DESIGNING LEARNING TASKS Name of Curriculum: STEP 1: IDENTIFY OPPORTUNITIES IN THE CURRICULUM Cells in Action pgs. 150-160 Lesson and Page Numbers: Students should realize that changing the external environment can denvironment can denvironment can denvironment can denvironment understand environment underving system What is the learning goal? What data will students either be given or collect to analyze? Quartitative: circumférence volune Qualifative: - color - overall egg appearance

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

- OSMOSIS - cell Permeability - tonicity

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 <u>question</u> will you	ask students?				A 11	
Does the	alenal	Privi	nmallo	Ca	cell	
1 Joes And	Merna	EIVI	Tonnery of	fu		j e
change	based ox	Tho	external	env	Morn	RAVI
Challe	Dusco or	3 /10				/ .

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

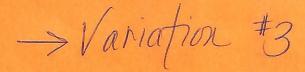
A data table with mass, circumterence, and appearance in different solutions

How much data will you have students analyze?

U

3 pieces of evidence => 2 quantitative => 1 qualifative

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



STEP 3: CREATE CLASSROOM SUPPORTS

Do you want to	include any	type of visual representa	ation in your classr	oom? If yes, describe
or sketch the r	epresentatio	n		
l	Well the	posy the wall.	words	M

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

Olah Ch A. Ex. 12/15 w/ prompt > Introduce Format 12/14 > In-class revision based on feedback 12/20

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