

# North Iowa Area Community College Course Outline

Please follow the included instructions when completing this form. Direct questions to Division Chair. After Course Outline is completed, please submit to Division Chair for review, who then submits to Administrative Assistant to the Vice President for Academic Affairs for review by the Curriculum and Academic Affairs Council (CAAC).

Prepared by:	Helen Karamitros							
Date Approved by CAAC:	October 21, 2019							
Course Title:	Marriage and Family							
Course Number:	SOC-120							
<b>Equivalent Prior Course Numbers:</b>	80-112, SOCS-112							
Academic Division/Department:	Social Science							
Credits – Semester Hours (s.h.):	Credits – Semester Hours (s.h.): 3							
	lowa Department of Education th Division Chair/Registrar (see ons).							
Lecture: 45 1 s.h.	. = 15 contact hours							
Lab: 0 1 s.h.	. = 30 contact hours							
Clinical Practice: 0 1 s.h.	. = 45 contact hours							
Work Experience: 0 1 s.h.	. = 60, 75, 90, or 105 contact hours							
Total: 45								
Prerequisite(s):								
None								
Corequisite(s):								
None								
Course Description:								
regarding the creation of the Americ	ites the family as a social unit in the modern American culture. A study is made can family from various cultures as well as the problems the family is subjected to immunication, finance, and divorce. Introduction to Sociology is strongly but not required.							
Required Textbook(s) and Other Re	·							
	Family (4th ed.). Boston, MA: Cengage Learning. (Karamitros) ty, Inequality & Social Change (2 <sup>nd</sup> ed.). New York, NY: W.W. Norton & Co. (Perez)							
Purpose of Course Check one [X]	in consultation with Division Chair.							
χ Arts and Sciences (General Edu	ucation)							
Arts and Sciences								
Career and Technical (General	Education)							
Career and Technical								
Developmental								

If course is offered only in specific semesters, please explain below:
[Include what semester(s) and why]
Maximum number of weeks for which the course is offered:
16
[Do not edit the following section. Managed by Academic Affairs]
Is this a Core Competency Anchor Course? YES NO
If "Yes," list Core Competency Student Learning Outcome Numbers
being taught and assessed in this course (2.2, 3.1, etc.)
(Example) 2.2 [Press Tab to create new rows for each SLO]
Student Learning Outcomes (SLOs):
The student who successfully completes this course will be able to:
<ol> <li>Recognize variations in family forms and the nature of intimate relationships.</li> </ol>

2. Apply major theoretical perspectives and sociological concepts to various marriage systems and family structures.

3. Examine sociological research and analyze social trends about marriage and family as a social institution.4. Identify opportunities and restrictions that have life-changing consequences for families across a diversity of

demographic populations.

# **Course Outline Instructions**

The following materials provide guidance on how to properly complete the Course Outline Form. It addresses each field in the same order as found on the actual form. **Complete Course Outline Form in consultation with all faculty who teach the course.** 

**Note:** On the Course Outline Form, you should <u>not</u> edit the shaded fields, as these will be completed by others after submission. Only complete the fields that are unshaded.

Questions on how to complete the form should be directed to your Division Chair. For assistance writing student learning outcomes (SLOs), you may also contact the NIACC Center for Excellence in Teaching and Learning (CETL) CETL@niacc.edu

Prepared by:	Enter the first and last name of faculty member completing and submitting the Course Outline Form.
Date Approved by CAAC:	Do not enter anything into this section. This will be added by the Academic Affairs Office upon approval by the Curriculum and Academic Affairs Council (CAAC).
Course Title:	If this is a preexisting course, please enter the title as found in the current NIACC Catalog. If it is a new course, enter the title here.
Course Number:	If this is a preexisting course, please enter the course number as found in the current NIACC Catalog. If it is a new course, enter the number here. For new courses, please consult with the Administrative Assistant to the Vice President for Academic Affairs prior to selecting a new course number, as these must follow standards set by both the lowa Department of Education and NIACC.
<b>Equivalent Prior Course Numbers:</b>	Do not edit this section. This will be managed by the Academic Affairs Office, upon submission, prior to review by CAAC.
Academic Division:	Enter your division. See form for examples and note unusual examples, below: "Humanities" instead of "Fine Arts" "Social Sciences" instead of "Education" or "Early Childhood" or "Criminal Justice"
Credits – Semester Hours (s.h.):	Simply enter the number of semester hours. If you have questions, please contact your Division Chair.
Contact Hours:	Enter the number of contact hours (actual scheduled number of hours) into each of the category fields (Lecture, Lab, Clinical Practice, and/or Work Experience), and then enter the total in the "Total" field. For details on each category, please see "Lecture, Lab, Clinical Practice, and Work Experience" page, later in this document. Note: These are defined by the Iowa Department of Education. Division Chair and Registrar are your points of contact if you have any questions.
Prerequisite(s):	These are courses that <u>must</u> be successfully completed prior to taking this course. Enter any prerequisite courses in the format shown on the form. If no changes are being made, please use the prerequisites as found in the current NIACC Catalog. If there are no prerequisites, enter "None" or "N/a."
Corequisite(s):	These are courses that <u>must</u> be taken while taking this course. Enter any

are no corequisites, enter "None" or "N/a."

corequisite courses in the format shown on the form. If no changes are being made, please use the corequisites as found in the current NIACC Catalog. If there

**Course Description:** 

If this is a preexisting course, please enter the Course Description as found in the current NIACC Catalog. If this is a new course or new description, enter the description here. If there are *recommended* courses or skills (these should not be prerequisites or corequisites), they should be included in this section. This must be in standard paragraph format with complete sentences, no bullet points, etc.

