



**VALWOOD**

*GO BEYOND*

**Critical Thinking Curriculum**

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## Critical Thinking Overview

Course Description	Topics at a Glance
<p>Critical thinking class is used to help develop the students' complex thinking skills. Students will become more focused on reasoning through everyday situations. Students will be given a broad spectrum up in class assignments to be completed. The class is pass/fail.</p>	<ul style="list-style-type: none"> <li>• Math Games</li> <li>• Mind Benders</li> <li>• Puzzle Videos</li> <li>• Pattern Explorer</li> <li>• Cooperative challenges</li> </ul>
Assessments	Effective Components
<ul style="list-style-type: none"> <li>• Teacher Created Assessments</li> </ul>	<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• Plan accordingly</li> <li>• Use proper instructional methodology</li> <li>• Manage the classroom behavior</li> <li>• Create Interpersonal Relations</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Prepared for class</li> <li>• Collaboration and teamwork</li> <li>• Creativity and imagination</li> </ul>
Grade Level Expectations	
<p>Based on <b>Intellectual Standards</b>, students should show:</p> <p><b>Clarity</b> forces the thinking to be explained well so that it is easy to understand. When thinking is easy to follow, it has Clarity.</p> <p><b>Accuracy</b> makes sure that all information is correct and free from error. If the thinking is reliable, then it has Accuracy.</p> <p><b>Precision</b> goes one step further than Accuracy. It demands that the words and data used are exact. If no more details could be added, then it has Precision.</p> <p><b>Relevance</b> means that everything included is important, that each part makes a difference. If something is focused on what needs to be said, there is Relevance.</p> <p><b>Depth</b> makes the argument thorough. It forces us to explore the complexities. If an argument includes all the nuances necessary to make the point, it has Depth.</p> <p><b>Breadth</b> demands that additional viewpoints are taken into account. Are all perspectives considered? When all sides of an argument are discussed, then we find Breadth.</p> <p><b>Logical</b> means that an argument is reasonable, the thinking is consistent and the conclusions follow from the evidence. When something makes sense step-by-step, then it is Logical.</p> <p><b>Significance</b> compels us to include the most important ideas. We don't want to leave out crucial facts that would help to make a point. When everything that is essential is included, then we find Significance.</p> <p><b>Fairness</b> means that the argument is balanced and free from bias. It pushes us to be impartial and evenhanded toward other positions. When an argument is objective, there is Fairness.</p>	

## **Introduction**

This course offers the students an opportunity to use critical thinking skills through practical life experiences. It introduces students to several areas of study including social skills, decision making, and leadership. Students will also examine how their interests and skills will affect their future choices. Activities are designed so that the students can use the information and skills in real life situations.

**Content Area: Critical Thinking – 6<sup>th</sup> Grade**

**Standard: 1. Developing Social Skills**

**Valwood Graduates:**

Work together to problem solve through collaboration and teamwork.

**GRADE LEVEL EXPECTATION**

**Concepts and skills students master:**

1. Effectively solve problems through teamwork collaboration.

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> a. collaborate with classmates to solve problems i. allow all team members to have a role ii. respectfully listen to ideas	<b>Inquiry Questions:</b> 1. How can working as a team help solve problems? 2. What are some effective communication skills necessary for working with others?
	<b>Relevance and Application:</b> 1. Effective communication with others is a critical skill for making daily decisions. 2. Working as a team to solve problems is beneficial in business, sports, and education.
	<b>Nature and Discipline:</b> 1. Teamwork teaches students to work effectively with others towards a common goal. 2. Collaboration teaches students to communicate with others to solve a problem.

**Content Area: Critical Thinking – 6<sup>th</sup> Grade**

**Standard: 2. Developing Decision Making Skills**

**Valwood Graduates:**

Work individually and as a team to solve problems. Self-reflect to determine strengths and weaknesses in decision making.

**GRADE LEVEL EXPECTATION**

**Concepts and skills students master:**

1. Work individually and with a team to solve problems and then self-reflect to determine one's own strengths and weakness.

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p>a. solve problems individually and use self-reflection as a tool to identify strengths and weaknesses in their problem solving method.</p> <p>b. work with a team to make decisions and use self-reflection as a tool to determine strengths and weakness in problem solving in a group setting.</p>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"><li>1. What are some strategies we can use to assist in making effective decisions?</li><li>2. How can self-reflection help us become more aware of our problem solving abilities?</li><li>3. Can self-reflection help us determine our strengths and weaknesses when problem solving with a group?</li></ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"><li>1. Learning to take steps to make effective decisions is relevant in all aspects of our lives (education, driving, grocery shopping, money management, social interactions).</li><li>2. Self-reflection is an invaluable tool to determine ways to increase your effectiveness in decision making, both individually and in a group setting.</li></ol>
	<p><b>Nature and Discipline:</b></p> <ol style="list-style-type: none"><li>1. Effective decision making allows students to decrease errors and increase effectiveness in problem solving.</li><li>2. Effective decision making creates a more effective and valuable teammate.</li><li>3. Self-reflection raises awareness of strengths and weaknesses in decision making.</li></ol>

**Content Area: Critical Thinking – 6<sup>th</sup> Grade**

**Standard: 3. Develop Leadership Skills**

**Valwood Graduates:**

Use social and decision making skills to be an effective leader of a team.

**GRADE LEVEL EXPECTATION**

**Concepts and skills students master:**

1. Students develop leadership skills through demonstrating and applying effective social and decision making skills.

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p>a. use social skills to work with others and effectively lead a team to a solution to a problem.</p> <p>b. demonstrate decision making skills in a group setting to assist a team into reaching a solution to a problem.</p>	<p><b>Inquiry Questions:</b></p> <p>1. How can using effective social skills assist someone that is leading a group?</p> <p>2. How are decision making skills important when serving in a leadership role?</p>
	<p><b>Relevance and Application:</b></p> <p>1. The ability to effectively communicate and lead others is a valuable skill in numerous workplace settings.</p> <p>2. The ability to make effective decisions while leading others is critical in many professional disciplines.</p>
	<p><b>Nature and Discipline:</b></p> <p>1. Leadership teaches students how to take charge of a group in an effective way, using social and decision making skills.</p>