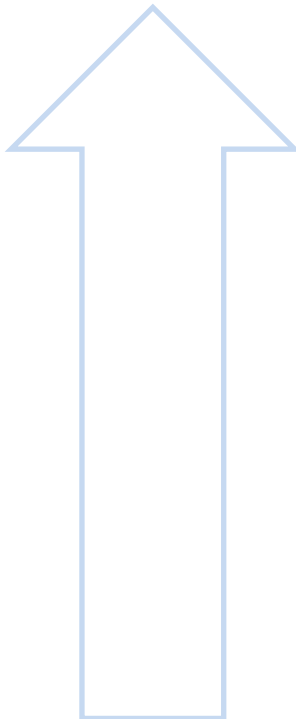# Bloom's Revised Taxonomy Planning Framework
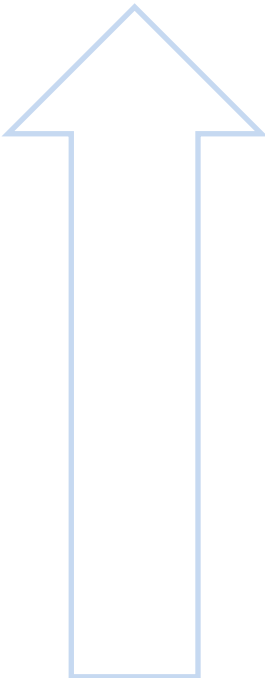
Suggested Projects Build Upon Grade Level Learning Activities

	Creating	Actions	Products	Learning Environment
H i g h e r O r d e r	**(Putting together ideas or elements to develop an original idea or engage in creative thinking)**	Designing Constructing Planning Producing Inventing Devising Making Filming Animating Blogging Programming Video Blogging Mixing Wiki-ing Publishing Podcasting Directing Building	Film Story Project Plan New Game Song Media Product Advertisement Painting Podcast Newspaper Inventions Digital Stories Models Illustrations Brochure Blog Mash-up Infographics QR Codes	**Transformation:** The teacher creates a rich learning environment in which students regularly engage in activities that would have been impossible to achieve without technology. Given ongoing access to online resources, students actively select and pursue topics beyond the limitations of even the best school library. Students use technology to construct, share, and publish knowledge to a worldwide audience. By means of technology tools, students participate in outside-of-school projects and problem-solving activities that have meaning for the students and the community. Students engage in ongoing metacognitive activities at a level that

Project Examples

Kindergarten

*Uses etools to create stories and friendly letters.

*Uses a camera for scavengar hunts (ex. Find all of the circles around the building).

*Uses a mapping program to create concept maps to help organize thoughts

*Uses etools or media rich resources to illustrate and communicate original ideas, including personal experiences.

*Uses Web 2.0 tools to practice/learn/review alliterations, acrostics and rhymes using online tools. Create and publish.

*Uses district software to create, publish, and illustrate character, setting or conclusion.

*Uses SmartBoard to create a list of basic issues related to reponsible use of technology and information and describes personal consequesnces of inappropriate use with teacher direction.

*Uses word processing tools to demonstate an awareness of technology uses in daily life and various occupations that are technology related.

Project Examples

First Grade

*Uses multimedia presentation software to create digital stories

*Uses etools to create and publish shape poetry

*Navigate a website on a topic of interest from personal experience, journal with adult direction about the topic knowledge.

*Uses etools to create original book covers

*Uses productivity software to record relevant information on a topic for determining cause and effect.

	Creating	**Actions**	**Products**	**Project Examples**
	Putting together ideas or elements to develop an original idea or engage in creative thinking).	Designing Constructing Planning Producing Inventing Devising Making Filming Animating Blogging Programming Video Blogging Mixing Wiki-ing Publishing Podcasting Directing Building	Film Story Project Plan New Game Song Media Product Advertisement Painting Podcast Newspaper Inventions Digital Stories Models Illustrations Brochure Blog Mash-up	*Uses an etool or a web app to create journal entry about a personal experience, or for chants, rhymes and alliterations (Storyjumper, Kidblog, Web 2.0 tool) *Uses a video/still camera to create a story *Uses a draw program to plan for and create a new invention