Required Textbook(s) and Other Required Materials:

List the bibliographic information for each required book/resource, as shown on the Course Outline Form. Enter each item on a new row, as described. If no textbooks or other materials are required, enter "None" or "N/a."

**Note:** This list should be completed in consultation with the other faculty members who teach this course. This is the list of textbook/resource combinations from which faculty may select when teaching the course. Faculty should work together to reach consensus on what these are without providing an excessive number of options.

**Purpose of Course:** 

For details on each option, please see "Course Purpose Definitions," later in this document.

Offered Only in Specific Semesters:

Complete this field *only* if the course is consistently only offered in specific semesters (example: only in the fall or only in the fall and spring).

Maximum number of weeks for which the course is offered:

This is the maximum number of weeks. For example, if the course is offered in both 8-week and 16-week formats, you would only enter "16" in this field.

**Core Competency Anchor Course:** 

Do not edit this section. This will be managed by Division Chairs. However, it is still important to understand the relevance of this section, especially as you work on Student Learning Outcomes (SLOs) in the next section.

See the "NIACC Core Competencies with Student Learning Outcomes" later in this document. Each degree program at NIACC must teach and assess each of the 12 Student Learning Outcomes of which the Core Competencies are composed. To ensure this, courses throughout the curriculum, including general education courses, program-specific courses, and other required courses (example: College Essentials) are identified as "Core Competency Anchor Courses," which means they are the courses which perform this function. At least one Core Competency Student Learning Outcome is built into each of these courses, as part of its own course-level Student Learning Outcomes. Therefore, when any changes are proposed to a Student Learning Outcomes of an "anchor course," they must go through another layer of review to ensure that this aspect of the anchor course remains intact.

#### **Student Learning Outcomes:**

This is a list of measurable competencies that begin with a verb and complete the sentence "The student who successfully completes this course will be able to..."

Please see "Student Learning Outcomes" section of this document for helpful resources to use when constructing and updating your course's student learning outcomes.

#### **Tips and Guidelines:**

- This is what your students will be able to do by the end of the course.
- Use a numbered list format to enter your Student Learning Outcomes.

- Each Student Learning Outcome (SLO) must begin with a verb.
- Each SLO must be measurable. Ask yourself, "How will I measure this?"
- Avoid vague unmeasurable verbs, such as "understand" and "know."
   "The student who successfully completes this course will be able to
   understand..." How will you know that they understand? Because they
   can explain...? Then use that verb. "...will be able to explain..."
- Don't be so vague that your outcome is unmeasurable, but don't be so specific that you're talking about a specific assignment rather than an outcome. For example: "write a 10-page paper on causes of the Civil War" is an assignment. It's how you're going to measure an outcome. It's not an outcome itself. The real outcome might be something like this: "explain and analyze factors that contributed to the Civil War."
- For assistance constructing measurable and clear SLOs for your subject, please contact the Center for Excellence in Teaching and Learning (CETL) at <a href="mailto:CETL@niacc.edu">CETL@niacc.edu</a>.
- Different disciplines have different standards for the number and complexity of SLOs, often determined by program-specific accrediting bodies. For example, most courses in the Arts and Sciences will have fewer SLOs than those in Nursing. While SLOs in Humanities may be broader and fewer, those in Nursing are often extremely detailed and many in number. These variances are fine. However, in general, the Council will be looking for SLOs that are fewer and broader, unless your discipline requires more. Consult with your Division Chair if you have questions.
- Student Learning Outcomes drive your course. All teaching and learning
  activities, all textbook readings, all assessments must align with your
  SLOs. Notice that the textbook serves the SLOs, not the other way
  around. Under no circumstances should your textbook determine your
  SLOs. Construct the SLOs first, then find suitable resources to help you
  accomplish teaching and assessing those outcomes. You should not have
  to change your SLOs just because your textbook changes.

# Lecture/Lab/Clinical Practice/Work Experience

#### **Classroom Work**

*Definition:* Lecture and formalized classroom instruction under the supervision of an instructor. The <u>minimal</u> requirements for one semester hour of credit shall be 800 minutes. <u>NIACC uses 15 hours for one lecture credit</u>. NIACC uses 900 minutes for one semester hour of lecture credit.

#### **Laboratory Work**

*Definition:* Experimentation and practice by students under the supervision of an instructor. The <u>minimal</u> requirement for one semester hour of credit shall be 1,600 minutes of scheduled laboratory work. <u>NIACC uses 30 hours for one laboratory credit.</u>

NIACC uses 1,800 minutes for one semester hour of laboratory credit.

