

Answers to Exercise 4.1

Ordering Goals by Level of Difficulty

The correct order for the learning goals appears in order from most difficult to least difficult.

- A. *Students will be able to discuss what would happen to the body if one of its needs was not met.* Because this goal requires students to make a prediction, the level of cognition involved is specifying, which is a form of analysis.

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

Students are being asked to determine which of the body's needs are most important. They must be able to understand, for example, that water is a more immediate and important need than clothing. In order to accomplish this goal, students must use integration, a component of comprehension.

Students will be able to recognize healthy versus unhealthy foods given a list. The goal states that a list of foods is provided to the student; therefore, recognition (retrieval) is being employed. The student is not being asked to produce information or distinguish between facts.

- B. *Students will be able to design complex word problems based on given mathematical equations.* This goal requires the execution of a complex procedure. Not only must students understand equations, they must also be able to design problems based on them.

Students will be able to translate between simple word problems and mathematical equations. This goal requires the execution of a procedure that is simpler than the preceding procedure because there is no element of design.

Students will be able to recognize accurate statements about the mathematical processes embedded in word problems. This goal involves retrieval; the student must pick out correct statements provided about the mathematical processes involved in a word problem.

- C. *Students will be able to combine simple, compound, and compound-complex sentences fluently.* Although this goal involves only execution, it is the most difficult of the set because it requires the highest level of execution. Stringing sentences of varied structure together is more complex than writing either simple or complex sentences in isolation.

Students will be able to write compound-complex sentences in isolation. This goal requires execution. Writing compound-complex sentences is a more difficult execution than writing simple sentences, and it is simpler than writing multiple sentences with varied structure.

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

Execution is the essence of this goal as writing always involves the performing of a procedure. This execution is the simplest of the group because it only requires students to write a simple sentence.

- D. *Students will be able to convert between standard and nonstandard unit measurements.* This goal requires execution of the most complex procedure of the set of procedures. Students must have enough knowledge of both standard and nonstandard units to be able to make conversions between systems. For example, students might be asked to determine how many feet are in a meter or how many centimeters are in a foot.

Students will be able to make simple conversions within standard or nonstandard unit measurements. This goal requires the execution of a more complex procedure than the following goal and a simpler procedure than the preceding goal. Students might be able to determine how many inches are in three feet or how many feet are in a mile.

Students will be able to make simple measurements in standard units. This goal requires execution of a simple procedure that involves standard units only.

- E. *Students will be able to compare the successes and failures of different presidents' foreign policies during times of conflict.* This goal requires matching, a component of analysis, in that it requires students to find similarities and differences between the foreign policies of different presidents during times of conflict. It is the most complex goal in the set because it is at the analysis level.

Students will be able to discuss the key aspects of Roosevelt's foreign policy during World War II. This goal requires integration (comprehension). Students must have enough of an understanding of Roosevelt's foreign policy during World War II to discuss its key aspects.

Students will be able to recognize accurate statements about Roosevelt's foreign policy during World War II. This goal is the simplest of the set because it only requires students to employ retrieval by recognizing accurate statements that have been provided.