Project Examples

Second Grade
*Uses a variety of resources to create an oral presentation about facts learned from an interview
*Uses a word processing program to write a new ending to a book and share it with a group
*Uses a variety of technologies to sell an idea to a peer
*Uses a word processing program to publish a newspaper for varied audiences. It could include rhyming and non-rhyming poems or acrostics
*Uses word processing tool to create a journal entry on ways technology has changed the way people have lived and worked throughout history (past to present)
*Plan and design a five sentence parapraph to entertain or inform audience, or for a 3-step "how to" project
*Uses Internet and Web 2.0 tools to collaboratively work to research and create multimedia projects
*Research a topic online. Create and use a graphic organizer to gather, evaluate and cite sources with teacher direction
*Uses an etool to create a persuasive poster based on research (Glogster)
*Uses a draw program to illustrate a solution to a problem (Tux Paint)

Project Examples

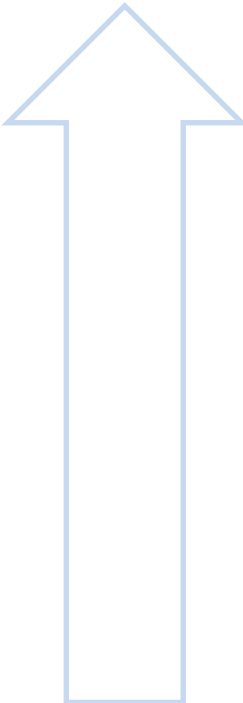| Third Grade |
|---|
| *Uses video camera create advertisements for local business' |
| *Uses a draw program to propose a design to be used for a certain purpose (Tux Paint) |
| *Uses a variety of programs to create board games to teach and play with friend |
| *Uses a word processing program to create a new language code and message |
| *Uses a video camera to produce a book trailer, advertisement or commercial. |
| *Uses Edmodo to collabotate with peers |
| *Uses blogging website for student writing to communicate with peers (Kidblog) |
| *Uses an etool (Glogster) to create an interactive poster or book report |
| *Uses online/software video creation site to create and share a personal experience story |
| *Uses a video camera to create a "how to" video showing step-by-step procedures on how to make something and summarize |

Bloom's pyramid: Creating, Evaluating, Analyzing, Applying, Understanding, Remembering

Bloom's Revised Taxonomy Planning Framework
Suggested Projects Build Upon Grade Level Learning Activities

	Creating	Actions	Products	Project Examples
H i g h e r L e v e l T h i n k i n g	Putting together ideas or elements to develop an original idea or engage in creative thinking.	Designing Constructing Planning Mixing Producing Devising Making Filming Animating Blogging Programming Publishing Podcasting Directing Building Video Blogging Wiki-ing	Film Story Project Plan New Game Media Product Advertisement Painting Podcast Newspaper Illustrations Brochure Blog Mash-up Inventions Digital Stories Models	**Fourth Grade**

Fourth Grade Project Examples:

*Uses an etool (Glogster) to create an interactive informational poster with copyrite information included

*Uses a variety of technology to produce advertisements for made up products products

*Uses an online tool to produce and publish writing (Storyjumper, Web 2.0)

*Uses Word processing to inform and explain the basic issues related to responsible use of technology and describe personal consequences and inappropriate use. Publish

*Uses a variety of technology to develop new tools to recogonize and solve problems

 *Uses Word processing to design multi-step directions on how to use software products,Web 2.0 tools or internet resources

*Plans an itenerary for a trip to another state

*Uses Edmodo to collaborate with peers

*Uses a blogging for student writing to communicate with peers

*Uses etools to identify, research and collect data on an environmental issue and purpose a developmentally appropriate solution

*Use technology, including the Internet, to produce and publish writing as well as as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting

*Design, develop and present multimedia projects using digital cameras, video cameras, printers and/or scanners to create and present poetry

*Work collaboratively to write a persuasive paragraph on the benefits of specific technology products in students personal lives

*Uses an etool (Glogster) to create an interactive poster with digital cameras, video camera, printers and scanners to present poetry (Web 2.0 tool)

*Uses a Web 2.0 tool or software to write expository text on "how to" with multi-step directions

Project Examples

Fifth Grade

*Uses a word processing program to plan and produce a real world product that will make a difference, including cited sources.

