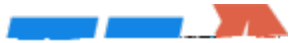




Approved Innovative Course

Course:



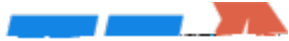
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- (D) physiological factors;
  - (D) formulate new strategies to reduce negative physiological effects on learning;
  - (E) predict the effectiveness of his/her own strategies and the strategies of others; and
  - (F) implement a personal plan to minimize his/her own negative physiological concerns.
- (4) Connections among types of errors and physiological factors. The student understands that disruptions in the learning process are often caused by multiple interconnected factors. The student is expected to:
- (A) recognize the connections between different types of errors and physiological concerns;
  - (B) analyze the work of others, and predict what circumstances contributed to the quality of that students work, both positively and negatively; and
  - (C) analyze their own past and present work using critical-thinking to determine what circumstances contributed to the quality of their work.
- (5) Intellectual curiosity. The student further develops intellectual curiosity through conscious direction. The student is expected to accept constructive criticism and revise personal views when valid evidence warrants.
- (6) Reasoning. The student demonstrates the ability to think critically. The student is expected to:
- (A) consider arguments and conclusions of self and others; and

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## Approved Innovative Course

Description of specific student needs this course is designed to meet:

The creation of this course is in response to the needs of struggling mathematics students entering 9th and 10<sup>th</sup> grades. Under the Student Success Initiative, the Grade Placement Committee may choose to h

