

## DESIGNING LEARNING TASKS

Name of Curriculum:

Magnetism and Electricity

### STEP 1: IDENTIFY OPPORTUNITIES IN THE CURRICULUM

Lesson and Page Numbers:

What is the learning goal?

SWBAT identify and classify objects and materials that a magnet will attract and objects and materials that a magnet will not attract.

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

Use "Magnetic Observations" to record test objects

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

Magnets stick to iron and steel

**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?**

John says his magnet is attracted to anything made of metal. Mary disagreed. She says not all magnets are attracted to a magnet. Who is correct? Why? Support your claim with evidence from your chart.

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

An investigation using a bag of many objects and a magnet, preceded this question. They have used a chart to list items that are attracted and those that are not attracted to the magnet.

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

Students will test at least 10 metal objects.

**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

Rebuttal would be explaining why John is wrong #2

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**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.**

Scientific Explanation  
Claim  
Evidence  
Reasoning

**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*