*Uses a multimedia presentation program to create a "movie trailor" book report for poetry and publish poetry

* Uses a video recorder or word processing program to produce a written or oral report to have the desired effect on the reader or listener, such as a persuasive paper or argument against a particular topic, or a how to paper

*Uses Edmodo to collaborate with peers

*Uses choice of technology tools (camera, draw program, word processing)
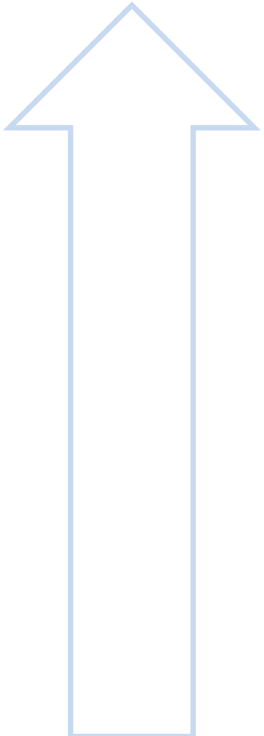
Bloom's Revised Taxonomy Planning Framework
Suggested Projects Build Upon Grade Level Learning Activities

	Creating	Actions	Products	Project Examples
	(Putting together ideas or elements to develop an original idea or engage in creative thinking)	Designing Constructing Planning Mixing Producing Devising Making Filming Animating Blogging Programming Publishing Podcasting Directing Building Video Blogging Wiki-ing	Film Story Project Plan New Game Media Product Advertisement Painting Podcast Newspaper Illustrations Brochure Blog Mash-up Inventions Digital Stories Models	to design an original book cover or magazine cover *Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting report for poetry and publish poetry * Uses a video recorder or word processing program to produce a written or oral report to have the desired effect on the reader or listener, such as a persuasive paper or argument against a particular topic, or a how to paper *Uses Edmodo to collabotate with peers *Uses a choice of technology tools (camera, draw program, word processing) to design an original book cover or magazine cover *Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting

Project Examples

Sixth Grade

*Uses a recording devise to record a written parody, song and publish as a podcast

*Uses a camera, video equipment, etools or a multimedia program to use during a performance

*Uses a multi-media presentation program to predict the outcome of a situation

*Uses Edmodo to collaborate with peers

*Uses blogging website for student writing to communicate with peers

*Uses a mapping program to organize and assemble parts and elements, then produce a unified and organized whole

*Uses a multi-media presentation program to create media rich presentations on on the appropriate and ethical use of digital tools and resources

*Uses a camera and etools to create and publish an online art gallery with examples of historical periods, cultures, and countries

*Selects digital tools or resources to use for a real world task

*Uses a video camera to create a video about a past event/historical type of documentary

*Uses a word processing program to generate a position paper about what a digital footprint is and what your digital footprint conveys

*Uses school provided email to repond to email messages, adjusting style to various purposes and audiences

*Uses the Internet and word processing program, create a research paper while recognizing and critiqueing information from Internet sources and use this information to detect bias on websites and compare points of views
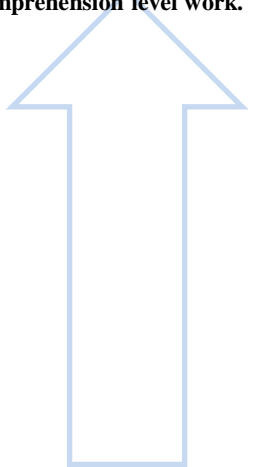

(pyramid: Creating / Evaluating / Analyzing / Applying / Understanding / Remembering)

	Creating	Actions	Products	Project Examples
	(Putting together ideas or elements to develop an original idea or engage in creative thinking.	**Designing** **Constructing** **Planning** **Mixing** **Producing** **Devising** **Making** **Filming** **Animating** **Blogging** **Programming** **Publishing** **Podcasting** **Directing** **Building** **Video Blogging** **Wiki-ing**	**Film** **Story** **Project** **Plan** **New Game** **Media Product** **Advertisement** **Painting** **Podcast** **Newspaper** **Illustrations** **Brochure** **Blog** **Mash-up** **Inventions** **Digital Stories** **Models**	*Use a variety of multimedia resources in collaboration with peers to produce a persuasive advertisement or commerical that includes a limerick *Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single single setting *Send and respond to email messages, adjusting style to various purposes and audiences

