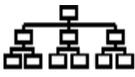


**DEPTH AND COMPLEXITY TOOLS – Based on the work of Dr. Sandra Kaplan**

**\* a catalyst for higher level thinking \* thinking like an expert\***

DEPTH TOOLS	ICONS	DEFINITION	EXAMPLES-THINKING	KEY QUESTION-STATEMENT SAMPLES
Language of the Discipline		Specialized vocabulary, tools, names of skills/activities connected to people and content within the discipline	Jargon Unique abbreviations/acronyms Special categories/phrases Special tools...	What terms, or tools are specific to those who work in the field of ____? <u>Determine</u> why the tools and terms used by the experts are relevant to understanding.
Essential Details		Characteristics, attributes, examples, evidence, variables; parts that support the ideas, opinions and relationships within the discipline	Important traits Descriptions Support for ideas with evidence Variables Relationships	What sets ____ aside from other ____ in the same category? <u>Categorize</u> the attributes of ____ that relate to ____ and ____.
Patterns		Repeated elements/events, cycles, order or sequence of events in ideas, stories, objects, predictable elements	Repeated elements Determine similarities and differences Connections Relevance of elements	In what ways do patterns help you determine what might happen next? <u>Examine</u> the ____ for patterns that connect to the development of ____.
Unanswered Questions		Ambiguities, unknowns, unclear, incomplete, missing; needed evidence; ideas not understood	Incomplete ideas Recognizing connections Develop questions that relate Examine and try new thoughts	What ideas do you think are missing for you to accurately understand ____? <u>Critique</u> the reading to determine what information is needed to support your idea, and what is not.
Rules		Organization, structure, guidelines, order present, laws, explanations, hierarchy, organization principles	Reason Evaluate structure Classify Create explanations or new organization	In what ways does the structure of ____ relate to ____? <u>Extend</u> the literal and inferential ideas in ____ that are guidelines for ____.
Trends		Forces, fads, factors that influence (social, political, economic, geographic, psychological, physical, etc.), repetition of pattern over time	Determine cause and effect Predict Generate questions based on info Examine direction, action	What might have happened to your opinion if ____ had been changed to ____? <u>Investigate</u> the data on ____ to determine the affect on ____.
Ethics		Varied opinions, moral principles, controversies, debates, biases, discrimination, judgements, problematic issues, arguments	Determine pros and cons Evaluate bias, prejudice, varied opinions Consider impact of wisdom and knowledge	From your point of view, what are the most important features, in the event, that indicate bias? Propose solutions to the conflict in ____ that may help resolve the dilemma.
Big Ideas		Universal themes (change, conflict, relationships, systems, etc.), theories, overarching ideas supported, generalizations relating to themes	Formulate generalizations Theorize Support with evidence Determine conclusions Integrate themes	What generalizations can you develop that fit well with the overarching concept ____ in the ____? <u>Create</u> a short statement, and a corresponding visual symbol, you feel best represents ____.
<b>COMPLEXITY TOOLS</b>				
Across the Disciplines		Connections among/across subject areas and real life, relationships within disciplines, as well as between	Build relationships Integrate varied disciplinary ideas	In what other discipline do you think similar concepts, relationships, and theories might connect? <u>Speculate</u> what connections between ____ and ____ make each discipline stronger.
Changes Over Time		Connections of the past, present, and future, relationships within varied time periods; reasons for change, or no change; application to present	Explore a period of time Create connections across time Compare and contrast time periods, events, people over time	How does change over time help us predict the future? Compare and contrast the changes in ____ from ____ to ____.
Different Perspectives		Varied points of view on the topic, interpretation of views – how and why see things differently, or the same; ways things are viewed, reasons for perspectives	Examine varied points of view Classify and relate perspectives Generate idea with different roles	Why do different people view the same ____ differently? Select a situation and imagine how you and ____ would view the event in the same way/differently, and why you think so.