

**FAIRFIELD SCHOOLS  
DEPARTMENT OF  
CURRICULUM AND INSTRUCTION**

**SCHOOL COUNSELING CURRICULUM  
GRADES K - 6**

**ACKNOWLEDGEMENTS**

Susan Ciccotelli, Superintendent of Schools  
Dr. Michael Trabucco, Principal/Director of Curriculum & Instruction  
Mr. Raymond Santana, Principal  
Ms. Meghan Cafone, Director of Special Services

**BOARD OF EDUCATION**

Mr. Pat Freda, President  
Mr. Anthony DePascale, Vice President  
Mr. Brian Egan  
Ms. Andrea Bellise-Jandoli

**CURRICULUM WRITING COMMITTEE**

Sarah Kirk  
Gabby Day

**Board Approved: ~~April 28, 2022~~**

## **BELIEFS AND PHILOSOPHY**

The philosophy and beliefs of the programs presented by the school counselors of Fairfield Public School are that:

- Students are our highest priority
- Students are unique and have the right to develop their individual career and personal/ social potential
- Students have the right to be treated with dignity and respect and learn in a safe and supportive environment
- The school counselor is an advocate for and supports each student by fostering student connectedness with peers, staff, and family

The School Counselor will:

- Plan and manage the comprehensive school counseling program
- Abide by the professional school counseling ethics as advocated by the American School Counselor Association
- Participate in professional development activities essential to maintaining a quality school counseling program

## **MISSION STATEMENT**

The mission of the Fairfield Public Schools Counseling Department is to engage all students in an academic, personal/social emotional and career program which provides the tools for students to function responsibly in an ever-changing global community.

## **PROGRAM GOALS**

The counselor will fulfill the goals and objectives of the Counseling Program through individual counseling, small group counseling, classroom guidance lessons, coordination of services, and consultation with parents and teachers. The curriculum is based on the philosophy that the affective development of the student, while the responsibility of the entire school staff, is a primary concern of the counselor. The counselor helps students identify strengths, weaknesses and feelings. Students will use this heightened self-awareness in their decision-making.

The three main themes of the Developmental Guidance and Counseling Program will be reinforced throughout the curriculum by classroom teachers and specialists as the themes occur in their content area. The counselor will act as a

consultant to offer guidance materials and activities to supplement their curriculum.

The success of this program is dependent on the school community working as one unit to help each child reach his/her full potential. Teachers and parents will be an integral part of the program to identify and refer students for counseling services. Students will be able to self-refer when problems arise.

## **ASCA Standards for Students Competencies and Indicators**

### **1. Personal/Social Development**

FOCUS: Becoming aware of who I am and how I interact effectively with others.

**ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as the students progress through the school and into adulthood.**

- **Standard A:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
- **Standard B:** Students will make decisions, set goals and take necessary action to achieve goals.
- **Standard C:** Students will understand safety and survival skills.

### **2. Academic Development**

FOCUS: Achieving academic success, aspiring to the highest level of student achievement, acquiring skills for lifelong learning.

**ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.**

- **Standard A:** Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.
- **Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- **Standard C:** Students will understand the relationship of academics to the world of work and to life at home and in the community.

### **3. Career Development**

FOCUS: Becoming aware of life/career choices, planning for work after school, reaching life/career potential to become a satisfied worker and earn a satisfying living throughout life.

**ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the lifespan.**

- **Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- **Standard B:** Students will employ strategies to achieve future career goals with success and satisfaction.
- **Standard C:** Students will understand the relationship between personal qualities, education, training and the world of work

**CASEL Social Emotional Learning Competencies**

<b>Self-Awareness</b>	<b>Self-Management</b>	<b>Social Awareness</b>	<b>Relationship Skills</b>	<b>Responsible Decision-Making</b>
<p>The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence,</p>	<p>The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations-effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p>	<p>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community</p>	<p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and</p>	<p>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well</p>

optimism, and a “growth mindset.”		resources and supports.	offer help when needed.	being of oneself and others.
-----------------------------------	--	-------------------------	-------------------------	------------------------------