Student's Role:
 It's about being able to:
Assemble parts and elements into a unified organization or whole that requires original or creative thinking.
Recognize new problems and develop new tools to solve them.
Create original plans, models, hypotheses, etc. for constructing solutions to problems.
Generate ideas and use them to create a physical object, a process, a design method, a written or oral communication, or even a set of abstract relations (mathematical models).
Produce written or oral reports that have the desired effect on the reader or listener.
Generate project plans.
Propose designs.
Formulate hypotheses based on the analysis of relevant or pertinent factors.

Bottom Line: "Can the student differentiate between constituent parts and make logical conclusions and can the student justify a decision
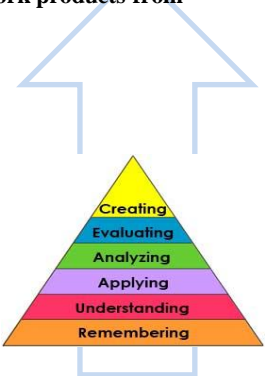
Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

	Evaluating/Analyzing	Actions	Products	Learning Environment
H i g h e r O r d e r T h i n k i n g	(Judging the value of ideas, materials and methods by developing and applying standards and criteria) Products are very similar to Comprehension level work products. However, documentation will include a more extensive discussion of the work and a conclusion. The content amount, depth and a conclusion of the presentation is what distinguishes Analysis level work products from Comprehension level work.	Checking Hypothesising Critiquing Experimenting Judging Testing Detecting Monitoring Posting Reviewing Collaborating Networking Reflecting Validating Moderating Commenting Comparing Organizing Deconstructing Attributing Outlining Structuring Integrating Finding Linking Mashing	Debate Panel Report Evaluation Investigation Verdict Conclusion Persuasive Speech Survey Database Mobile Abstract Report Spreadsheet Checklist Chart Outline	**Infusion:** The teacher creates a learning environment that infuses the power of technology tools throughout the day and across subject areas. Throughout the school day, students are empowered to select appropriate technology tools and actively apply them to the tasks at hand. Throughout the school day and across subject areas, students utilize technology tools to facilitate collaborative learning. Students utilize technology to make connections and construct understanding across disciplines and throughout the day. Students select appropriate technology tools to complete authentic tasks across disciplines.

Project Examples:

Kindergarten
*Uses a draw program to market a real world product to sell
*Uses a draw program to produce a pattern
*Uses video equipment to make a video to persuade
*Uses a draw program to illustrate an outcome of an investigation
*Uses a graphing program to report a conclusion
*Uses a mapping program to investigate likes and differences

First Grade
*Uses a collaborative tool to describe the similarities and differences between products created by peers
*Uses a word processing program to reflect on knowledge gained
*Uses a word processing program to list parts or features of a story
*Uses a mapping program to create a Venn diagram to come to a conclusion

Second Grade
*Uses a data collection program to create graphs and uses that information to determine a pattern
*Uses etools to outline events
*Uses a mapping program to compare and analyze a topic
*Uses etools to investigate a real world problem
*Uses a word processing program/etools to create a chart to organize thoughts
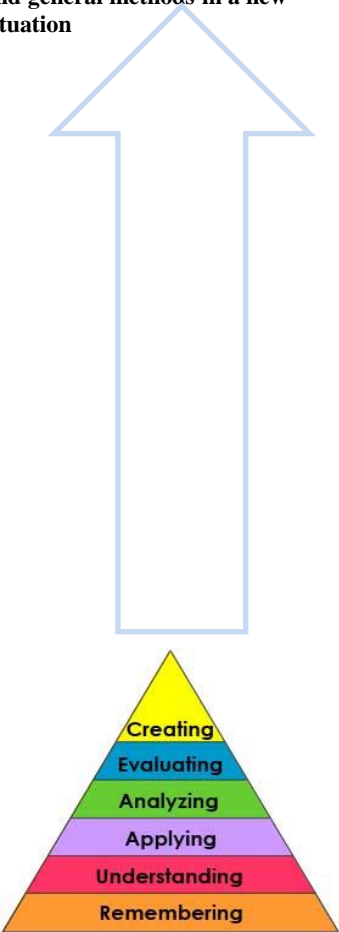*Uses etools to report an event

