

IBPYP Key Concepts and Bloom's Taxonomy

KEY CONCEPTS	QUESTIONS	BLOOM'S	QUESTIONS
<p>FORM</p> <p>The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.</p>	<p><i>What is it like?</i></p> <p>Where do we get it?</p> <p>What does it (look, smell, feel, taste) like?</p> <p>What are the rules?</p>	<p>KNOWLEDGE</p> <p>Recall data or information</p>	<p>Who, What, Where, When...?</p> <p>Which one...?</p> <p>Can you list...?</p> <p>Can you select...?</p> <p>COMMAND TERMS: Define, List, Label, State</p>
<p>FUNCTION</p> <p>The understanding that everything has a purpose, a role or a way of behaving that can be investigated.</p>	<p><i>How does it work?</i></p> <p>What happens if...?</p> <p>What is it used for?</p> <p>How can we...?</p>	<p>COMPREHENSION</p> <p>Understand the meaning, translation and interpretation of instructions and problems.</p>	<p>How would you classify...?</p> <p>How would you rephrase...?</p> <p>How would you compare/contrast...?</p> <p>What is the main idea?</p> <p>COMMAND TERMS: Define, List, Label, State</p>
<p>CAUSATION</p> <p>The understanding that things do not just happen, that there are causal relationships at work and that actions have consequences.</p>	<p><i>Why is it like it is?</i></p> <p>How can you...?</p> <p>How are...?</p> <p>What causes...?</p> <p>What motivated...?</p>	<p>APPLICATION</p> <p>Use a concept in a new situation. Applies what was learned into novel situations.</p>	<p>What would result if...?</p> <p>What other way could you...?</p> <p>How would you organize...?</p> <p>How would you use...?</p> <p>How would you apply...?</p> <p>What approach would you use to...?</p> <p>COMMAND TERMS: Apply, Describe, Distinguish, Outline</p>
<p>CHANGE</p> <p>The understanding that change is the process of movement from one state to another. It is universal and inevitable.</p>	<p><i>How is it changing?</i></p> <p>Why did things change?</p> <p>How has ___ changed ?</p> <p>What changes when...?</p> <p>What difference do you see?</p>	<p>ANALYSIS</p> <p>Separates concepts into component parts so that its organizational structure may be understood.</p>	<p>What are the parts or features of...?</p> <p>How would you categorize...?</p> <p>What evidence can you find...?</p> <p>What is the relationship between...?</p> <p>How would you classify...?</p> <p>COMMAND TERMS: Apply, describe, Distinguish, Outline</p>
<p>CONNECTION</p> <p>The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.</p>	<p><i>How is it connected to other things?</i></p> <p>What link is there between...?</p> <p>Why is it same or different than...?</p> <p>How has ___ affected ___?</p> <p>What can we learn by...?</p>	<p>SYNTHESIS</p> <p>Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p>What changes would you make to solve...?</p> <p>What would happen if...?</p> <p>How would you make it different?</p> <p>Can you formulate a theory for...?</p> <p>What could be combined to create...?</p> <p>Can you think of an original way to...?</p> <p>COMMAND TERMS: Analyze, Compare, Deduce, Discuss, Evaluate, Explain, To what extent...</p>
<p>PERSPECTIVE</p> <p>The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.</p>	<p><i>What are the points of view?</i></p> <p>What is easy/difficult about...?</p> <p>What do you like and why?</p> <p>How can you improve?</p> <p>What would it be like if...?</p>	<p>EVALUATION</p> <p>Make judgments about the value of ideas or materials.</p>	<p>Do you agree?</p> <p>What is your opinion?</p> <p>Would it be better if...?</p> <p>How would you evaluate...?</p> <p>How would you compare...?</p> <p>How would you prioritize...?</p> <p>COMMAND TERMS: Analyze, Compare, Deduce, Discuss, Evaluate, Explain, To what extent</p>
<p>RESPONSIBILITY</p> <p>The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.</p>	<p><i>What is our responsibility?</i></p> <p>What should we do...?</p> <p>What do you need to consider?</p> <p>How can we?</p>	<p>Each year IB PYP students should inquire through their program of inquiry using all of the 8 Key Concepts in a developmentally appropriate and increasingly complex way.</p> <p>COMMAND TERMS: IB Assessment places an emphasis on the development of the "higher-order" cognitive skills as well as more fundamental cognitive skills. Command terms make thinking skills explicit by using them for questions in assessment tasks; to help transfer transdisciplinary understandings; as a part of an array of inclusive strategies; or as a support for learners with differing language profiles.</p>	
<p>REFLECTION</p> <p>The understanding that there are different ways of knowing and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.</p>	<p><i>How do we know?</i></p> <p>Which sources have we used?</p> <p>How reliable is...?</p> <p>What makes ___ better than ___?</p> <p>What do you think?</p> <p>How can you evaluate?</p>		