DESIGNING LEARNING TASKS Name of Curriculum: BSCS BIOLOGY STEP 1: IDENTIFY OPPORTUNITIES IN THE CURRICULUM Lesson and Page Numbers: Do How does the external environmen Lesson: Cells in Action pp 150-160 What is the learning goal? · external environment can cause changes in the internal system of living organism What data will students either be given or collect to analyze? · quantitative: appearance of egg color change turgidity

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

· OSMUSIS

· 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 charges as a result of the external environment?

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

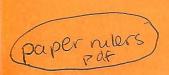
How much data will you have students analyze?

3 pieces of endence
- change in moss
- change in appearance
- change in size

What <u>variation of the framework</u> do you want students to include in their response?

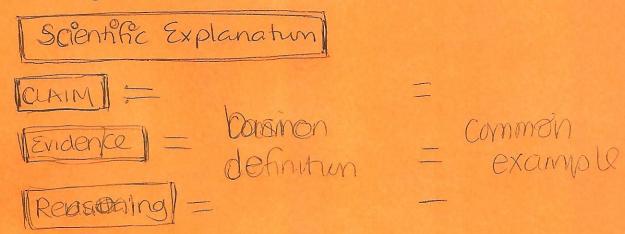
For example – complexity of the evidence, complexity of reasoning and inclusion of rebuttal

Variation #3



STEP 3: CREATE CLASSROOM SUPPORTS

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



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

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

w/ boxes for strudbeats to fit