

- 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.