
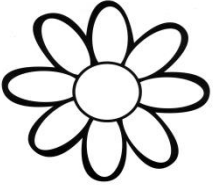
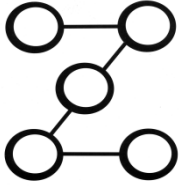
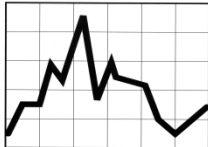

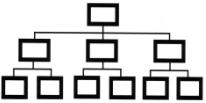




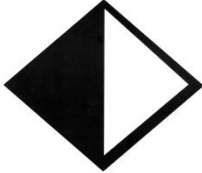




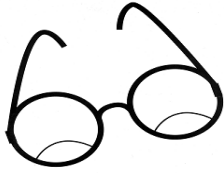

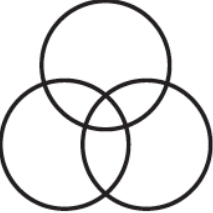
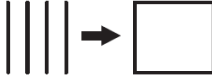
Integrating the prompts of Depth, Complexity and Content Imperatives in a Common Core classroom

	Icons	Prompt	Key questions or tasks	Thinking Skills	Sample Resources
Elements of Depth		Language of the Disciplines	What terms or words are specific to the work of the ____ (disciplinarian)? What tools does the ____ (disciplinarian) use?	<ul style="list-style-type: none"> ✓ categorize ✓ identify 	<ul style="list-style-type: none"> • texts • biographies
		Details	What are its attributes? What features characterize this? What specific elements define this? What distinguishes this from other things?	<ul style="list-style-type: none"> ✓ identify traits ✓ describe ✓ differentiate ✓ compare/contrast ✓ prove with evidence ✓ observe 	<ul style="list-style-type: none"> • pictures • diaries or journals • poetry
		Patterns	What are the reoccurring events? What elements, events, ideas, are repeated over time? What was the order of events? How can we predict what will come next?	<ul style="list-style-type: none"> ✓ determine relevant vs. irrelevant ✓ summarize ✓ make analogies ✓ discriminate between same and different ✓ relate 	<ul style="list-style-type: none"> • timelines • other chronological lists
		Trends	What ongoing factors have influenced this study? What factors have contributed to this study?	<ul style="list-style-type: none"> ✓ prioritize ✓ determine cause and effect ✓ predict ✓ relate ✓ formulate questions ✓ hypothesize 	<ul style="list-style-type: none"> • journals • newspapers • graphs • charts
		Unanswered questions	What is still not understood about this area, topic, study, or discipline? What is yet unknown about this area, topic, study, or discipline? In what ways is the information incomplete or lacking in explanation?	<ul style="list-style-type: none"> ✓ recognize fallacies ✓ note ambiguity ✓ distinguish fact vs. fiction and opinion ✓ formulate questions ✓ problem solve ✓ identify missing information ✓ test assumptions 	<ul style="list-style-type: none"> • multiple and varied resources • comparative analyses of autobiographical and current nonfiction articles, etc.


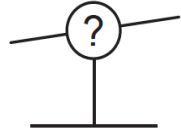
Integrating the prompts of Depth, Complexity and Content Imperatives in a Common Core classroom

Icons	Prompt	Key questions or tasks	Thinking Skills	Sample Resources
	Rules	How is this structured? What are the stated and unstated causes related to the description or explanation of what we are studying?	<ul style="list-style-type: none"> ✓ generalize ✓ hypothesize ✓ judge credibility 	<ul style="list-style-type: none"> • editorials • essay • laws • theories
	Impact	How does ____ influence ____? What are the effects of ____ on ____?	<ul style="list-style-type: none"> ✓ affect ✓ identify ✓ force 	<ul style="list-style-type: none"> • quotes • editorials • persuasive essays
	Process	What steps are used to create this? Why type of procedure is involved?	<ul style="list-style-type: none"> ✓ sequence ✓ connect ✓ link ✓ order ✓ arrange 	<ul style="list-style-type: none"> • continuum • storyboard • flow chart • timeline
	Motive	What is causing this to happen? How is the idea or work stimulated?	<ul style="list-style-type: none"> ✓ reason ✓ excite ✓ inquire ✓ explain 	<ul style="list-style-type: none"> • biographies • autobiographies • interviews
	Proof	What information verifies this? How can this be validated?	<ul style="list-style-type: none"> ✓ determine fact vs. opinion ✓ support with evidence ✓ authenticate ✓ prove ✓ document 	<ul style="list-style-type: none"> • statistics • maps • encyclopedia
	Ethics	What dilemmas or controversies are involved in this area, topic, study, or discipline? What elements can be identified that reflect bias, prejudice, and discrimination?	<ul style="list-style-type: none"> ✓ judge with criteria ✓ determine bias 	<ul style="list-style-type: none"> • editorials • essays • autobiographies • journals
	Big ideas (generalizations, principles, and theories)	What overarching statement best describes what is being studied? What general statement includes what is being studied?	<ul style="list-style-type: none"> ✓ prove with evidence ✓ generalize ✓ identify the main idea 	<ul style="list-style-type: none"> • quotations • discipline-related essays

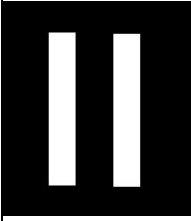

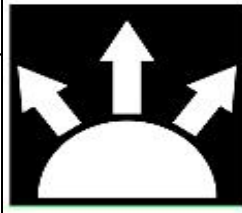
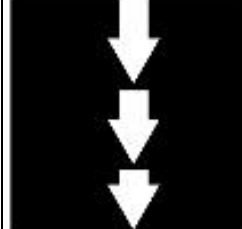

