**Name:** _____ **Date:** _____

# DESIGNING LEARNING TASKS

Name of Curriculum: ~~Urban~~ Environmental Science

## STEP 1: IDENTIFY OPPORTUNITIES IN THE CURRICULUM

**Lesson and Page Numbers:**

**What is the learning goal?**

To explain the importance of soil to agriculture
To explain the impact of soil degradation on plant growth.

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

~~→ soil quality, pH, K, P, N content, porosity, texture~~
~~→ Plant germinated~~ Seed germination
~~→ Plant heights~~
~ Collect data on the # of seeds that germinate per salt ~~conc~~ concentration
~ A Dose response →

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

→ ~~Soil~~ Human impact
Salt buildup is a potential ~~P~~ agricultural hazard.

## 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 salt impact seed germination

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

→ collect information on the # of seeds that germinate given different concentration of salt.

**How much data will you have students analyze?**

5 sets of data, w/ three trials in each set

**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*

Claim
Evidence
Reasoning
Rebuttal

## 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.**

**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*