

## Educational Philosophy

### Learning Standards

Learning Standards refer to core educational content in history, mathematics, science, English and social studies from Kindergarten through 12th grade. Individual state school systems set their own levels of competency by grade.

### Learning Objectives

At the beginning of each lesson plan, a Learning Objective sets forth what the learner must be able to say or do after completing the lesson, in order to demonstrate that they have achieved the stated objective.

### Object-based Learning

Museum education begins with the exploration of an object (artifacts, specimens, art, etc.). This is called Object-based Learning. Through observation and the use of questions, the learner will gain insight about the object and the people who used the object. This helps the learner make connections to his/her own experience, to gain a deeper understanding of the object and the time in which it was used.

*During activities, classrooms and families are encouraged to use objects from home as well (with parental permission).*

### Bloom's Taxonomy

Bloom's Taxonomy is a system that outlines the six levels of intellectual behavior which are important to learning, starting with Knowledge (example - simple recall). The levels progress through increasingly more complex and abstract mental activity to the highest level, Evaluation (example - comparing). The six levels and types of mental activity for each are:

**Knowledge:** define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.

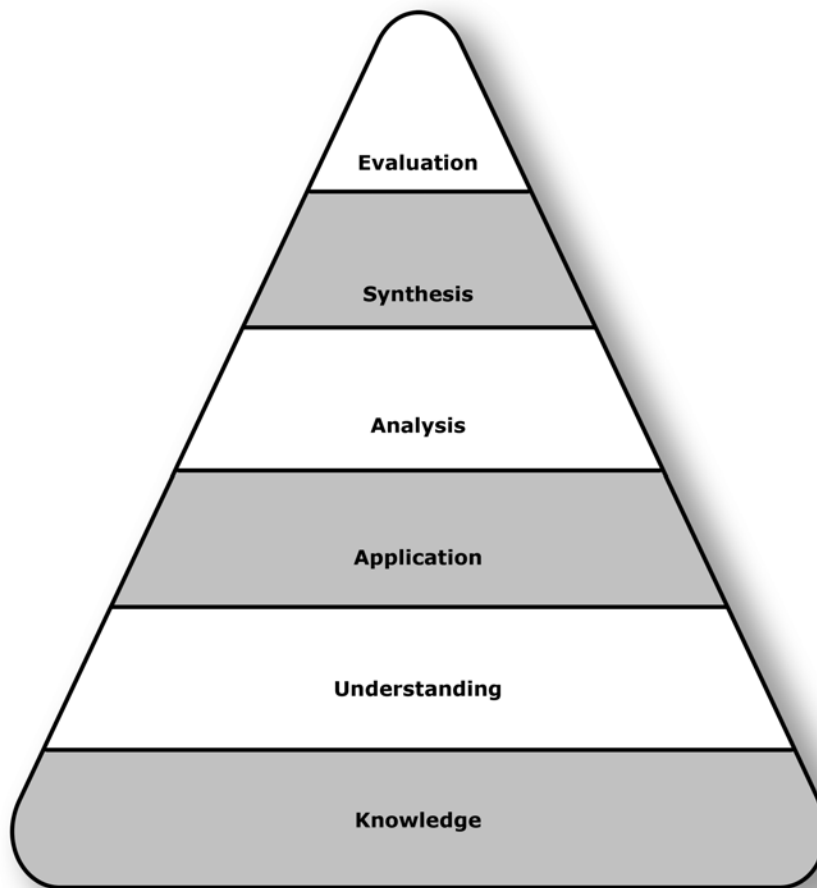
**Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.

**Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.

**Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

**Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

**Evaluation:** appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict.



Bloom discovered that 95% of typical test questions ask students to think on the lowest possible level - to recall information.

## **Advance Organizers**

An Advance Organizer is information given prior to learning. This information helps the learner to organize and interpret new information and to improve recall.