

DESIGNING LEARNING TASKS

Name of Curriculum: BSCS Biology

STEP 1: IDENTIFY OPPORTUNITIES IN THE CURRICULUM

Lesson and Page Numbers:

~~Do How Does the external environment~~

Lesson: Cells in Action pp/50-160

What is the learning goal?

- external environment can cause changes in the internal system of living organisms

What data will students either be given or collect to analyze?

- quantitative: appearance of egg
color change turgidity
- qualitative: weight displacement
diameter mass
circumference

What scientific principle will students use to link their claim and evidence?

- osmosis
- membrane permeability
- tonocity: (hypo / hyper / iso)

STEP 2: DESIGN COMPLEXITY OF THE LEARNING TASK

For each of the following characteristics consider how simple or complex you want the learning task to be depending on the needs of your students.

What question will you ask students?

Does the internal environment of the egg changes as a result of the external environment?

What specific data will you either provide students or have students collect?

- measure/ Given a data table
- provide a table of data for the writing prompt
 - compile class data

How much data will you have students analyze?

3 pieces of evidence

- change in mass
- change in appearance
- change in size

What variation of the framework do you want students to include in their response?

For example – complexity of the evidence, complexity of reasoning and inclusion of rebuttal

Variation #3

STEP 3: CREATE CLASSROOM SUPPORTS

Do you want to include any type of visual representation in your classroom? If yes, describe or sketch the representation.

Scientific Explanation

CLAIM

=

=

Evidence

=

Consistent
definition

=

Common
example

Reasoning

=

=

Do you want to provide students with curricular scaffolds? If yes, draft the scaffolds below.

Consider – content specific, generic or combination AND level of detail to include



w/ boxes for scaffolds to fill in