what is happening in each picture and dictate a sentence explaining how gardens/plants can stop erosion, and a sentence explaining how the soil is washed away. Directions to Student: 1. Show me the pictures that show erosion. 2. Tell me what is happening in these pictures. Why is the soil washing away? 3. Why is there no erosion in these other pictures?	The presentation: 4: Selects correct sequence of illustrations and gives a thorough description of each illustration; gives several reasons how a garden and plants help prevent erosion and why this is important. 3: Selects most of the illustrations correctly; gives description of each illustration, though some details may be lacking; gives a few reasons how the garden and plants help prevent erosion or a reason erosion is harmful. 2: Selects some of the illustrations correctly; describes a few illustrations; gives a limited reason for how a garden and plants can prevent erosion. 1: Does not select illustrations correctly; provides no description of illustrations; does not give reasons for why a garden/plants are important for erosion prevention.	<ul style="list-style-type: none"> ▪ Take part in a class project to create a garden in a small plot on the school grounds. ▪ Keep a class journal of each day’s activities or observations. ▪ Show how by using garden mound soil, running water changes the soil making gullies, separations, i.e., erosion. Discuss why this might be harmful. Record in journal. ▪ Using hose or water can, show what happens to soil in planted and unplanted portions of garden if too much water is poured over them. Observe how earth washes easily away (erodes) on the unplanted portions but not the planted portions. Record in journal. 	2 mo 2 mo 30 min 20 min	Small garden plot. Deep containers. Vegetables seeds. Soil. Hand towels. Water. Diary. Sprinkling can. Hose.