

Answers to Exercise 3.1

Simpler and More Complex Content for Learning Goals

1. *Students will be able to multiply two-digit numbers by two-digit numbers.*

Because the content in the target learning goal involves the expectation of a specific procedure, the more complex content will be a more difficult or more complex execution, and the simpler content will be a simpler execution. For example, more complex content might be multiplying three-digit numbers by two- or three-digit numbers, and simpler content might be multiplying one-digit numbers by one- or two-digit numbers.

2. *Students will be able to label the world's continents on a map.*

The target goal here involves a specific level of geographic knowledge. The more complex content would likely be more detailed geographic knowledge, such as labeling all of the countries in North America and the larger countries on each of the other continents. The simpler content will likely require only basic geographic knowledge, such as labeling only the Americas on a map, or recognizing the names of the world's continents.

3. *Students will be able to sing with correct tempo and pitch.*

The target goal specifies the process of singing with expectations of correct tempo and pitch. The more complex content would include more aspects of singing, such as singing with attention to tempo, pitch, key, and volume. It might also require students to sing with correct tempo and pitch in various situations such as singing in rounds. Finally, it could ask students to sing more difficult songs with correct tempo and pitch, or to hear when they are off and correct themselves. The simpler content might ask students to sing with correct tempo and pitch when accompanied by a group, or it could ask students to sing simpler songs with attention to tempo and pitch.

4. *Students will be able to discuss the major cause-and-effect relationships in a narrative story.*

The more complex content for this goal could involve asking students to draw comparisons between the cause-and-effect relationships in two or more stories. It might also ask students to imagine what might have happened in the story if one or more events had not happened or had happened differently. The simpler content might simply require students to recognize accurate statements about the major cause-and-effect relationships in a narrative story. It might also ask students to recognize some vocabulary terms and phrases.

5. *Students will be able to discuss how the earth changes through both fast processes and slow processes.*

More complex content for this target goal could ask students to trace a specific slow process in an area near them or discuss in detail the changes that resulted from a specific natural disaster. It could also ask them to study one or more of the earth's processes and map where they are most likely to occur. Simpler content might ask students to list the earth's fast and slow processes or recognize accurate statements about them.