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Evaluating/Analyzing	Actions	Products	Project Examples
(Judging the value of ideas, materials and methods by developing and applying standards and criteria) **Products are very similar to Comprehension level work products. However, documentation will include a more extensive discussion of the work and a conclusion. The content amount, depth and a conclusion of the presentation is what distinguishes Analysis level work products from**	**Checking** **Hypothesizing** **Critiquing** **Experimenting** **Judging** **Testing** **Detecting** **Monitoring** **Posting** **Reviewing** **Collaborating** **Networking** **Reflecting** **Validating** **Moderating** **Commenting** **Comparing** **Organizing** **Deconstructing** **Attributing** **Outlining** **Structuring** **Integrating** **Finding** **Linking** **Mashing**	**Debate** **Panel** **Report** **Evaluation** **Investigation** **Verdict** **Conclusion** **Persuasive** **Speech** **Survey** **Database** **Mobile** **Abstract** **Report** **Spreadsheet** **Checklist** **Chart**	**Third Grade** *Uses e-tools to create a Venn diagram and determine how information is related to the other information *Uses etools to investigate an issue *Uses a data program to create a graph to compare results *Uses a word processing program to outline a unit of study *Uses a word processing program to report the findings of an investigation *Uses a word processing program to create a checklist for study use **Fourth Grade** *Uses a draw program to organize findings *Uses a word processing program to write a persuasive speech arguing for or against an issue *Uses a multimedia program/etool to report information *Uses a blog to post findings of an investigation and to receive feedback *Uses a data program to create a graph to report a conclusion *Uses a mapping program to analyze problems **Fifth Grade** *Uses a word processing program to evaluate actions of an investigation *Uses a word processing program to critique/edit peer work *Uses a rubric assessment tool to evaluate products *Uses websites to investigate Cyber safety and report a conclusion of findings *Uses a blog to post information and gather feedback **Sixth Grade** *Uses a word processing program to design a questionaire to gather further information to make a decision from data *Uses a word processing/etool to compare information gained from experts *Uses a mapping program/etools to outline sequential events *Uses a data program to analyze investigation outcomes *Uses etools to compare and analyze evidence *Uses a word processing program or other tools to analyze the capabilities and limitations of current and emerging technology resources

Student's Role:
It's about being able to:
Explain why, judge and appreciate the value of ideas, concepts, principals, theories, or general solution methods using appropriate criteria.
Methodically examine ideas, concepts, principals, theories, general solution methods (techniques and procedures), reports, etc. and separate these into their component parts or basic elements.
Develop detailed cause and comes up with a conclusion
Can explain " Why I did what I did."
Make value judgements based on specific criteria such as usefulness and effectiveness.
Evaluate work products based on standards of efficiency, cost or utility to meet particular goals or objects

Bottom Line: "Can the student differentiate between constituent parts and make logical conclusions and can the student justify a decision or course of

Higher Order Thinking

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

	Applying	**Actions**	**Products**	**Learning Environment**
H i g h e r O r d e r T h i n k i n g	**Using strategies, concepts, principles and theories in new situations. Application work products include demonstrations that the learner recognized the need to use ideas, concepts, principles, theories, and general methods in a new situation**	**Implementing** **Carrying out** **Using** **Executing** **Constructing** **Making** **Develop** **Show** **Complete** **Examine** **Illustrate** **Solve** **Running** **Loading** **Playing** **Operating** **Uploading** **Sharing** **Editing**	**Illustration** **Simulation** **Sculpture** **Demonstration** **Presentation** **Interview** **Performance** **Diary** **Journal** **Wiki** **Blog** **Story** **Media Clips** **Map** **Publicized documents** **Commercial** **Annuncement**	**Adaptation:** The teacher encourages adaptation of tool-based software by allowing students to select a tool and modify its use to accomplish the task at hand. Students have opportunities to select and modify technology tools to accomplish specific purposes, for example using colored cells on a spreadsheet to plan a garden Students have opportunities to select and modify technology tools to facilitate collaborative work. Students have opportunities to select and modify technology tools to solve problems based on real-world issues Students have opportunities to select and modify the use of technology tools to facilitate goal-setting, planning, monitoring, and evaluating specific activities.