Credits	Ratio	
1	2:1	30
2	2:1	60
3	2:1	90
4	2:1	120

#### **Clinical Practice**

*Definition:* Applied learning experience in a health agency or office under the supervision of an instructor. The <u>minimal</u> requirement for one semester hour of credit shall be 2,400 minutes of scheduled clinical practice. <u>NIACC uses 45 hours for one clinical credit.</u>

NIACC uses 2,700 minutes for one semester hour of clinical credit.

Credits	Ratio	Contact Hours
1	3:1	45
2	3:1	90
3	3:1	135
4	3:1	180

#### **Work Experience**

Definition: Work experience planned and coordinated by an institutional representative and the employer, with control and supervision of the student on the job being the responsibility of the employer. The <u>minimal</u> requirement for one semester hour of credit shall be 3,200 minutes of scheduled work experience. <u>Each program at NIACC maintains its own ratio with a minimum of 60 hours for one work experience credit.</u> (See table below.) **NIACC uses a minimum of 3,600 minutes for one semester hour of work experience credit.** 

Credits	Ratio	Contact Hours	Ratio	Contact Hours	Ratio	Contact Hours	Ratio	Contact Hours
1	4:1	60	5:1	75	6:1	90	7:1	105
2	4:1	120	5:1	150	6:1	180	7:1	210
3	4:1	180	5:1	225	6:1	270	7:1	315
4	4:1	240	5:1	300	6:1	360	7:1	420

### **Course Purpose Definitions**

#### Arts and Sciences 1

<u>Definition:</u> Course curriculum that is general or theoretical in scope, which is intended to develop understanding of cultural, social, and innate aspects of an individual's environment.

#### Points to consider - Outcomes:

- Curriculum scope is general in application.
- Primarily theory-based learning as opposed to skill-based learning
- Broad foundation of study in preparation for transfer to baccalaureate institution

#### Career and Technical <sup>2</sup>

<u>Definition:</u> A skills-based course curriculum, which is intended to attain, develop, and refine skill-sets specific to occupations and career specialties.

#### Points to consider - Outcomes:

- Curriculum scope is directed toward a specific career or professional objective
- Primarily skill-based learning as opposed to theory-based learning
- Focused study in a specific field in preparation for career-readiness

#### **Arts and Sciences (General Education)**

<u>Definition:</u> An Arts and Sciences course that must explain in the course outline how the course will address general education skills appropriate to the division; address at least three general education skills (two for math and science), as documented in course student learning outcomes; be accepted by two out of three Regent institutions into a department that NIACC considers to be a general education area.

#### Career and Technical (General Education)

<u>Definition:</u> A Career and Technical (General Education) course must explain in the course outline how the course will address general education skills appropriate to the division; and address the core competencies as documented in course student learning outcomes.

#### **Developmental**

<u>Definition:</u> A course offered by Student Services (course code: SDV) or a course offered by the Learning Support Division (course number starting with "0", e.g., MAT-044) that is a skill-building course designed to develop a student's skills sufficiently to enable them to successfully complete related General Education courses (e.g., Math and English) or to address other specific areas related to student academic success (e.g., ESL, academic support). Course numbers that begin with a "0" do not provide credit towards completing program or degree requirements.

<sup>&</sup>lt;sup>1</sup> Adopted from the Office of Higher Education/State Education Department – State of New York. Retrieved from <a href="http://www.monroecc.edu/depts/currprog/resources/Liberal%20Arts%20Defined.pdf">http://www.monroecc.edu/depts/currprog/resources/Liberal%20Arts%20Defined.pdf</a>

<sup>&</sup>lt;sup>2</sup> Adopted from the Association for Career and Technical Education.

Retrieved from <a href="https://www.acteonline.org/uploadedFiles/About\_CTE/.../CTUFactSheet2.0-3.doc">www.acteonline.org/uploadedFiles/About\_CTE/.../CTUFactSheet2.0-3.doc</a>

# **NIACC Core Competencies with Student Learning Outcomes**

#### (1) Communication

Learners will effectively express information and ideas in written, oral, and visual forms of communication.

#### **Student Learning Outcomes**

- 1.1 Learners will compose a well-developed, clearly-organized, grammatically-correct, and effectively-written work that follows specific guidelines.
- 1.2 Learners will demonstrate effective verbal communication skills through the delivery of a well-structured oral presentation.
- 1.3 Learners will use visual media to effectively communicate ideas and information.

#### (2) Critical Thinking and Problem Solving

Learners will demonstrate proficiency in conducting research, evaluating information, analyzing problems, and applying the results to construct appropriate responses to questions and/or problems.

#### **Student Learning Outcomes**

- 2.1 Learners will use social, behavioral, philosophical, mathematical, and/or scientific methods to analyze questions and/or problems.
- 2.2 Learners will conduct research, using quantitative and qualitative methods, to analyze and evaluate information, phenomena, and/or problems.
- 2.3 Learners will formulate creative, well-informed, and useful responses to questions and/or problems.

