**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.