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EDUC 6000

Dr. Brian Ludlow

June 5th, 2019

Week 1 – Assignment #2: Create a Learning Target

*Write a **learning target** for ONE of the three components (information, mental procedures, or physical procedures) of the KNOWLEDGE UTILIZATION Domain of Marzano and Kendall's New Taxonomy (included in your text and in Module Two's resources) for the subject or grade level you teach. Note: you will write only ONE learning target.*

Currently I am working on creating a comprehensive scope and sequence for my Utah Studies Class. I am not quite finished, but here is one small excerpt from the document highlighting (in yellow) one of the several learning targets / objectives that I have created for the students during this particular lesson:

Figure 1. Excerpt from Mr. Wright's Utah Studies Scope, Sequence, Learning Objectives, Assessments, etc. (Wright, 2019)

Table of Contents: This scope and sequence document outlines the lessons, goals, objectives, and standards to be met in this class, in accordance to the **Utah Common Core Standards*** (e.g., US 3.2, or Utah Studies Standard 3.2) for the course (see: <https://www.uen.org/core/core.do?courseNum=6400>). It also outlines the **time required** to cover the curriculum. We have 1.5 hour long periods on a block schedule (2 the first week, 3 the next week, and so on). I have codified these into days, such as T1D4 (Term 1, Day 4), helping identify which term and which day the material is covered.

Note that the standards 0.1-4 are my interpretation of the bullet-pointed skills the course mentions in the introduction found in the **Civic Preparation section.*

Unit	Topic	Lesson	Goals	Objec.	HW, Assessment, etc.
Ch. 5	Passing thru the Great Basin	T1D17 – T1D19			
	5.1 Manifest Destiny	(pp 84-89)	T1D17, D18		
				Understand the driving force of Manifest Destiny and its impact on America & especially Utah US 0.1-4, 1.2-5, 2.2-4, 3.2, 4.3,5	
				Explore the origins of “Manifest Destiny” and its complicated history	
				<i>Informal: Students will watch clip and discuss what Manifest Destiny was (see: https://youtu.be/AHemd9oZdsU)</i>	
				Discover the various groups that explored Utah in the early 1800s (i.e. Bidwell-Bartleston Party, John C. Fremont, etc.)	
				<i>Informal: Students will watch episode about Fremont, discuss (https://www.dailymotion.com/video/xha8gn)</i>	
				Explore the draw & challenges that California and Oregon provided for settlers in that period	
				<i>Formal Assessment: Students will simulate Gold Rush and / or Oregon Trail & reflect on experiences</i>	
				<i>Assigned (D17): Gold Rush: http://bit.ly/CalGoldRush OR Oregon Trail: http://bit.ly/OregonTrailOriginal (Due: D19)</i>	
				<i>Assigned: Ch. 5 Guided Notes (Due: D19)</i>	

Based on my understanding of this module’s information, this particular learning objective focuses most on **mental procedure** / “procedural knowledge”, since students are gaining and also utilizing past knowledge and comprehension to “carry out an action or solve a problem” (McMillan, p. 54, 2018). It does include a bit of the **information component**, and while it is a simulation, it even arguably contains a bit of physical procedure (the hand-eye coordination to shoot some of the faster game in the Oregon Trail simulation is certainly a challenge).

The goal of this learning target is for the students to demonstrate that they understand the motivations and challenges that settlers in the mid-1800s faced crossing the country to a relatively unsettled land. My students assure me that it is in fact fun because it has been gamified via the simulations, but this learning objective also helps prepare them for future discussions regarding the LDS / Mormon Migration Westward, a soon-to-occur future lesson. This learning target, when achieved, will simplify that later discussion,

and also help contextualize that experience into a broader understanding of the visions of Manifest Destiny that were sweeping over America at the time.

The criteria for how they'll be graded / assessed involves their understanding of the context, which will be demonstrated informally in class while they do the simulation and I observe, but also by using their reflection sheets to share their thoughts and feelings regarding the experience, and how it relates to them (see: <http://bit.ly/D17-Gold-Rush> and <http://bit.ly/D17-Oregon-Trail>).

Sources:

McMillan, J. H. (2018). *Classroom assessment: Principles and practice that enhance student learning and motivation* (7th ed.). New York, NY: Pearson.

Wright, J. A. (2019, June). *Utah Studies - Scope & Sequence* [DOCX]