

## Exercise 4.1

**Ordering Goals by Level of Difficulty**

In each of the following sets of learning goals, there is a target goal and goals that are above (or more difficult) and below (or simpler) in difficulty or complexity. Order each set by numbering them 1, 2, or 3, where 1 represents the simplest (or least difficult) goal.

- A. Students will be able to discuss the body's most important dietary needs.

Students will be able to recognize healthy versus unhealthy foods given a list.

Students will be able to discuss what would happen to the body if one of its needs was not met. (For example, what would happen if the body received no calcium for an extended period of time?)

- B. Students will be able to design complex word problems based on given mathematical equations.

Students will be able to translate between simple word problems and mathematical equations.

Students will be able to recognize accurate statements about the mathematical processes embedded in word problems.

- C. Students will be able to combine simple, compound, and compound-complex sentences fluently.

Students will be able to write a simple sentence with a subject and a predicate.

Students will be able to write compound-complex sentences in isolation.

- D. Students will be able to make simple measurements in standard units.

Students will be able to convert between standard and nonstandard unit measurements.

Students will be able to make simple conversions within standard or nonstandard unit measurements.

- E. Students will be able to discuss the key aspects of Roosevelt's foreign policy during World War II.

Students will be able to recognize accurate statements about Roosevelt's foreign policy during World War II.

Students will be able to compare the successes and failures of different presidents' foreign policies during times of conflict.