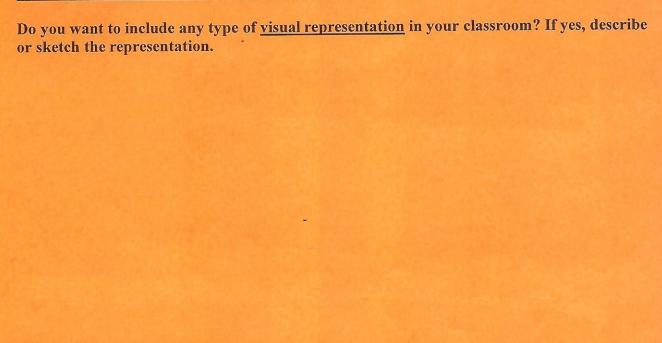
Name:	Date:
DESIGNING LEARNING TAS	<u>SKS</u>
Name of Curriculum: 4 Hour Engranmental Sc	o hence
STEP 1: IDENTIFY OPPORTUNITIES IN THE CURRICULUM	<u>M</u>
Lesson and Page Numbers:	
What is the learning goal? To Explain the importance of 50%	& agricultures
To explain the impact of soil deg	vadshin on
Plant gowth.	
What data will students either be given or collect to analyze?	oras to fer fure
-) Soil quality, PHK, PN contents, I Plant germanut ger manation	7003-47
Collect data on the # of seeds that	1 germinate
per salt coe concentration	
A Dose 1ESponse > What scientific principle will students use to link their claim:	and evidence?
7951 Human impact Salt buildup is a potential p	
Salt puldup 13 a potentia	0

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? Dues salt empact seed germenets
What specific data will you either provide students or have students collect?
Tollect Hauspmit on on the # of secch that germinete given defferent concernanta of salt.
How much data will you have students analyze? B 5 sets of data, withree his in each set
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
Claim Eurelence Reasoning Rebuttal.

STEP 3: CREATE CLASSROOM SUPPORTS



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