#### (3) Life Skills and Professionalism

Learners will recognize the nature and importance of the interpersonal, intrapersonal, and professional behaviors necessary to be successful in ever-changing life and work environments, developing appropriate improvement strategies as needed.

#### **Student Learning Outcomes**

- 3.1 Learners will develop strategies for continuing to enhance their personal wellness, emotional intelligence, and fiscal responsibility.
- 3.2 Learners will explain the importance of strong interpersonal skills, adaptability, grit, and ethical and legal behaviors to achieving their personal and career goals.
- 3.3 Learners will describe the professional behaviors that are essential to their success in the workplace.

#### (4) Global Awareness

Learners will demonstrate an informed awareness of the interconnected world in which they live, how various factors in one area can affect other areas, the existence and value of diverse perspectives, and the importance of respecting all human life in a global society.

#### **Student Learning Outcomes**

- 4.1 Learners will explain how diverse social, historical, artistic, cultural, environmental, and/or economic factors influence individuals, nations, and global society.
- 4.2 Learners will describe the reasoning supporting differing perspectives, as well as the significance of diverse viewpoints to local, national, and global contexts.
- 4.3 Learners will identify the importance of valuing all human life in a global society.

# **Student Learning Outcomes**

As explained in the "Tips and Guidelines" section, in the Instructions area, Student Learning Outcomes (SLOs) must be measurable (able to be assessed) and begin with verbs. The table on the next page (Bloom's Taxonomy Action Verbs) provides you with a wide variety of suggested verbs to accurately and clearly describe what your students should be able to accomplish upon completion of your course.

Notice that these verbs are organized into categories, which correspond to the "Levels" of Bloom's Taxonomy. A taxonomy is simply a system for classifying or categorizing something. In this case, it is a system for categorizing levels of learning.

Students progress from being able to recall or recognize information (Knowledge) to a deeper understanding of the material (Comprehension), then they move on to using the knowledge in some way to accomplish a task (Application). Next, they build upon their prior levels of learning by examining the subject more deeply, such as comparing and contrasting, classifying, etc. (Analysis). Then, the student creates something new based on their learning (Synthesis). Finally, the student is able to critique or assess aspects of the subject being studied (Evaluation).

In the "Bloom's Taxonomy Action Verbs" table, the "Level" column provides a description of each of the levels briefly described above. The "Sample Behaviors" column provides an example of how this might look if you were teaching Bloom's Taxonomy to your students. Please note that when writing your own SLOs, you are not limited to the verbs provided in this table. They are simply provided for your consideration and to demonstrate how they relate the specific levels.

