# Learning Objectives

For each of the following Learning Objectives in the table below:

1. Choose which level of Bloom’s Taxonomy you think the objective *best* applies to (see the graphic on the next page).
2. Choose which of the activities or tasks from this “Activity Bank” would be *most effective* for a lesson with the given objective.

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| ***Activity Bank*** |
| 1. Write a program/method individually
 | 1. Write a program/method as a class
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| 1. Trace the execution of a program/method as a class
 | 1. Observe a demo of a program without looking at code
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| 1. Act out a program/method in small groups
 | 1. Have a discussion/debate as a class or in small groups
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| 1. Write pseudocode in small groups
 | 1. Listen to a lecture/presentation
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| 1. Perform research online
 | 1. Read a textbook/article
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| Learning Objective | Bloom’s Taxonomy Level | Effective Activity/ies |
| SWBAT explain how to use procedural decomposition to plan complex programs. (CSA Lesson 1.05) |  |  |
| SWBAT use simple conditional blocks to alter control flow. (Intro Lesson 2.3) |  |  |
| SWBAT write code that traverses a list. (Intro Lesson 4.4) |  |  |
| SWBAT give 2-3 examples of abstractions in everyday life. (CSP) |  |  |

