# TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

## 1. Central Focus

a. Describe the central focus and purpose of the content you will teach in the learning segment.

[ ]

b. Given the central focus, describe how the standards and learning objectives within your learning segment address the use of science concepts and the ability to apply scientific practices through inquiry to develop evidence-based explanations of or reasonable predictions about a real-world phenomenon.

[ ]

c. Explain how your plans build on each other to help young adolescents **understand relationships** between scientific concepts, scientific practices, and the phenomenon in the learning segment.

[ ]

d. Explain how you will help young adolescents make interdisciplinary or integrative connections between the central focus of the learning segment and other subject areas.

[ ]

## 2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–c), describe what you know about **your** students **with respect to the central focus** of the learning segment.

Consider the variety of young adolescent learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

a. Prior academic learning and/or prerequisite skills and understanding of the nature of science related to the central focus—**Cite evidence of what young adolescents know, what they can do, and what they are still learning to do.**

[ ]

b. Personal and community assets related to the central focus—**What do you know about your students’ everyday experiences, backgrounds, practices, and interests?**

[ ]

c. Young adolescent developmental assets related to the central focus—**What do you know about your students’ cognitive, physical, and social and emotional development?**

[ ]

## 3. Supporting Students’ Science Learning

Respond to prompts 3a–d below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, support your justifications **using principles from research and/or theory, including how the research and/or theory reflects elements of young adolescent development**.

1. Justify how your understanding of your students’ prior academic learning and/or prerequisite skills (from prompt 2a above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ prior academic learning and/or prerequisite skills and research/theory.

[ ]

1. Justify how your understanding of your students’ personal, cultural, community, and developmental assets (from prompts 2b–c above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ assets **AND** research and/or theory.

[ ]

c. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and groups of young adolescents with specific learning needs**.

Consider the variety of young adolescent learners in your class who may require different strategies/support (e.g., young adolescents with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

[ ]

d. Describe common preconceptions (based on prior academic learning and/or prerequisite skills and experiences) within your central focus and how you will identify and address them.

[ ]

## 4. Supporting Science Development Through Language

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. **Language Function.** Using information about your student’s language assets and needs, identify **one** language function, from the list below, essential for students to develop understanding of science concepts, the phenomenon, and the application of scientific practices through inquiry within your central focus.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Analyze | Explain | Interpret | Justify with evidence | Predict |

[ ]

b. Identify a key learning task from your plans that provides young adolescents with opportunities to practice using the language function. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[ ]

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) young adolescents need to understand and/or use:

* Vocabulary/symbols
* **Plus** at least one of the following:
* Grammatical structures (syntax)
* Written, visual, or verbal communication

[ ]

d. **Language Development Supports.** Refer to your lesson plans and instructional materials as needed in your response to this prompt.

* Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function; vocabulary/symbols; grammatical structures [syntax]; or written, visual, or verbal communication).

[ ]

## 5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence of young adolescents’ understanding of

* science concepts,
* the real-world phenomenon, **AND**
* the application of scientific practices through inquiry

**throughout** the learning segment.

[ ]

b. Explain how the design or adaptation of your planned assessments allows young adolescents with specific needs to demonstrate their learning.

Consider the variety of young adolescent learners in your class who may require different strategies/support (e.g., young adolescents with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[ ]