# 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,
* the application of scientific practices through inquiry, and
* the development and evaluation of evidence-based explanations of or reasonable predictions about a real-world phenomenon based on patterns of evidence and/or data.

[ ]

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

[ ]

## 2. Knowledge of Students to Inform Teaching

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

Consider the variety of 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 related to the central focus—**Cite evidence of what students 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?**

[ ]

## 3. Supporting Students’ Science Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. **In addition,** **use principles from research and/or theory to support your justifications.**

a. Justify how your understanding of your students’ prior academic learning and/or prerequisite skills and personal and community assets (from prompts 2a–b 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, their assets, and research/theory.

[ ]

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

Consider the variety of 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).

[ ]

c. 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 students with opportunities to practice using the language function. Identify the lesson in which the learning task occurs. (Give the lesson/day and number.)

[ ]

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students 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 the 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 students’ 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 students with specific needs to demonstrate their learning.

Consider the variety of 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).

[ ]