

DESIGNING LEARNING TASKS

Name of Curriculum: PHYSICS 1 FOR LATINO STUDENTS

STEP 1: IDENTIFY OPPORTUNITIES IN THE CURRICULUM

Lesson and Page Numbers: MOMENTUM page 98

What is the learning goal?

- ① Content objective: "Students will be available to solve momentum problems!"
- ② Linguistic objective: "students will learn new words connected with momentum as a physical force"

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

During problem solving: students are encouraged to create a data form each problem, reading the problem statement, to identify each momentum variable.

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

O/R/Q: Claim has to be connected with "big problem question" creating a physics linguistic statement using physics language.

Evidence: My students have to created clear evidence. Statements based on:

- The previous physics momentum concept.
- The mathematics computation and the changes that they can do to play with the formula, using each variable.

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?

What is happening when you push the car's breaks?

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

Always, I give to my students the roles to create a data.

How much data will you have students analyze?

Only the data which is connected with the "KEY question problem"

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

Each evidence and conclusion has to be respond with clear statements connected with the CLAIM.

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.

Visual representation like lab, help my students to use their visual sense to find out how the physics-concept is created and developed, also allow to make some modifications

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

My curriculum is based in creating first the student reading comprehension and to express their ideas by writing statements focused in the previous knowledge created during class.