Project Examples:

Kindergarten
*Uses a draw progtam/e-tools to demonstrate a simple sequence of events
*Uses a draw program/etools to demonstrate an understanding of a concept
*Uses etools to facilitate participation and discussion
*Uses online images to make predictions
*Uses a draw program to illustrate characters in a piece of literature

First Grade
*Uses a word processing program to journal on a topic of interest
*Uses a word processing program/etools to illustrate how something works/grows
*Uses e-tools to construct writings
*Uses a draw program to identify, discuss, and illustrate characters

Second Grade
*Uses a word processing program to present a writing sample
*Uses etool resources to make predications about images
*Uses e-tools to demonstrate basic story structure
*Uses etools to generate a timeline of events
*Uses file menu commands (open, close, save, save as, print)

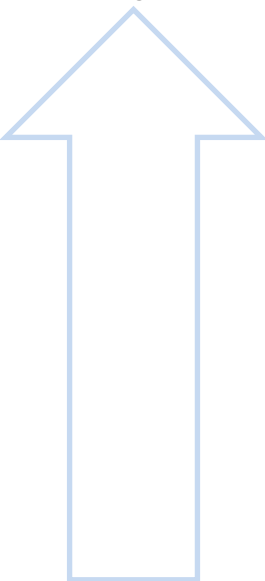| Third Grade |
|---|
| *Uses a series of photographs that the student takes to show a particular event |
| *Uses a draw program, word processing program or etools to make a cartoon strip |

Bloom's Revised Taxonomy Planning Framework

Suggested Projects Build Upon Grade Level Learning Activities

	Applying	Actions	Products	Project Examples
H u g h e r O r d e r T h i n k i n g	**Using strategies, concepts, principles and theories in new situations.** <u>**Application**</u> **Work products include demonstrations that the learner recognized the need to use ideas, concepts, principles, theories, and general methods in a new situation.**	Implementing Carrying out Using Executing Constructing Making Develop Show Complete Examine Illustrate Solve Running Loading Playing Operating Uploading Sharing Editing	Illustration Simulation Sculpture Demonstration Presentation Interview Performance Diary Journal Wikki Blog Story Media Clips Map Publicize Commercial Annuncement	*Uses a draw program to make a coloring book for younger students *Uses a word processing program to make a document to compare and contrast *Uses a e-tools to construct a video *Uses word processing to constuct a solution to a problem *Uses a word processing program to write and perform a play based on a story *Uses a camera and a word processing program to tell a story *Uses a e-tools to construct a video

Student's Role:
Apply ideas, concepts, principals, theories, or general solution methods (techniques and procedures) that I learned at the Knowledges and Comprehension level to new situations
Solve problems in which the solution method is not immediately evident or obvious
 Bottom Line: "Can the student use the knowledge in another familiar situation?"

Fourth Grade

*Uses a word processing program to write and perform a play based on a story
*Uses a camera and a word processing program to tell a story
*Uses a word processing program/etools to complete a scrapbook about an
  an area of study
*Uses a comic creation tool to illustrate an idea
*Uses word processing to analyze and construct results to a math problem
*Uses a mapping program to prepare a flow chart to illustrate the sequence of
  events
*Uses etools to develop a shared document for purposes of peer editing
*Uses a recording devise to a record a piece of poetry for an audience
*Uses a multi media program to share ideas

Fifth Grade

*Uses a mapping program to make a flow chart to illustrate the sequence of
  events
*Uses an interactive etool to solve a problem
*Uses a web tool to develop a shared document for purposes of peer editing
*Uses recording hardware to a record a piece of poetry for an audience
*Uses a multi media program to share ideas

Sixth Grade

*Uses Skype to Interview an expert in a field of study
*Uses video equipment to create a public announcement
*Uses a mapping program/etools to illustrate a concept of study
*Uses appropriate strategies for advanced bookmarking
*Using etools, develops and shares a blog
*Apply knowledge of e-mail netiquette to correspond with others
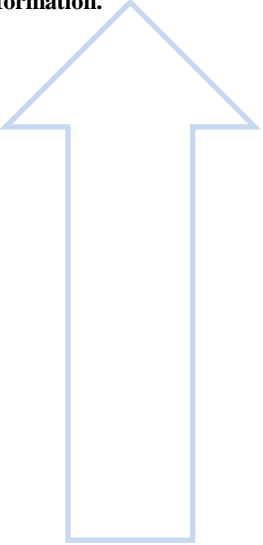*Uses a video camera to record a book report

