CRITICAL THINKING

UNIFY Series: Years 7-10 Project

impact.edu.au/register

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.

Critical Thinking helps schools to build staff and student capability simultaneously. Key teachers and leaders can access the **HOT Squad**.

SELECTION CRITERIA:

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

CRITICAL THINKING GATEWAY:

Critical Thinking students can advance to *Philosophical Thinking* or *Legal Thinking* and then *Debating* in subsequent rounds. This is an outstanding opportunity for students.

AUSTRALIAN CURRICULUM:

See page 2 for Australian Curriculum links and other important details.

THE COURSE:

LESSON OVERVIEW		
NO.	TITLE	CONTENT
1	Welcome to *Critical Thinking*	▪ Introduction to the technology and course
2	Key Thinking Concepts	▪ Introduction to eLearn ▪ Thinking concepts and ideas
3	Pre-Test: What is an argument?	▪ Why should we argue? ▪ Clarity, accuracy and significance
4	Cognitive Bias	▪ Priming and perceptual blindness ▪ How the brain works
5	Justify Yourself	▪ Strong and weak arguments ▪ Types of reasoning
6	Fallacies	▪ What are fallacies? ▪ Sample arguments
7	Spin	▪ Difference between fallacies and spin ▪ Practise identifying spin in sources
8	A Standard Argument	▪ Planning arguments ▪ Gathering supporting evidence
9	Ethics and Philosophy	▪ Ethics and morals ▪ What happens when ethical and moral considerations come into conflict?
10	Morals and Justice	▪ Morality ▪ Moral dilemmas
11	Post-Test: Write an argument	▪ Construction of an argument ▪ Stimulus for an argument
12	Thinking & Reflecting	▪ Review, consolidate and extend

CRITICAL THINKING

Years 7-10

Rounds 1-3
A stand-alone program or Level 1 in the Critical Thinking Gateway

'The critical thinking project is a wonderful way to provide students with experiences that they would not normally encounter in a typical classroom. The students are always very engaged in the lessons and their thinking and writing has benefited greatly.'

Supervisor 2016

'Critical thinking has helped improve my English grades and helped me write essays and assessment pieces for my other subjects. I now have a better understanding of many text features and language features and I also understand arguments to a higher degree.'

Student 2016

How it Works	Participation Costs	Secondary Main Page	Register Now!

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

Australian Curriculum
General Capabilities

Literacy
Use language to interact with others
Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts

Critical and Creative Thinking
Inquiring – identifying, exploring and organising information and ideas
- Pose questions
- Identify and clarify information and ideas
- Organise and process information

Generating ideas, possibilities and actions
- Imagine possibilities and connect ideas
- Consider alternatives
- Seek solutions and put ideas into action

Reflecting on thinking and processes
- Think about thinking (metacognition)
- Reflect on processes

Analysing, synthesising and evaluating reasoning and procedures
- Apply logic and reasoning

ICT Capability
Communicating with ICT
- Collaborate, share and exchange
- Understand computer mediated communications

Creating with ICT
- Generate ideas, plans and processes

Personal and Social Capability
Self-awareness
- Understand themselves as learners
- Develop reflective practice

Social Awareness
- Appreciate diverse perspectives

Social Management
- Communicate effectively
- Work collaboratively
- Make decisions

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 / Reporting

Assessment	Reporting
Pre and Post Assessment: 1. Students complete a knowledge test. 2. Students plan and write an argument on demand. Three criteria are used for assessing students' writing – Strength of Argument, Counter- Argument and Rebuttal, Structure and Communication.	▪ 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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