Strategies to Create a Coherent Science Content Storyline

Analysis Guide A:
Identifying One Main Learning Goal

State the main learning goal being analyzed: _____

_____

_____

Criteria for the Main Learning Goal	Yes	No
1. Is the main learning goal stated in a full sentence that represents a science idea (not a topic, phrase, activity, or question) that students could take away with them at the end of a lesson?		
2. Do the students already know the science content reflected in the learning goal? If yes, you need to make the learning goal more challenging.		
3. Is the learning goal an important science idea? a. It is worthy of 40 minutes or more being spent on it. b. It has important connections to other science ideas and can be used to explain a variety of phenomena. c. It is a big idea, a key concept, and not just a supporting fact, example, or detail.		
4. Do students have misconceptions or confusion about this science idea?		
5. Does this learning goal challenge students' thinking and/or misconceptions? If there is evidence that students already understand the learning goal, it isn't meaningful.		
6. Is the learning goal grade-level appropriate and matched to state and/or national standards?		
7. Is the learning goal scientifically accurate?		

Suggest how to improve the main learning goal: _____

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