**Thinking Skills**

* + **Critical thinking - Analyzing and evaluating issues and ideas, and forming decisions**
    - **Analyzing**
      * Observe carefully in order to recognize problems.
      * Analyzing and evaluating issues and ideas, and forming decisions
      * Consider meaning of materials.
      * Take knowledge or ideas apart by separating them into component parts.
      * Use models and simulations to explore complex systems and issues.
    - **Evaluating**
      * Organize relevant information to formulate an argument.
      * Evaluate evidence and arguments, and associated decisions.
      * Recognize unstated assumptions and biases.
      * Consider ideas from multiple perspectives.
      * Synthesize new understandings by finding unique characteristics, seeing relationships and connections.
      * Test generalizations and conclusions.
      * Identify obstacles and challenges.
    - **Forming Decisions**
      * Develop contrary or opposing arguments.
      * Propose and evaluate a variety of solutions.
      * Revise understandings based on new information and evidence.
      * Draw conclusions and generalizations.
  + **Creative Thinking - Generating novel ideas and considering new perspectives.**
    - **Generating novel ideas**
      * Use discussions and diagrams to generate new ideas and inquiries.
      * Practice “visible thinking” strategies and techniques.
      * Make unexpected or unusual connections between objects and/or ideas.
      * Design improvements to existing products, processes, media and technologies.
    - **Considering new perspectives**
      * Ask “what if” questions and generate testable hypotheses.
      * Apply existing knowledge to design new products processes, media and technologies.
      * Consider multiple alternatives, including those that might be unlikely or impossible.
      * Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments.
      * Practice “visible thinking” strategies and techniques.
      * Generate metaphors and analogies.
  + **Information Transfer - Using skills and knowledge in multiple contexts.**
    - Use memory techniques to develop long-term memory.
    - Inquire in different contexts to gain different perspectives.
    - Make connections between units of inquiry and between subjects.
    - Transfer conceptual understandings across transdisciplinary themes and subjects.
    - Combine knowledge, conceptual understandings and skills to create products or solutions.
    - Apply skills and knowledge in unfamiliar situations or outside of school.
    - Help others develop conceptual understandings and skills.
  + **Reflection and Metacognition - Using thinking skills to reflect on the process of learning.**
    - Identify strengths and areas for improvement.
    - Consider new skills, techniques, and strategies for effective learning.
    - Record thinking and reflection processes.
    - Reflect on their learning by asking questions.