# **Bloom's Taxonomy Action Verbs**

Student recipies for choice   Find   Name   Recipite   Show   the student will delive for recognizes information, idea, and principles in Court   Label   Order   Record   Spell   Salet   State   S	Level	Sample Verbs					Sample Behaviors	
Compression information,   Cote   Identify   Onet   Record   Spell   Identify   Identify   Order   Replace   State   Identify   Identify   Order   Reproduce   Tell	KNOWLEDGE	Arrange	Enumerate	Memorize	Recall	Select	The student will define	
Count   Label   Order   Relate   State   Heapproximate for in which they were learned   Duplicate   Match   Quote   Reprete   Tabulate   Match   Quote   Reprete   Tabulate   The student will explain in which they were learned   Duplicate   Match   Quote   Reprete   Tabulate   The student will explain in which they were learned   Duplicate   Match   Quote   Reprete   Tabulate   The student will explain interprete information   Duplicate   Compare   Discours   Duplicate	Student recalls or	Choose	Find	Name	Recognize	Show		
the approximate form in which they were largered and the services of the servi		Cite	Identify	Omit	Record	Spell	, ,	
COMPREHENSION   Add   Demonstrate   Generalize   Locate   Reptractive   Tell	' ' '	Count	Label	Order	Relate	State	domain.	
COMPREHENSION  Add Demonstrate Sudent translates, Comprehend, or Interprets information based on prior learning.  Based on prior learning.  Based on prior learning.  APPLICATION  APPLICATION  Student selects, Defend  Extend  The student will explain  The student will explain  the purpose of Boom's  the purpose of the Capitive  domain.  The student will explain  the purpose of Boom's  the purpose of Boom's  the purpose of the Capitive  domain.  The student will write an  instructional objective for  each feel of Boom's  the purpose of the Capitive  domain.  The student will write an  instructional objective for  each feel of Boom's  the purpose of the Capitive  domain.  The student will write an  instructional objective for  each feel of Boom's  the purpose of the Capitive  domain.  The student will write an  instructional objective for  each feel of Boom's  the purpose of the Capitive  domain.  The student will write an  instructional objective for  each feel of Boom's  the purpose of the Capitive  domain.  The student will write an  the purpose of the Capitive  domain.  The student will company  and offective domains.  The student will company  and offective domains.  The student will company  and affective domains.  The student will company  and affective domains.  The student will company  and affective domai		Define	List	Outline	Repeat	Tabulate	]	
Student translates, comprehends, or interprets information based on prior learning.   Classify   Discuss   Gentlety   Paraphrase   Rewrite   Taxonomy of the cognitive domain.	which they were learned.	Duplicate	Match	Quote	Reproduce	Tell		
Classify   Discuss   Identify   Paraphrase   Rewrite   toxonomy of the cognitive domain.	COMPREHENSION	Add	Demonstrate	Generalize	Locate	Rephrase	The student will explain	
interprets information based on prior learning.  Compute Estimate Indicate Predict Show Contrast Explain Inference Predict Show Defend	Student translates,	Clarify	Describe	Give example(s)	Outline	Review	_ ' '	
based on prior learning Compute Estimate Indicate Predict Show Compute Systems Interpret Relate Transfers, and use data and prior plants of the property of th	•	Classify	Discuss	Identify	Paraphrase	Rewrite	1	
Contract   Explain   Infer   Recognize   Summarize	•	Compare	Distinguish	Illustrate	Picture graphically	Select	domain.	
Convert   Extend	based on prior learning.	Compute	Estimate	Indicate	Predict	Show		
APPLICATION		Contrast	Explain	Infer	Recognize	Summarize	1	
APPLICATION   Adapt   Demonstrate   Identify   Operate   Relate   Congains   Schedule   Instructional objective for transfers, and uses data and principles to complete a problem or task with a minimum of direction.   Apply   Develop   Interpret   Plan   Select		Convert	Express	Interpret	Relate	Translate		
Student selects, transfers, and used data and principles to complete a problem or task with a minimum of direction.   Calculate   Diraw   Make use of   Practice   Sketch   Sketch   Complete   Experiment with   Model   Prepare   Use   Complete   Experiment with   Model   Prepare   Use   Compute   Experiment with   Model   Prepare   Use   Compute   Experiment with   Model   Prepare   Use   Compute   Construct   Graph		Defend	Extend					
Student selects, transfers, and used data and principles to complete a problem or task with a minimum of direction.   Calculate   Diraw   Make use of   Practice   Sketch   Sketch   Complete   Experiment with   Model   Prepare   Use   Complete   Experiment with   Model   Prepare   Use   Compute   Experiment with   Model   Prepare   Use   Compute   Experiment with   Model   Prepare   Use   Compute   Construct   Graph	APPLICATION	Adapt	Demonstrate	Identify	Operate	Relate	The student will write an	
transfers, and uses data and principles to complete a problem or task with a minimum of direction.    Apply change   Discover   Interpret   Plan   Select   Show   Employ   Calculate   Draw   Make use of   Practice   Skatch   Skatch   Choose   Employ   Compute   Experiment with   Model   Predict   Solve   Construct   Graph   Construct   Graph   Construct   Graph   Construct   Graph   Choose   Employ   Construct   Graph   Choose   Compute   Construct   Constru		•		'			instructional objective for	
complete a problem or direction.    Calculate	transfers, and uses data	· · · · · · · · · · · · · · · · · · ·	Discover	Interpret	Plan	Select	each level of Bloom's	
