

03 Critical Thinking and Problem solving

Content Area: **Special Education**
Course(s):
Time Period: **Full Year**
Length: **4 weeks/ongoing**
Status: **Published**

General Overview, Course Description or Course Philosophy

The New Jersey Student Learning Standards for English Language Arts / Literacy lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. In the self-contained setting of the course, students will learn essential aspects of the English 9-12 curriculum while exposing students to key elements that provides them with 21st Century Life Skills.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Critical thinking and independent problem solving are critical for adult life.

CONTENT AREA STANDARDS

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
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STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand :

- How to access help if a problem is deemed too big.
- Think through a problem and strategize.
- How to identify a problem.
- How to develop a list of strategies for various real life problems.

Procedural Knowledge

Students will be able to:

- Access their potential strategies and apply them as necessary.
- Identify when they might need help to solve a problem.
- Identify the appropriate helpers for a given problem.
- Make an initial attempt to independently solve the problem.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Role playing, intermittent assessments, class discussion,

Summative Assessments

End of Unit Test

RESOURCES (Instructional, Supplemental, Intervention Materials)

<https://everydayspeech.com/blog-posts/no-prep-social-skills-sel-activity/teaching-problem-solving-skills-to-special-education-students-5/>

<https://naspcenter.org/principals/problem-solving-model-for-improving-student-achievement/>

https://www.overcomingobstacles.org/uploads/pdfs/OO-Complete-Curriculum-High-School-2021_2021-05-28-152801.pdf

<https://www.teacherspayteachers.com/>

INTERDISCIPLINARY CONNECTIONS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.