

# Skill Versus Activity Exercise

*Various Discipline Focus: Upper Grades*

**A skill is what students must be able to do.**

**An activity provides practice concerning a particular skill or skill set.**

1. Cut apart the statement boxes.
2. Categorize each statement as a **skill** or an **activity** using a T-Chart configuration. The initial verb in each statement may aid in determining the correct category.

*Hint: Each skill matches a specific activity. There is a total of six sets.*

<b>Look at artwork to see if the pieces incorporate religious icons</b>	<b>Evaluate orally and in writing technological developments that have influenced how humans work with genetically engineered crops</b>	<b>Research using the Internet the president's political arenas: state, national, international in teams of 3</b>	<b>Keep a daily personal fitness journal for 1 month</b>
<b>Practice rotations using polygons</b>	<b>Describe visually and in writing historical examples of recession in United States history</b>	<b>Interview, in person, by phone, or via e-mail 3 biochemists using personal pre-generated questions</b>	<b>Draw transformational figures using rigid body movement while keeping point fixed in 2-D plane</b>
<b>Make a chart board display of ebb and flow of USA economic factors for 20th century and onset of 21st century</b>	<b>Self-evaluate in writing personal physical activities that promote lifelong involvement, well-being</b>	<b>Relate visually wooden art works to religious beliefs in 2 geographic regions: Africa, Asia</b>	<b>Analyze in writing similarities and differences in political contributions of 3 presidents: Washington, Lincoln, Roosevelt</b>

## Skill Versus Activity Answer Key

*Various Discipline Focus: Upper Grades*

Skills	Activities
Relate visually wooden art works to religious beliefs in 2 geographic regions: Africa, Asia	Look at artwork to see if the pieces incorporate religious icons
Evaluate orally and in writing technological developments that have influenced how humans work with genetically engineered crops	Interview, in person, by phone, or via e-mail 3 biochemists using personal pre-generated questions
Analyze in writing similarities and differences in political contributions of 3 presidents: Washington, Lincoln, Roosevelt	Research using the Internet the president's political arenas: state, national, international in teams of 3
Self-evaluate in writing personal physical activities that promote lifelong involvement, well-being	Keep a daily personal fitness journal for 1 month
Draw transformational figures using rigid body movement while keeping point fixed in 2-D plane	Practice rotations using polygons
Describe visually and in writing historical examples of recession in United States history	Make a chart board display of ebb and flow of USA economic factors for 20th century and onset of 21st century

The measurable verb used at the onset of a skill statement is critical for accurately informing map readers, without the map writer(s) present, what the students are expected to be able to do.

Equally important is including an appropriate target and descriptor. Occasionally, a target is not necessary. For example, in mathematics the verb *draw* infers *in writing*, and therefore does not need a target.

*Also, be aware that as students progress in their years of learning, what used to once be a skill may now be incorporated into an activity that is focused on a new skill or set of skills.*

The exercise and answer key is an excerpt from, *A Guide to Curriculum Mapping: Planning, Implementing, and Sustaining the Process*. Hale, 2008. Corwin Press.