task with a minimum of direction.  Choose Employ Manipulate Predict Solve Write  Compute Experiment with Model Prepare Use Compute Express Modify Produce Write  Construct Graph Produce Write  Construct Graph Produce Separate  Student distinguishes, classifies, and relates the assumptions. Pypotheses, evidence, or structure of a statement or question or question  First Compute Employ Distinguish Interpret Produce Take part in Construct Compute Employ Manipulate Schedule Write  SYNTHESIS Adapt Construct Explain Organize Rewrite Conclusion Examine Modify  SYNTHESIS Adapt Construct Explain Organize Rewrite Conclusion Examine Modify  SYNTHESIS Adapt Construct Explain Organize Rewrite Change Discover Improve Prepare Survey Produce Take part in Conclusion Examine Modify  SYNTHESIS Adapt Construct Explain Organize Rewrite Assemble Debug Generate Plan Set up objective that is new to him or her Change Design Improve Proofead Suppose Ondown Prepare Design Improve Prepare Survey Prepare Survey Prepare Survey Prepare Survey Produce Take part in Conclusion Examine Modify  SYNTHESIS Adapt Construct Explain Organize Rewrite Originate Rewrite Compute Employ Generate Plan Set up Originate Rewrite Conclusion Examine Modify Set up Originate Rewrite Conclusion Set up Originate Rewrite Conclusion Examine Modify Repression Originate Rewrite Compute Design Improve Proofead Suppose Synthesize Change Design Improve Prepare Survey Prepare Compute Compute Elaborate Minimize Relate Theorize And Prepare Compute Compute Elaborate Minimize Relate Theorize Product Provide Compute Stimate Modify Reorganize Write Compute Review Originate Review	and principles to	Build	Dramatize	Interview	Plot	Show	taxonomy.	
Complete   Experiment with   Model   Prepare   Use	· ·	Calculate	Draw		Practice	Sketch	1	
Compute   Experiment with   Model   Prepare   Use   Compute   Express   Modify   Produce   Compute   Construct   Graph   Produce   Produce   Construct   Graph   Produce   Produce   Construct   Graph   Produce   Construct   Graph   Produce   Construct   Graph   Produce   Construct   Construct   Graph   Produce   Separate   Construct   Construct   Graph   Produce   Show   Analyze   Contrast   Figure out   Motive   Separate   Show   Construct   Construct   Group   Onder   Simplify   Assume   Demonstrate   Group   Onder   Simplify   Analyze   Construct   Group   Onder   Simplify   Analyze   Construct   Group   Onder   Simplify   Analyze   Colegorize   Differentate   Illustrate   Predict   Solve   Change   Discover   Inference   Prepare   Survey   Change   Characterize   Dissect   Inspect   Prioritize   Tabulate   Tabulate   Choose   Distinguish   Interpret   Produce   Take part in   Compare   Dramatize   List   Relate   Use   Use   Compute   Employ   Manipulate   Schedule   Write   Conclusion   Examine   Modify   Project   Test for   Conclusion   Examine   Modify   Prepare   Summarize   Conclusion   Examine   Prepare   Summarize   Construct   Explain   Predict   Solve   Categorize   Depict   Import   Prepare   Summarize   Construct   Categorize   Depict   Import   Prepare   Summarize   Consideration   Project   Consideration   Project   Predict   Consideration   Project   Profession   Predict   Project   Project   Test   Compile   Elaborate   Minimize   Reconstruct   Test   Produce   Select   Produce   Select   Produce   Select   Produce   Select   Produce   Select   Produce   Select   Produce		Choose	Employ	Manipulate	Predict	Solve	1	
Construct   Graph   Construct   Graph   Contrast   Figure out   Motive   Separate   Show   Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question or question   Classify   Divide   Lay out   Project   Tabulate   Construct   Explain   Organize   Compute   Conductor   Examine   Modify	direction.	Complete	Experiment with	Model	Prepare	Use	1	
ANALYSIS  Analyze Contrast Figure out Motive Separate Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question  Assume Demonstrate Group Order Simplify Break down Diagnose Identify Practice Sketch Categorize Differentiate Illustrate Predict Solve Change Discover Inference Prepare Survey Characterize Dissect Inspect Prioritize Tabulate Choose Distinguish Interpret Produce Take part in Classify Divide Lay out Project Test for Conclusion Examine Modify  SYNTHESIS  Adapt Construct Explain Organize Revise Congulate Generate Plan Set up of Debug Generate Plan Set up objectives that combines ideas into a product, plan or proposal that is new to him or her Change Design Improve Propose Synthesize Compile Elaborate Make up Rearrange Choose Develop Invent Propose Synthesize Compile Elaborate Minimize Relate Theorize Compile Elaborate Modify Reorganize Write  EVALUATION  Agree Critique Explain Predict Revise Generate Produce Select Standards and criteria.  Agrae Design Prove Summarize Synthesize Produce Select Standards and criteria.  Agree Design Prove Summarize Resist Select Standards and criteria.  Agree Design Revise Reconstruct Revise Resist Select Standards and criteria.  Agree Design Revise Reconstruct Revise Select Standards and criteria.  Agree Design Prove Summarize Select Standards and criteria.  Agree Design Revise Reconstruct Revise Select Standards and criteria.  Agree Design Revise Reconstruct Revise Select Standards and criteria.  Agree Design Revise Reconstruct Select Standards and criteria.  Agree Decide Explain Predict Revise Select Standards and criteria.  Agree Describe Judge Prove Summarize Standards and criteria.  Agree Describe Significate Reconstruct Verify Provise Standards Conclude Estimate Opinion Reconstruct Verify		Compute	Express	Modify	Produce	Write	1	
Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question of question		Construct	Graph	,				
Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question of question	ANALYSIS	Analyze	Contrast	Figure out	Motive	Separate	The student will compare	
dassifies, and relates the assume provided in the product of the p			†	_		·	4	
assumptions, hypotheses, evidence, or structure of a statement or question  Arage Discover Inference Prepare Survey Characterize Dissect Inspect Prioritize Tabulate Take part in Classify Divide Lay out Project Test for Conclusion Examine Modify  SYNTHESIS Adapt Construct Explain Organize Revise Compute Gassenberg Create Formulate Originate Rewrite Integrates, and combines of proposal that is new to him or her Conclusion  Assemble Debug Generate Pian Survey Province Suppose Choose Develop Invent Propose Synthesize Compile Elaborate Modify Reconstruct Test Student appraises, assesses, or critiques on a basis of specific standards and criteria.  Break down Diagnose Ildentify Predict Solve Propose Synthesize Predict Solve Compile Elaborate Modify Reconstruct Test Compile Elaborate Modify Reconstruct Test Argue Deduct Influence Prioritize Relate Theorize Argue Deduct Influence Prioritize Rule on a basis of specific standards and criteria.  EVALUATION Agree Critique Evaluate Perceive Relate Feffectiveness of writing objectives using Bloom's Assess Defend Interpret Produce Select Support Choose Describe Deduct Influence Prioritize Rule on Assess Defend Interpret Produce Select Award Determine Justify Rank Support Savonomy.			†		·		and affective domains.	
hypothese, evidence, or structure of a statement or question or qu	assumptions,							
SYNTHESIS Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her Sim or her Student appraises, assesses, or critiques on a basis of specific standards and criteria.  EVALUATION  EVALUATION  SYATHESIS  Student originates, and combines Choose  Compile  Com	= =	Categorize		Illustrate	Predict		1	
Characterize   Dissect   Inspect   Prioritize   Take part in		Change	Discover	Inference	Prepare	Survey	1	
Classify Divide Lay out Project Test for Compare Dramatize List Relate Use Compare Compare Employ Manipulate Schedule Write Conclusion Examine Modify  SYNTHESIS  Adapt Construct Explain Organize Revise Integrates, and combines of deas into a product, plan or proposal that is new to him or her Combine Discuss Maximize Combine Discuss Maximize Recombine Discus Maximize Restate Theorize Comply Estimate Modify Reorganize Write Discuss Appraise Decide Explain Predict Revise Student appraises, assesses, or critiques on a basis of specific standards and criteria.  EVALUATION Agree Critique Evaluate Perceive Relate Appraise Decide Explain Predict Revise Student appraises, Axpraise Decide Explain Predict Revise Axes Defend Interpret Produce Select Axes Describe Judge Prove Summarize Compose Discriminate Mark Rate Validate Conclude Estimate Opinion Reconstruct Verify	or question	Characterize	Dissect	Inspect	Prioritize	Tabulate	1	
Compare   Compute   Employ   Manipulate   Schedule   Write		Choose	Distinguish	Interpret	Produce	Take part in		
Compute   Employ   Manipulate   Schedule   Write		Classify	Divide	Lay out	Project	Test for		
SYNTHESIS   Adapt   Construct   Explain   Organize   Revise   The student will design a classification scheme for wirting educational objectives that combines that is new to a propose   The student will design and classification scheme for wirting educational objectives that combines that is new to a propose   The student will design and propose   The student will design and classification scheme for wirting educational objectives that combines that is new to a please the cognitive propose   The student will design and classification scheme for wirting educational objectives that combines the cognitive and polycetives that combines the cognitive, affective, and psychomotor domains.		Compare	Dramatize	List	Relate	Use		
SYNTHESIS Adapt Construct Explain Organize Revise Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her    Name		Compute	Employ	Manipulate	Schedule	Write		
Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her him or her him or her bim or her bim or her him or her		Conclusion	Examine	Modify				
integrates, and combines ideas into a product, plan or proposal that is new to him or her him or her him or her EVALUATION  EVALUATION  Student appraises, assesses, or critiques on a basis of specific standards and criteria.  EVALUATION  Student appraises, assesses, or critiques on a basis of specific standards and criteria.  Assemble  Debug  Generate  Plan  Set up Debug  Generate  Predict  Solve  Hypothesize  Predict  Suppose  Summarize  Nake up Rearrange  Tell  Combine Discuss  Make up Rearrange  Test  Compile Elaborate  Minimize Relate  Theorize  Revise  Ompose  Agree  Critique  Evaluate  Perceive  Relate  Fine student will judge the effectiveness of writing objectives sing Bloom's taxonomy.  The student will judge the effectiveness of writing objectives using Bloom's taxonomy.  The student will judge the effectiveness of writing objectives using Bloom's taxonomy.	SYNTHESIS	Adapt	Construct	Explain	Organize	Revise	The student will design a	
ideas into a product, plan or proposal that is new to him or her him or him him or her him or him him or her him or him or her him him or her him him or her him or him him or her him or him him or her him him him or her him him him him or her him	Student originates,	Arrange	Create	Formulate	Originate	Rewrite	classification scheme for	
Build Delete Hypothesize Predict Solve   Categorize Depict Import Prepare Summarize   Change Design Improve Proofread Suppose   Choose Develop Invent Propose Synthesize   Collect Devise Make up Rearrange Tell   Compile Elaborate Minimize Relate Theorize   Compile Compose	integrates, and combines	Assemble	Debug	Generate	Plan	Set up	I -	
