## Answers to Exercise 2.1

## **Learning Goals vs. Activities and Assignments**

- 1. Students will be able to recognize the protagonist, theme, and voice of a piece of literature.
  - This is a learning goal. There is a desired outcome specified (recognizing the protagonist, theme, and voice of a piece of literature).
- 2. Students will produce a book report on a book of their choice, including a table of contents, with proper pagination and format throughout.
  - This is primarily an activity. The cognitive or behavioral outcome is not clearly specified. There is no particular level of understanding or ability that is needed to produce a book report with these specifications. There are no clear standards for judging the quality of the product.
- 3. Given a set of coordinates, students will be able to graph the slope of a line.
  - This is a learning goal. There are clearly defined cognitive and psychomotor skills that students must demonstrate.
- 4. Students will compare and describe the slopes of two lines.
  - This is an activity. Students are asked to engage in a complex cognitive behavior—comparing—but there is no explicit expectation as to what students should understand better or be able to do better.
- 5. Students will understand the differences and similarities between metamorphic, igneous, and sedimentary rock.
  - This is a learning goal. Unlike statement 4, which also involves a comparison, there is a clear outcome regarding student understanding.
- 6. Students will understand how the Borgia family influenced the Renaissance.
  - This is a learning goal. There is a clear outcome regarding what students will understand.
- 7. Students will be able to explain how the problems created by the French and Indian War contributed to causes of the American Revolution.
  - This is a learning goal. There is a clear desired outcome regarding the understanding of a causal relationship.
  - 8. Students will produce a play dramatizing the problems created by the French and Indian War and how they contributed to causes of the American Revolution.
    - This is a learning goal. There's a clear desired outcome regarding the

- understanding of a causal relationship.
- 9. Students will understand that matter is made up of atoms and that atoms, in turn, are made up of subatomic particles.
  - This is a learning goal. There is a clear outcome regarding what students should know about atoms.
- 10. Students will write a paper describing the relationships among atoms and subatomic particles.

This is an activity. The statement calls for something to be done (a paper to be written) and specifies a topic (the relationships among atoms and subatomic particles) but does not make clear the desired outcome regarding student understanding or skill.