

Pitfall	Match the Science Teaching Task with its Most Prevalent Pitfall
<p>1. Wrong use of template (wrong cognitive demand or writing mode; or two parts of template don't match/aren't aligned--this is the mixed up purpose)</p>	<p>Task IE2, Description</p> <p>After researching scientific articles on carbon emissions, write a report in which you describe why legislation requiring factories to pay for the right to emit carbon is so important. Support your discussion with evidence from the text/s.</p> <p>8th Grade Science</p>
<p>2. Task answerable without the texts</p>	<p>Task A4, Analysis</p> <p>After reading informational texts on recycling, write an essay in which you argue why recycling matters and whether you and your family should recycle. Support your position with evidence from the text/s.</p> <p>6th Grade Science</p>
<p>3. Grand thematic question</p>	<p>Task IE2, Description</p> <p>How does life begin? After researching informational texts on the physical characteristics of a planet and its distance from the sun, write an essay in which you describe how life can begin. Support your position with evidence from the text/s.</p> <p>6th Grade Science</p>
<p>4. Texts answer the question--no room for multiple responses</p>	<p>Task IE2, Description</p> <p>After reading selected informational texts on rock formation and the rock cycle, write an essay in which you describe the rock cycle, how rocks are formed, and where they are found. Support your discussion with evidence from the text/s.</p> <p>7th Grade Science</p>

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<p>5. Built in bias</p>	<p>Task A4, Analysis</p> <p>After reading "Human Climate Meddling Got Start Long Before Dawn of Petroleum Era", viewing the National Geographic "Human Footprint" documentary, and the video, "Top Ten Ways Man is Destroying the Environment" write an essay in which you argue whether humans are having an impact on the environment. Support your position with evidence from the text/s.</p> <p>8th Grade Science</p>
<p>6. Central to discipline (not based on standards essential to discipline—more based on pop culture, product, etc.)</p>	<p>Task IE3, Explanation</p> <p>After researching graphs and written explanations on disease prevalence in the US, write a report in which you explain how a selected disease compares to Type 2 Diabetes. Support your discussion with evidence from the text/s.</p> <p>9th Grade Science</p>
<p>7. Content too broad or too narrow/ insignificant— not worthy of the time</p>	<p>Task IE3, Explanation</p> <p>How does density vary for different substances? After researching selected texts on density, write a report in which you explain how density varies when you test different substances. Support your discussion with evidence from the text/s.</p> <p>7th Grade Science</p>
<p>8. Problematic text/s (too narrow, too broad, reading level, too many, too few)</p>	<p>Task IE1, Definition</p> <p>After researching the books, <i>An Inconvenient Truth</i>, <i>Climate Confusion</i>, <i>The Global Warming Debate</i>, <i>Global Warming</i>, <i>The Down-to-Earth Guide to Global Warming</i>, articles, websites, watching videos, and listening to speeches on global warming, write a report in which you define global warming and explain the causes and effects of global warming. Support your discussion with evidence from the text/s.</p> <p>6th Grade Science</p>