

SKILLS ACROSS ALL COURSES

MATH	SCIENCE	ENGLISH LANGUAGE ARTS
• Make sense of problems and persevere in problem solving them • Reason abstractly and quantitatively • Construct viable arguments and critique reasoning of others • Model with mathematics • Use appropriate tools strategically • Attend to precision • Look for and make use of structure • Look for and express regularity in repeated reasoning	• Ask questions and define problems • Develop and use models • Plan and carry out investigations • Analyze and interpret data • Use mathematics and computational thinking • Construct explanations and design solutions • Engage in argument from evidence • Obtain, evaluate and communicate information	• Determine and analyze key ideas/details and text craft/structures (i.e. themes, main ideas, point of view, figurative language...) • Read, write and speak grounded in evidence • Demonstrate independence in reading, writing and speaking • Construct viable arguments and critique reasoning of others • Obtain, synthesize, and present findings/claims clearly and effectively in response to task and purpose • Demonstrate an understanding through analysis of other perspectives and cultures through reading, listening and collaborations • Use technology and digital media strategically and capably

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	- Who wrote this? - What is the author's perspective? - When was it written? - Where was it written? - Why was it written? - Is it reliable? Why? Why not?	- Identify the author's position on the historical event - Identify and evaluate the author's purpose in producing the document - Hypothesize what the author will say before reading the document - Evaluate the source's trustworthiness by considering genre, audience, and purpose	- The author probably believes . . . - I think the audience is . . . - Based on the source information, I think the author might . . . - I do/don't trust this document because . . .
Contextualization	- When and where was the document created? - What was different then? What was the same? - How might the circumstances in which the document was created affect its content?	- Understand how context/background information influences the content of the document - Recognize that documents are products of particular points in time	- Based on the background information, I understand this document differently because . . . - The author might have been influenced by _____ (historical context) . . . - This document might not give me the whole picture because . . .
Corroboration	- What do other documents say? - Do the documents agree? If not, why? - What are other possible documents? - What documents are most reliable?	- Establish what is probable by comparing documents to each other - Recognize disparities between accounts	- The author agrees/disagrees with . . . - These documents all agree/disagree about . . . - Another document to consider might be . . .
Close Reading	- What claims does the author make? - What evidence does the author use? - What language (words, phrases, images, symbols) does the author use to persuade the document's audience? - How does the document's language indicate the author's perspective?	- Identify the author's claims about an event - Evaluate the evidence and reasoning the author uses to support claims - Evaluate author's word choice; understand that language is used deliberately	- I think the author chose these words in order to . . . - The author is trying to convince me . . . - The author claims . . . - The evidence used to support the author's claims is . . .