him or her  Change Design Improve Profread Suppose Synthesize Choose Develop Invent Propose Synthesize Collect Devise Make up Rearrange Tell Combine Discuss Maximize Reconstruct Test Compile Elaborate Minimize Relate Theorize Comply Estimate Modify Reorganize Write  Compose Write  EVALUATION Student appraises, assesses, or critiques on a basis of specific standards and criteria.  Agree Critique Evaluate Perceive Relate Appraise Decide Explain Predict Revise Argue Deduct Influence Prioritize Rule on Interpret Produce Select Award Determine Justify Rank Support Choose Discriminate Mark Rate Validate Compare Disprove Measure Recommend Value Conclude Estimate Opinion Reconstruct Verify	-	Build	Delete	Hypothesize	Predict	Solve	_	
Change Design Improve Proofread Suppose Choose Develop Invent Propose Synthesize Collect Devise Make up Rearrange Tell Combine Discuss Maximize Reconstruct Test Compile Elaborate Minimize Relate Theorize Comply Estimate Modify Reorganize Write  Compose Tell  EVALUATION Agree Critique Evaluate Perceive Relate Student appraises, assesses, or critiques on a basis of specific standards and criteria.  Agrue Deduct Influence Prioritize Rule on a basis of specific Standards and criteria.  Attach Describe Judge Prove Summarize Award Determine Justify Rank Support Choose Discriminate Mark Rate Validate Compare Disprove Measure Recommend Value Conclude Estimate Opinion Reconstruct Verify  domains.		Categorize	Depict	Import	Prepare	Summarize	, ,	
Choose Develop Invent Propose Synthesize Collect Devise Make up Rearrange Tell Combine Discuss Maximize Reconstruct Test Compile Elaborate Minimize Relate Theorize Comply Estimate Modify Reorganize Write  Compose  EVALUATION Agree Critique Evaluate Perceive Relate Revise Student appraises, assesses, or critiques on a basis of specific standards and criteria.  Agrue Deduct Influence Prioritize Rule on a basis of specific Standards and criteria.  Agrad Determine Justify Rank Support Choose Discriminate Mark Rate Validate Compare Disprove Measure Recommend Value Conclude Estimate Opinion Reconstruct Verify	nim or ner	Change	Design	Improve	Proofread	Suppose	l ' '	
Combine Discuss Maximize Reconstruct Test Compile Elaborate Minimize Relate Theorize Comply Estimate Modify Reorganize Write Compose Tompose T			Develop	Invent	Propose	•	domains.	
Compile Elaborate Minimize Relate Theorize Comply Estimate Modify Reorganize Write  EVALUATION Agree Critique Evaluate Perceive Relate Student appraises, assesses, or critiques on a basis of specific standards and criteria.  Agrae Deduct Influence Prioritize Rule on a basis of specific Standards and criteria.  Attach Describe Judge Prove Summarize Award Determine Justify Rank Support Choose Discriminate Mark Rate Validate Compare Disprove Measure Recommend Value Conclude Estimate Opinion Reconstruct Verify		Collect	Devise	Make up	Rearrange	Tell		
Compose  EVALUATION  Agree Critique Evaluate Perceive Relate Student appraises, assesses, or critiques on a basis of specific standards and criteria.  Award Determine Justify Rank Support  Choose Discriminate Mark Rate Validate  Conclude Estimate Modify Reorganize Write  Modify Reorganize Write  Modify Reorganize Write  Write  Perceive Relate Revise  Reflectiveness of writing objectives using Bloom's taxonomy.  The student will judge the effectiveness of writing objectives using Bloom's taxonomy.  The student will judge the effectiveness of writing objectives using Bloom's taxonomy.  The student will judge the effectiveness of writing objectives using Bloom's taxonomy.  The student will judge the effectiveness of writing objectives using Bloom's taxonomy.		Combine		Maximize	Reconstruct	Test		
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EVALUATION  Agree Critique Evaluate Perceive Relate  Student appraises, assesses, or critiques on a basis of specific standards and criteria.  Agrue Deduct Influence Prioritize Rule on a basis of specific standards and criteria.  Attach Describe Judge Prove Summarize  Award Determine Justify Rank Support  Choose Discriminate Mark Rate Validate  Compare Disprove Measure Recommend Value  Conclude Estimate Opinion Reconstruct Verify			Estimate	Modify	Reorganize	Write	_	
Student appraises, assesses, or critiques on a basis of specific standards and criteria.  Appraise  Appraise  Decide  Explain  Predict  Revise  Rule on  Influence  Prioritize  Rule on  Select  Assess  Defend  Interpret  Produce  Select  Attach  Describe  Judge  Prove  Summarize  Award  Determine  Justify  Rank  Support  Choose  Discriminate  Mark  Rate  Validate  Compare  Disprove  Measure  Recommend  Value  Conclude  Estimate  Opinion  Reconstruct  Verify		Compose	<u> </u>	ļ				
assesses, or critiques on a basis of specific standards and criteria.  Argue Deduct Influence Prioritize Rule on Objectives using Bloom's taxonomy.  Argue Deduct Influence Prioritize Rule on Objectives using Bloom's taxonomy.  Argue Deduct Influence Prioritize Rule on Objectives using Bloom's taxonomy.  Argue Deduct Influence Prioritize Rule on Objectives using Bloom's taxonomy.	EVALUATION	Agree	Critique	Evaluate	Perceive	Relate		
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ChooseDiscriminateMarkRateValidateCompareDisproveMeasureRecommendValueConcludeEstimateOpinionReconstructVerify	standards and criteria.	Attach	Describe	Judge	Prove	Summarize		
CompareDisproveMeasureRecommendValueConcludeEstimateOpinionReconstructVerify			Determine	Justify	Rank	Support	1	
Conclude Estimate Opinion Reconstruct Verify		Choose	Discriminate		Rate			
		•	Disprove	Measure	Recommend		1	
Contrast			Estimate	Opinion	Reconstruct	Verify	_	
		Contrast	<u> </u>					