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Understanding	Actions	Products	Learning Environment
(Understanding what the facts mean using the ideas associated with the subject without relating them to other ideas or subjects. Being able to follow and understand a discussion about the subject. This level requires at least some level of knowledge.) **It's about making use of**	**Interperting** **Exemplifying** **Summarizing** **Inferring** **Paraphrasing** **Classifying** **Comparing** **Explaining** **Transforming** **Discussing** **Restating** **Constrasting** **Changing** **Describing**	**Recitation** **Summary** **Collection** **Explaination** **Show and Tell** **Example** **Quiz** **List** **Label** **Outline**	**Adoption:** The teacher directs students in the conventional use of tool-based software. If such software is available, this level is the recommended entry point. Students begin to utilize technology tools to create products, for example: using a word processor to create a report. Students have opportunities to utilize collaborative tools, such as email, in conventional ways. Students begin to utilize collaboration tools, such as graphic organizers to build upon prior knowledge and construct meaning. Students have opportunities to apply technology tools to some content - specific activities that are based on real-world problems. From time to time, students have the opportunity to use technology to either plan, monitor, or evaluate an activity.

The pyramid (bottom to top): Remembering, Understanding, Applying, Analyzing, Evaluating, Creating.

Left margin vertical text: **Lower Order Thinking**

Project Examples:

Kindergarten
*Uses a draw program to show a particular event
*Use a draw program to label
*Uses a word processing program to arrange clipart to show sequence of events
*Uses a word processing program to arrange clipart in a venn diagram

First Grade
*Uses a word processing program to retell a story
*Uses a word processing program to explain what is happening in a picture
*Uses a draw program to illustrate the main idea
*Uses a draw program to explain what an event was about
*Uses a mapping program to show relationships

Second Grade
*Uses a word processing program to compare and contrast
*Uses a draw program to illustrate a main idea
*Uses a draw program to make a cartoon strip to show the sequence of events

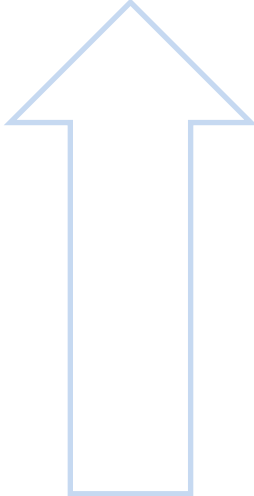| Third Grade |
|---|
| *Uses a word processing program to show a sequence of events in a flow chart |
| *Uses a draw program to draw pictures to show a particular event |
| *Uses data collection software to interpret results |

	Understanding	**Actions**	**Products**	**Project Examples:**
L o w e r O r d e r	(Understanding what the facts mean using the ideas associated with the subject without relating them to other ideas or subjects. Being able to follow and understand a discussion about the subject. This level requires at least some level of knowledge.) It's about making use of information.	Interperting Exemplifying Summarizing Inferring Paraphrasing Classifying Comparing Explaining Transforming Discussing Restating Constrasting Changing Describing	Summary Collection Explaination Show and Tell Example Quiz List Label Outline Recitation	**Fourth Grade** *Uses a word processing program to write and perform a play based on a story *Uses a data collection software to make graphs to compare and contrast cultures *Uses a word processing to retell a story in their own words **Fifth Grade** *Uses a word processing program to write a summary report on and making simple pages) *Uses a word processing program /blogs for journals (adding to, commenting on) on and making simple pages) *Uses a word processing program to make diary entries *Uses recording hardware and software for podcasting **Sixth Grade** *Uses a search engine to create, modify and refine searches to suit research needs *Uses a social bookmarking site for saving and tagging bookmarks *Uses a social bookmarking site for saving and tagging bookmarks *Uses a video camera to make a video summarizing a book *Uses a word processing program/etools to make a cartoon strip to show a sequence of events

Student's Role:
Solve textbook problems using appropriate techniques and procedures.
Translate ideas into their own words.
Read graphical or symbolic information (e.g., tables, diagrams, graphs, mathematical formulas, etc.) into verbal forms, and vice versa.
Interpret or summarize information.

