06-Improve Ability to Solve Math Problems

Content Area: **Special Education**
Course(s):
Time Period: **Full Year**
Length: **3-4 days per week/ 4 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

This course is designed to support high school students with various skills in order to be successful in daily life.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- A systematic approach will improve their ability to solve math problems.

CONTENT AREA STANDARDS

MA.K-12.1	Make sense of problems and persevere in solving them.

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

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will understand

- Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks.
- Determine whether insufficient, sufficient, or extraneous information is given in solving particular mathematical problems
- Express mathematical problems using alternative methods to accomplish functional tasks
- Identify that a problem exists in school.
- What should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, failure to complete chores).

Procedural Knowledge

Students will be able to:

- Apply a general model for solving problems
- Differentiate between problems individuals can solve by themselves and those that they can solve only with
- assistance from others.
- Identify characteristics of basic problem-solving strategies.
- Apply brainstorming techniques when starting to solve a problem.
- Identify the separate steps of a complicated process when solving a problem involving many tasks

EVIDENCE OF LEARNING

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

Formative Assessments

Student will:
Discuss with math teacher times for extra help
Self-advocate and ask for assistance when needed
Write all assignments in agenda and check agenda
Learn how to break down word problems by teacher made assignments

Summative Assessments

Student will be given a word problem test, similar to the SAT, at their level.

RESOURCES (Instructional, Supplemental, Intervention Materials)

https://www.mindtools.com/a0yzeeu/communication-skills-start-here

INTERDISCIPLINARY CONNECTIONS

Computations

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.