

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

Subject/Course Science Grade Level K Standard #(s) #30 Standard(s) (What students should know and be able to do) Observe and describe the properties of matter and its changes in form; classify its forms into solid, liquid, and gas. (Chemistry)

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

Developed by Karen Paskowitz, Nancy McColl, Marty York, School Union Avenue, Pinewood Elementary, PEAB Clusters # 12, 4 Phone (213) 483-1345; (818) 353-2515.

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?
Create a chart of the water cycle that shows examples from real life; give an oral explanation of the chart.	The chart and explanation: 4: Show the three phases of the water cycle in proper sequence; have relevant examples; correctly explain the changes of form as depicted on the chart; are neat and well illustrated. 3: Show the three phases of the water cycle, but sequence may not be clear; explain the changes of form but examples may not all be relevant; are neat. 2: May omit one of the phases of the water cycle; lack clarity in sequence and explanation of changes; examples may not be relevant; show carelessness. 1: Show one phase of the water cycle; do not explain sequence or changes in form; may cite examples; are incomplete.	<ul style="list-style-type: none"> ▪ Draw chalk lines around a puddle after rain. ▪ Learn about water cycle from tapes, pictures and felt board pieces. ▪ Look at water condensation and melting of ice in a glass. Observe outside of glass. ▪ Paint a picture of water on construction paper, showing evaporation. ▪ Make slushies, showing chemical changes of liquid to solid. Make one with salt, one without. ▪ Make rain with a heat source such as a hot plate, water and ice cubes in a pie plate. ▪ Leave a glass of water out for several days. ▪ Put ice cube in dish. Observe every 5 min. 	15 min 20 min 20 min 10 min 20 min 20 min	Felt cutouts. Ice glass. Construction paper. Water and brush. Cups. Fruit punch. Salt. Ice, ice cubes. Ziplock bags. Hot plate. Pie tin. Ice cubes. Water.

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