DESIGNING LEARNING TASKS

Name of Curriculum: BSCS Biology

STEP 1: IDENTIFY OPPORTUNITIES IN THE CURRICULUM

Lesson and Page Numbers: Cells in Action pgs. 150-160

What is the learning goal?

Students should realize that changing the external environment can cause changes to the internal environment in living system

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

Quantitative: circumference
mass
volume

Qualitative: - color
- turgidity
- 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 question will you ask students?

Does the internal environment of a cell change based on the external environment?

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

1 data table with mass, circumference, and appearance in different solutions

How much data will you have students analyze?

3 pieces of evidence
→ 2 quantitative
→ 1 qualitative

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.

I will post the words on the wall.

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

Plan

→ Ch 4. Ex. 12/15 w/ prompt

→ Introduce format 12/14

→ In-class revision based on feedback 12/20

Stephen

Prompt - Me

CWA Rubic - Me email