Bottom Line: "Can the student Explain ideas or concepts?"

	Remember/Knowledge	Actions	Products	Learning Environment
L o w e r O r d e r T h i n k i n g	**Recalling information about the subject, topic, competency, or competency area; recalling the appropriate material at the appropriate time; students have to be exposed to and have received the information about the subject.**	**Recognizing** **Listing** **Describing** **Identifying** **Retreiving** **Naming** **Locating** **Finding** **Labels**	**Worksheets** **Quizzes** **Fact chart** **Answers questions** **Tests** **Diagrams** **Reproductions** **Lists**	**Entry**: The teacher uses technology to deliver curriculum content to students. Students use technology for drill and practice and computer based training. Students primarily work alone when using the computer. Technology is used to deliver information to students.

Project Examples:

Kindergarten
*Uses the computer to play simple games
*Locates and navigates websites that are linked on school website
*Uses simple word processing template (teacher made) for labeling and naming
*Tells about how computers are used in their lives and in jobs
*Uses a word processing program to sort pictures
*Uses a draw program to illustrate simple concepts

First Grade
*Uses a word processing program to make bulleted lists
*Uses a mapping program to finish a simple flowchart
*Searches with library catalog
*Builds upon concepts using simple games from websites or installed programs
*Uses a draw software to draw pictures and label

Second Grade
*Uses a word processing program to type simple paragraphs to describe
*Uses sites that are linked on school website for fact retrieval
*Locates landmarks using Google Earth
*Uses a mapping program to make a story map
*Uses a draw program to draw pictures and identify parts
*Uses content software for drill and practice

Third Grade
*Uses a word processing program to type a poem
*Uses a word processing program to make a facts chart
*Takes a quiz using clickers
*Uses a word processing program to ceate a project to tell facts about a concept
*Uses a word processing program and the Internet to copy and paste a picture into a document
*Uses a draw program to reproduce an object
*Uses content software for drill and practice
*Uses Google Earth to locate landmarks

(Bloom's pyramid, top to bottom: Creating, Evaluating, Analyzing, Applying, Understanding, Remembering)

Bloom's Revised Taxonomy Planning Framework
Suggested Projects Build Upon Grade Level Learning Activities

	Remember/Knowledge	Actions	Products	Project Examples:
L o w e r O r d e r T h i n k i n g	**(Recalling information about the subject, topic, competency, or competency area; recalling the appropriate material at the appropriate time; students have to be exposed to and have received the information about the subject.)**	Recognizing Listing Describing Identifying Retrieving Naming Locating Finding Labels	Worksheets Quizzes Fact chart Answers questions Tests Diagrams Reproductions Lists	**Fourth Grade** *Uses a word processing program to make a timeline of events *Uses a word processing program to make a list of main ideas *Uses a variety of search engines to gather facts about a topic *Uses a data program to show data on a graph *Uses email to correspond *Bookmarks favorites to a local computer *Uses content software for drill and practice **Fifth Grade** *Uses a word processing program for explanation of a story *Uses a word processing program to make a list of main events in a story *Locates and collects information from a variety of sources *Highlights basic ideas on a website *Searches for facts using appropriate websites *Uses a word processing program to make bulleted lists *Uses a data program to make graphs *Uses content software for drill and practice **Sixth Grade** *Uses a word processing program to make a list of any pieces of information *Uses a word processing program to answer a worksheet/workbook *Uses a word processing program to make reports *Uses a word processing program to make a timeline of a typical day *Searches with a variety of search engines *Bookmarks favorites *Uses content software for drill and practice

Student's Role:
Read material
Listen to lectures
Watch videos
Take notes
Respond to "True/False".'Yes/No","choice", or "fill in the blank"questions to demonstrate general knowledge of the subject.
Respond to essay test/questions that use across course like describe, explain, define, list…..
Can locate information independently.

Bottom Line: "Can the student recall/access information?"

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Bloom's Revised Taxonomy Planning Framework
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