Integrating the prompts of Depth, Complexity and Content Imperatives in a Common Core classroom

	Icons	Prompt	Key questions or tasks	Thinking Skills	Sample Resources
Elements of Complexity		Over time	<p>How are ideas related between the past, present, and future?</p> <p>How are those ideas related within or during a particular time period?</p> <p>How has time affected the information?</p> <p>How and why do things change or remain the same?</p>	<ul style="list-style-type: none"> ✓ relate ✓ sequence ✓ order 	<ul style="list-style-type: none"> • time lines • text • biographies • autobiographies • historical documents
		Different points of view	<p>What are the opposing viewpoints?</p> <p>How do different people and characters see this event or situation?</p>	<ul style="list-style-type: none"> ✓ argue ✓ determine bias ✓ classify 	<ul style="list-style-type: none"> • biographies • autobiographies • mythologies and legends vs. non-fiction accounts • debates
		Interdisciplinary Relationships	<p>How is "across disciplines" related to "multiple perspectives"?</p> <p>How do experts in a discipline learn from experts in other disciplines?</p> <p>How would you describe a topic's place in more than one discipline or subject area?</p>	<ul style="list-style-type: none"> ✓ describe ✓ prioritize importance ✓ identify relationships ✓ judge with criteria ✓ compare and contrast 	<ul style="list-style-type: none"> • biographies • autobiographies • economics • data collection and analysis • communicating research finding • human behavior
		Context	<p>What determines the outcome of an event?</p> <p>What features, conditions, or circumstances describe the situation?</p> <p>How does the environment shape or affect what is happening?</p>	<ul style="list-style-type: none"> ✓ define ✓ describe ✓ illustrate ✓ influence 	<ul style="list-style-type: none"> • pictures • descriptive essay • narratives • virtual field trips • almanacs • video tapes
		Translate	<p>What are the multiple and varied meanings of the language?</p> <p>How is the same idea interpreted in different situations and by different people?</p>	<ul style="list-style-type: none"> ✓ restate ✓ interpret ✓ recite ✓ express ✓ explain ✓ convert 	<ul style="list-style-type: none"> • thesaurus • dictionary of professional terms • dictionary

Integrating the prompts of Depth, Complexity and Content Imperatives in a Common Core classroom

Icons	Prompt	Key questions or tasks	Thinking Skills	Sample Resources
	Original	Why is it new? What makes it new? How does time and place make it new?	✓ transfer ✓ create ✓ design ✓ innovate ✓ modify ✓ redesign	<ul style="list-style-type: none"> • copyright • laws • encyclopedia • artifacts • museums
	Judgment	What factors will influence what is happening? How is the decision to be made?	✓ decide ✓ determine ✓ agree ✓ disagree ✓ verify ✓ investigate ✓ identify options to argue	<ul style="list-style-type: none"> • laws • newspapers • philosophy books

Integrating the prompts of Depth, Complexity and Content Imperatives in a Common Core classroom

Content Imperatives		Parallel	<p>What evidence can we cite to show that some ideas or events are parallel?</p> <p>Identify attributes of parallels among two or more subject areas</p> <p>Compare and contrast parallel patterns in ____.</p>	<ul style="list-style-type: none"> ✓ identify attributes ✓ compare and contrast ✓ judge with criteria ✓ support and prove with evidence 	<ul style="list-style-type: none"> • texts • problem solving • similar events in history • cultures • controls, variables • laws, principles, theories
		Paradox	<p>Judge the authenticity of the paradoxes related to ____.</p> <p>Differentiate fact from fiction to determine paradoxes in ____.</p> <p>Develop criteria for deciding what makes a paradox in ____.</p>	<ul style="list-style-type: none"> ✓ differentiate fact from fiction ✓ determine relevant from irrelevant ✓ judge with criteria ✓ judge authenticity 	<ul style="list-style-type: none"> • poetry, science fiction • number puzzles • political cartoons • group behaviors • missing or gaps in evidence • hypotheses
		Origin	<p>Prove with evidence the source or origin of ____.</p> <p>Trace the beginnings of ____.</p> <p>Identify the origins of ____.</p>	<ul style="list-style-type: none"> ✓ note ambiguity ✓ identify missing information ✓ test assumptions ✓ prove with evidence 	<ul style="list-style-type: none"> • novels • fairy tales • statistics • number system • political structures • inventions
		Contribution	<p>Use the language of the discipline to describe the contributions, over time of two ____.</p> <p>Prioritize the relative value of ____.</p> <p>Judge with criteria the impact of ____ on the overall source.</p>	<ul style="list-style-type: none"> ✓ differentiate relevant from irrelevant ✓ judge with criteria ✓ prioritize ✓ prove with evidence 	<ul style="list-style-type: none"> • authors, historians, etc. • technology • civilizations • cultures • experimentation techniques
		Convergence	<p>Provide with evidence that a convergence of ideas led to the ____.</p> <p>What relationships exist between ____ and ____ that led to the field of ____?</p> <p>State and test assumptions about the ____ and ____ which converge in the ____</p>	<ul style="list-style-type: none"> ✓ sequence ✓ recognize relationships ✓ state and test assumptions ✓ identify cause and effect 	<ul style="list-style-type: none"> • word roots • problem solving • equations • historical events • emerging knowledge • consilience