

## 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.