CRITICAL THINKING

UNIFY Series: Year 4-6 Project

BIG IDEA:

Today's students can readily access information on any topic using digital technology. It is more important than ever that they are able to distinguish good information from bad.

Critical Thinking equips students with the skills and metacognitive tools needed to filter information. Through a focus on the evaluation and construction of arguments, students build the capacity to create sophisticated, well-justified cases that acknowledge complexity and the possible alternative positions that exist on a range of topics.

SELECTION CRITERIA:

✓ Selection criteria for the UNIFY Series is largely subjective.
✓ Many schools use *Critical Thinking* and other UNIFY Series programs as an enrichment opportunity for mid-to-high achieving students.
✓ Teacher judgement and student interest in the topic should assist selection.

AUSTRALIAN CURRICULUM:

See page 2 for Australian Curriculum links, NAPLAN online, and assessment/reporting details.

THE COURSE:

LESSON OVERVIEW

NO.	TITLE	CONTENT
1	*Welcome to Critical Thinking*	▪ Introduction to web conferencing and the *Critical Thinking* course
2	*Key Thinking Concepts*	▪ Introduction to eLearn ▪ Thinking concepts and ideas
3	*Pre-Test: What is an argument?*	▪ Why should we argue? ▪ Construct an argument (on demand)
4	*Contradiction v Argument*	▪ Difference between contradictions, disagreements and arguments.
5	*Rebuttals & Counterarguments*	▪ Structured scenarios to focus on rebuttals ▪ Structured scenarios to focus on arguments
6	*The Argument Map*	▪ Planning an argument with structure
7	*Facts v Opinions*	▪ Focus on the facts not the opinions ▪ Planning an argument
8	*What is Fairness?*	▪ Identifying the 3 types of fairness and making moral choices about when to apply them
9	*Research & Evidence*	▪ Why do people believe strange things? ▪ How to spot a fallacy
10	*Collaborative Argument*	▪ Connecting in groups to consolidate understanding of an argument.
11	*Post-Test: Write an argument*	▪ Construct an argument (on demand)
12	*Thinking & Reflecting*	▪ Reflecting on clarity, accuracy and significance ▪ Collaborative activities

Years 4-6

**UNIFY Series
Rounds 1-3**

'The children have been really engaged with the Critical Thinking project. Their level of questioning and thinking as demonstrated in their daily writing within the classroom has shown significant improvement.'

Supervisor - 2016

'I am amazing at doing arguments, I use my skills and convert it to my writing in class.'

'Now I can discuss my point of view with others and get closer to the truth - something everybody wants to know.'

Students - 2016

How it Works	Participation Costs	Primary Main Page	Register Now!

Contact Details: Phone (07) 3727 2888 or email admin@impact.eq.edu.au

Australian Curriculum

English Learning Area

Literacy

Language for interaction

Understand the uses of objective and subjective language and bias (ACELA1517)

Text structure and organisation

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

Language

Expressing and developing ideas

Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)

General Capabilities

Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas
- Identify and clarify information and ideas
- Organise and process information
- Give reasons for a preferred pathway when problem solving

Generating ideas, possibilities and actions
- Consider alternatives

Reflecting on thinking and processes
- Reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary
- Identify and justify the thinking behind choices made

Literacy

Composing texts through speaking, writing and creating
- Compose texts
- Compose spoken, written, visual and multimodal learning area texts

Comprehending texts through listening, reading and viewing
- Comprehend texts

Text knowledge
- Use knowledge of text structures and text cohesion

Grammar knowledge
- Express opinion and point of view

Word Knowledge
- Understand learning area vocabulary

Personal and Social Capability

Self-management
- Express emotions appropriately

Social management
- Communicate effectively

Social awareness
- Appreciate diverse perspectives

ICT Capability

Locate, generate and access data and information
- locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways

Creating with ICT
- use ICT effectively to record ideas, represent thinking and plan solutions

Communicating with ICT

select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others

NAPLAN Online – ICT Skills Guide

NAPLAN Online requires students to confidently use a computer or device in at least seven ways. As shown below, IMPACT Centre projects develop all seven of these skills and are an excellent way to prepare your students for online testing.

1. Locate and select an answer from a list – YES	5. Read and comprehend digital texts – YES
2. Type an answer – YES	6. Plan and compose text using word processing – YES
3. Read the screen and navigate web pages – YES	7. Listen using a headset – YES
4. Manipulate objects on screen – YES	**NB:** See DET's NAPLAN Online ICT Skills Guide for details.

Assessment

Pre and Post Assessment:
1. Students complete a knowledge test.
2. Students plan and write an argument on demand – assessed using three criteria – Strength of Argument, Counter- Argument and Rebuttal, Structure and Communication.

Reporting

- Pre and post assessment data are provided to schools, along with student attendance data.
- Qualitative report card comments are provided to schools. We recommend their inclusion as an OLA on semester report cards.

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