Welsh Baccalaureate Scheme of Learning-Advanced

This Scheme of Learning has been designed to be used by teachers and tutors delivering the Welsh Baccalaureate Individual Project from September 2015.

Teaching Block 4 (Critical Thinking)

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| Learning Activity | Skills Developed | Resources | Differentiation | LO/Assessment |
| **“Downloading Music Debate.”****A series of lessons, requiring pupils to work through tasks and materials to prepare a debate on a topic.** Over the course of the sessions, pupils will:* evaluate Websites and online information.
* extract main ideas and supporting details from online resources.
* analyse arguments for and against a position, paying particular attention to the role of point of view.
* take a stance on a controversial issue, based on their research.
* defend their positions in classroom debate, providing supporting facts and details for their arguments.
* Identification, analysis and use of concepts
* Formulating judgements and drawing conclusions
 | * Critical assessment and construction of arguments
* Development and analysis of arguments
* Identification of Key information on factors, causes, consequences, changes, similarities and differences.
* Formulating judgements
* Summarising and presenting
* Methods of presentation of outcome – quality fitness for purpose
* Reflection on performance using self evaluation tools
 | Lesson plans and resources available for 10 50 minute lessons, to modified as appropriate, from[www.readwritethink.org](http://www.readwritethink.org)Teachers’ Guide to the resource (A 4.1) | * Materials can be adapted to suit ability and purpose
* Differentiation by outcome.
 | L.O.3L.O.7L.O.1 |
| **Be able to produce and present an outcome****Group task**Students are required to analyse three pieces of work and assess them against the criteria for L.O.6.They sub – divide from a group of six, into pairs. Each pair has a piece of work from each band and must annotate on the piece, according to the criteria for LO6 in the spec. | Methods of presentation of outcome – quality, fitness for purpose | One instructional slide in a PowerPoint.Centres to provide a sample from each band for the students to use for this exercise. | The teacher may differentiate in terms of how they group the students, and by which “band” of piece they give to the partnerships within the group. Lower ability students may be given a piece falling into “Band 1”, for example. | L.O.6 |