Can you LIST: Can you list key facts about The Concept. At least four. (Interesting facts that relate to the concept) PC GO MI	Can you CONVINCE: Use the facts you have learnt about The Concept to express your opinion as to the importance of this particular concept to your learning. (How have you befitted from Your learning) PC GO MI
Can you RECALL: Can you recall the key understanding about The Concept? At least four. (What is your present knowledge about the Concept.) Can you EXPLAIN: Can you APPLY: Can you apply your understating by making puzzle game is a game that makes you think about (a puzzle game is a game that makes you think about) Can you INVESTIGATE: Can you INVESTIGATE: Can you ELABORATE: Can you explain your understanding by drawing an illustration/diagram that shows a key understanding of The Concept. (a puzzle game is a game that makes you think about) Can you INVESTIGATE: Can you investigate: Can you investigate: Can you investigate: Can you explain your understating by making puzzle game using keys fact from The Concept. (a puzzle game is a game that makes you think about) Can you investigate: Can you explain your understating by making puzzle game using keys fact from The Concept. (a puzzle game is a game that makes you think about) Can you apply your understating by making puzzle game using keys fact from The Concept. (a puzzle game is a game that makes you think about) Can you investigate: Can you ELABORATE: Can you elaborate on the reason why a specific fact is critical for The Concept. (Justifying your understating)	PC GO MI
Can you recall the key understanding about the Concept. Can you recall the key understanding about drawing an illustration/diagram that shows a key understanding of The Concept. Can you recall the key understanding about drawing an illustration/diagram that shows a key understanding of The Concept. (What is your present knowledge about the Concept.) Can you apply your understating by making puzzle game using keys fact from The Concept. (a puzzle game is a game that makes you think about on the reason why a specific fact is critical for The Concept. (Justifying your understating)	Can you ARGUE :
Create a drawing that shows what you understand Create a drawing that shows what you underst	Create a persuasive text that argues that a fact related to The Concept could be considered incorrect. (Validate your answer)
PC GO MI	PC GO MI
Can you IDENTIFY: Can you identify the Key ideas about The Concept. At least four. (Idea that make a difference to your concept) Can you STATE: Can you EXPERIMENT: Can you EXPERIMENT: Can you EXPERIMENT: Can you EXPERIMENT: Can you IDENTIFY: Can you DESIGN: Based on all the ideas you know about The Concept. Using the Thinkers key –Bigger, Add, Replace. (Idea that make a difference to your concept) Can you EXPERIMENT: Can you IDENTIFY: Can you IDENTIFY: Can you IDENTIFY: Can you IDENTIFY: Can you DESIGN: Based on all the ideas you know about The Concept. Using the Thinkers key –Bigger, Add, Replace. (When ideas change there can be consequence) (Ideas can be represented in a many ways)	Can you DISPUTE : Can you find an opposing idea to the ones you already believe to be true about The Concept? (There may be more than one to look at the key ideas)
PC GO MI	PC GO MI
Can you DEFINE: Can you define the Key events that involve The Concept. At least four. (Events that made a difference to your concept) Can you DEFINE: Can you BREAKDOWN: Can you BREAKDOWN: Choose an event that relates to The Concept and break it down into its elements. (Events that made a difference to your concept) Can you PRODUCE: Can you BREAKDOWN: Can you BREAKDOWN: Choose an event that relates to The Concept and break it down into its elements. (Display your results using a graphic organizer) Create a script or a storyboard. (Explain what you understand)	Can you COMPARE: Can you compare two events that are related to The Concept and persuade an audience which has great impact on the outcome of The Concept. (Present your ideas in a unique way)
PC GO MI PC	PC GO MI
Can you RECITE: Can you recite the Key dates of The Concept. At least four. (When did things happen) Can you RECITE: Can you recite the Key dates of The Concept. (Which dates are the most important) Can you REPRESENT: Can you REPRESENT: Can you distinguish the date/time that has had/has the greatest impact on The Concept. (What date/time is the most important and why) Can you DISTINGUISH: Can you distinguish the date/time that has had/has the greatest impact on The Concept. (What date/time is the most important and why) Cin you ADAPT: How could you change the outcome of The Concept. (What date/time is the most important and why) Cin you distinguish the date/time that has had/has the greatest impact on The Concept. (What date/time is the most important and why) Cin you ADAPT: Can you distinguish the date/time that has had/has the greatest impact on The Concept. (What date/time is the most important and why) Cin you ADAPT: Can you distinguish the date/time that has had/has the greatest impact on The Concept. (What date/time is the most important and why) Cin you ADAPT: Can you distinguish the date/time that has had/has the greatest impact on The Concept. (What date/time is the most important and why) Cin you distinguish the date/time that has had/has the greatest impact on The Concept. (What date/time is the most important and why)	Can you MEASURE : How has time effected The Concept , in your opinion has time caused the impact to be greater or less. (how long has it taken to make a difference)
PC GO MI PC	PC GO MI
Can you SHOW: Can you show the key people involved in The Concept. At least four. (who was involved, who made a difference) Can you OUTLINE: Can you outline how The Concept specifically affects people. (Be creative – comic strip, poster, narrative. Etc. Express your understanding of the people involved) Can you IDENTIFY: Can you SELECT: Can you IMAGINE: imagine yourself present at an important ocntributed to The Concept. What did they contribute? (All concepts have human involvement – observation, creation) (Who participated, developed or discovered the involved) Can you IMAGINE: imagine yourself present at an important ocntribute? (All concepts have human involvement – observation, creation) (who participated, developed or discovered the involved)	Can you CONCLUDE : Out of the people involved in The Concept rank who had the most impact and least. (Not all Contributions need too big to be important)
PC GO MI	PC GO MI
Can you RECOGNISE: Can you recognise the key location that involve The Concept. At least four. (What location/places are affected by the concept) Can you DESCRIBE: Can you describe the key locations connected to The Concept. (Show where the concept can be found and describe the locations) Can you ILLUSTRATE: Can you ESTABLISH: If The Concept was to change location what facts/ideas/events would Change? (What location/places are affected by the concept) Can you CREATE: If The Concept was to change location what facts/ideas/events would Change? (Different location can affect the concept) Can you CREATE: If The Concept was to change location what facts/ideas/events would Change? (Different location can affect the concept) Can you CREATE: If The Concept was to change location what facts/ideas/events would Change? (Different location can affect the concept) Can you CREATE: Can you CREATE: Can you CREATE: If The Concept was to change location what facts/ideas/events would change? (Different location can affect the concept) Can you CREATE: If The Concept was to change location what facts/ideas/events would change? (Different location can affect the concept) Can you CREATE: If The Concept was to change location what facts/ideas/events would change? (Different location can affect the concept) Can you CREATE: If The Concept was to change location what facts/ideas/events would change? (All concepts need specific characteristics to thrive)	Can you INFER: What environment will The Concept inhabit in 100 years. (Will your concept change with the changing world)
PC GO MI PC	Can you VALIDATE: What relationship do you have with The Concept. How have your understandings grown? Demonstrate this using before and after data. (What did you know what do you know now)
PC GO MI	PC GO MI
Can you COMPILE: Can you Complete: Can you Group: Using a graphic organizer to group The Concept words into categories. Explain your choice of category. (Explain the connection the purpose of specific vocabulary) (Use appropriate Etymology)	Can you JUSTIFY : Create a list of Concept related words, rank the words in relevance. (at least 50) Justify your ranking of the top 10 (Using the correct words at the right time)
them. (Using a graphic organizer to classify words) (Explain the purpose of specific vocabulary) (Use appropriate Etymology)	