# DESIGNING LEARNING TASKS

Name of Curriculum: _____

Standard

## STEP 1: IDENTIFY OPPORTUNITIES IN THE CURRICULUM

**Lesson and Page Numbers:**

**What is the <u>learning goal</u>?** ~~What is the~~ and doesn't
How does the terriam mirror the Natural habittate

**What <u>data</u> will students either be given or collect to analyze?**

Create a terriam and Sketch the Natural habittate
(at JP Pond)

**What <u>scientific principle</u> will students use to link their claim and evidence?**

Ecosystem consist of Giving and non living things
that interact and affect eachother.
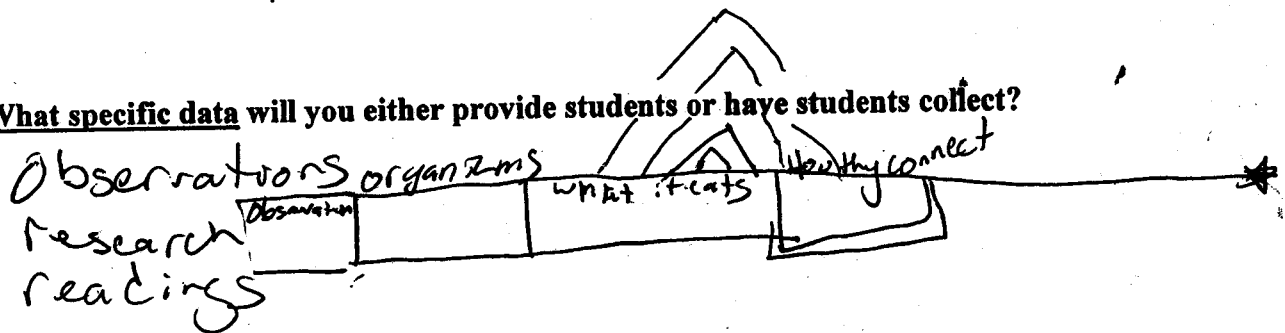what will happen if there is a
End: By change it the enviranent.

1

## 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 <u>question</u> will you ask students?**

Choose a organism in your environment explain how it effects your ecoly

**What <u>specific data</u> will you either provide students or have students collect?**

Observations organizms

research

readings

Observation     what it eats     Heathy connect

**How <u>much data</u> will you have students analyze?**

At Least     Comparing 1 w/ animals 1 w/ out

**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*

#3     Claim
Evidence
Appria
Suffcent
Reasoning
multiple

## 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.**

Copy of variation 3

Ecology | Natural Habitat

Poster of.
e
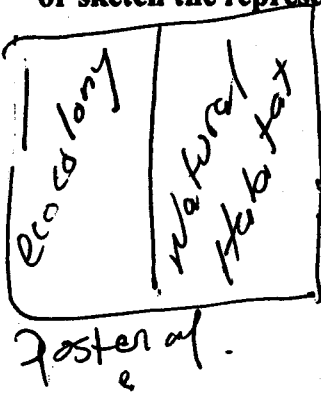
**Do you want to provide students with curricular scaffolds? If yes, draft the scaffolds below.**
*Consider – content specific, generic or combination AND level of detail to include*