

## Practice Identifying One Main Learning Goal

### Earth's Changing Surface

#### (Answer Key)

Use Analysis Guide A (Identifying One Main Learning Goal) to assess the quality of the following candidate learning goals.

One Main Learning Goal	Strong Learning Goal? Yes/No	Reasons
1. Weathering and erosion	No	This isn't a complete-sentence idea.
2. Wind and water change the shape of Earth's surface.	Yes	This is a complete-sentence idea worthy of 40 minutes of instruction. It's also scientifically accurate and grade-level appropriate. Students are likely to have a bit of knowledge about these ideas based on observations in their everyday lives, but they aren't likely to understand how these processes occur or how long they take.
3. Plate tectonics	No	This isn't a complete-sentence idea.
4. A combination of processes that build up and wear down Earth's surface can explain why landforms are located in certain places.	Yes	This is an important complete-sentence idea worthy of 40 minutes of instruction. It's also scientifically accurate and grade-level appropriate. Students are likely to have a bit of knowledge about these ideas based on observations in their everyday lives, but they aren't likely to have thought about processes that build up or wear down Earth's surface or how this explains landforms in certain places.
5. Earth's surface looks different in different places.	Maybe	This is a very important idea about Earth's surface, but it might not be worthy of 40 minutes of instruction time if students already know the content well. The big question is whether this learning goal is too simple for 2nd graders or is appropriate for starting off a lesson series. It all depends on how well equipped students are to think about the variety of landforms around the world.

One Main Learning Goal	Strong Learning Goal? Yes/No	Reasons
6. Mountains are jagged.	No	This is more of a fact (in some cases) that isn't worthy of 40 minutes of instruction time. It might also just be a description of a landform students observe.
7. Water can carry rock and soil from one place to another, causing the land to change.	Yes	This is an important complete-sentence idea worthy of 40 minutes of instruction. It's also scientifically accurate and grade-level appropriate. Students are likely to have a bit of knowledge about these ideas based on observations in their everyday lives, but they aren't likely to understand how water changes land.
8. Mountains, hills, and plateaus are examples of landforms.	No	These are examples of landforms, but the statement doesn't include a science idea that focuses student learning on one main goal.
9. Students use a stream-table model to observe how water changes the land.	No	This is a description of what students will do, not what they'll learn.
10. The surface of Earth changes at different rates. Some changes happen quickly, and other changes happen very slowly over time.	Yes	This is an important complete-sentence idea worthy of 40 minutes of instruction. It's also scientifically accurate and grade-level appropriate. Students are likely to have a bit of knowledge about these ideas based on observations in their everyday lives, but they aren't likely to understand the substantial amount of time it takes for Earth's surface to change.