

## Florida Department of Education

## COURSE DESCRIPTION - GRADES 6-8

**Subject Area:** Research and Critical Thinking  
**Course Number:** 1700100  
**Course Title:** M/J Critical Thinking, Problem Solving, and Learning Strategies

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors.

The content should include, but not be limited to, the following:

- learning strategies
- strategies for acquiring, storing, and retrieving information
- strategies for oral and written communication
- time management and organizational skills
- critical-thinking operations, processes, and enabling skills
- problem-solving skills and strategies
- test-taking skills and strategies
- strategies for linking new information with prior knowledge

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** None

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements.

**After successfully completing this course, the student will:**

1. **Apply skills and strategies (e.g., scanning, paraphrasing, retelling, self-questioning) to gain information from print and nonprint materials and oral presentations.**
  - LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level-appropriate report.
  - LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.
  
2. **Apply skills and strategies (e.g., associations, visual imagery, mnemonics) to enhance recall from print and nonprint materials and oral presentations.**
  - LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.
  
3. **Apply skills and strategies (e.g., outlining, evaluating credibility of source materials, rehearsing, revising) to create effective oral and written communication.**
  - LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

- LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
- LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.
- LA.B.1.3.1 organize information before writing according to the type and purpose of writing.
- LA.B.1.3.2 draft and revise writing that
- is focused, purposeful, and reflects insight into the writing situation;
  - conveys a sense of completeness and wholeness with adherence to the main idea;
  - has an organizational pattern that provides for a logical progression of ideas;
  - has support that is substantial, specific, relevant, concrete, and/or illustrative;
  - demonstrates a commitment to and an involvement with the subject;
  - has clarity in presentation of ideas;
  - uses creative writing strategies appropriate to the purpose of the paper;
  - demonstrates a command of language (word choice) with freshness of expression;
  - has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
  - has few, if any, convention errors in mechanics, usage, and punctuation.
- LA.B.1.3.3 produce final documents that have been edited for
- correct spelling;
  - correct punctuation, including commas, colons, and semicolons;

- correct capitalization;
- effective sentence structure;
- correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and
- correct formatting.

LA.C.3.3.1 understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.

LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

**4. Demonstrate active class participation (e.g., questioning, suspending judgment, generating solutions, making interdisciplinary connections).**

**5. Demonstrate use of effective time management and organizational skills.**

**6. Demonstrate knowledge of critical-thinking processes (i.e., logical reasoning, evaluating, analyzing, questioning, and inferring).**

SC.H.2.3.1 recognize that patterns exist within and across systems.

**7. Analyze information, derive multiple interpretations, and provide evidence or arguments to support the selection of an interpretation.**

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

SC.H.1.3.5 know that a change in one or more variables may alter the outcome of an investigation.

SC.H.1.3.7 know that when similar investigations give different results, the scientific challenge is to verify whether the differences are significant by further study.

SS.A.1.3.2 know the relative value of primary and secondary sources and use this information to draw conclusions from *historical* sources such as data in charts, tables, and graphs.

**8. Use systematic processes for analyzing a problem, organizing and synthesizing information, determining solutions, and deciding on an appropriate approach to solving the problem.**

**9. Apply skills and strategies for linking new information to prior knowledge (e.g., analyzing similar situations or perspectives, refining generalizations, making interdisciplinary connections, transferring insights to new contexts).**

SC.H.1.3.1 know that scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way.

**10. Demonstrate effective test-taking skills and strategies.**

**11. Exhibit creativity, problem-solving skills, critical-thinking skills, and logical reasoning in completing projects and tasks.**