## Fairfield School Counseling Curriculum Grades K-6

Grade	Unit	Lesson Focus	ASCA Standards	Skills Learned	CASEL SEL Core Competencies	Suggested Activities
K-2	Social Skills	Intro. to school counselor, Starting and maintaining a conversation	<u>PS:A</u> <u>PS:B</u> <u>A:A C:A</u> <u>C:C</u>	Communication, Social engagement, relationship building, teamwork	Social-Awareness & Relationship Skills	Start With A Hello Program, “Find a Friend Who” Bingo
3-6	Social Skills	Conversation skills and understanding social cues	<u>PS:A</u> <u>PS:B</u> <u>A:A C:A</u> <u>C:C</u>	Communication, Social engagement, relationship building, teamwork	Social-Awareness & Relationship Skills	Start With A Hello Program, “Find a Friend Who” Bingo

Differentiation

Special Education	G&T	RTI	ELL
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Anticipate where needs will be</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RTI framework</li> <li>• RTI Intervention Bank</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• Modification plan</li> <li>• NJDOE resources</li> </ul> <p><a href="https://www.teachersfirst.com/content/esl/ad_aptstrat.cfm">https://www.teachersfirst.com/content/esl/ad_aptstrat.cfm</a></p>

K-2	Bullying Prevention	Recognizing, reporting, and refusing bullying	<u>PS:A</u> <u>PS:B</u> , <u>PS:C</u> <u>A:A C:A</u> <u>C:C</u>	Respect for others, perspective taking, resisting social pressures, empathy, assertiveness, conflict vs. bullying	Responsible Decision Making & Social-Awareness	Week of Respect, Conflict vs. bullying vs. Mean Moment
3-6	Bullying Prevention	Recognizing, reporting, and refusing bullying	<u>PS:A</u> <u>PS:B</u> , <u>PS:C</u> <u>A:A C:A</u> <u>C:C</u>	Respect for others, perspective taking, resisting social pressures, empathy, assertiveness, conflict vs. bullying	Responsible Decision Making & Social-Awareness	Week of Respect, The Great Kindness Challenge , Review of the Anti-Bullying Bill of Rights

**Differentiation**

Special Education	G&T	RTI	ELL
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Anticipate where needs will be</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RTI framework</li> <li>• RTI Intervention Bank</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• Modification plan</li> <li>• NJDOE resources</li> </ul> <p><a href="https://www.teachersfirst.com/content/esl/adaptstrat.cfm">https://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></p>

K-2	Gratitude	Practicing Gratitude Defining empathy	<u>PS:A</u> <u>PS:B</u> , <u>PS:C</u>	Identifying emotions, empathy, respect for others	Self-Awareness Social Awareness	Community Tree Project
3-6	Gratitude	Defining and understanding gratitude Defining and understanding empathy	<u>PS:A</u> <u>PS:B</u> , <u>PS:C</u>	Identifying emotions, appreciating diversity, empathy, respect for others	Self-Awareness Social Awareness Self-Management	Gratitude exercises, Appreciation Station

Differentiation			
Special Education	G&T	RTI	ELL

<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Anticipate where needs will be</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RTI framework</li> <li>• RTI Intervention Bank</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• Modification plan</li> <li>• NJDOE resources</li> </ul> <p><a href="https://www.teachersfirst.com/content/esl/ad_aptstrat.cfm">https://www.teachersfirst.com/content/esl/ad_aptstrat.cfm</a></p>
---	--	--	---

K-2	Coping Skills	Coping Skills and Mindfulness	<u>PS:A</u> <u>PS:B</u> <u>PS:C</u> <u>A:A C:A</u> <u>C:C</u>	Self regulation, managing emotions, impulse control, stress management	Self-Management	<i>The Color Monster</i> By Anna Lenas, <i>Wheel of Emotions, My Coping Skills Plan, Be Where Your Feet Are</i> By Julia Cook
3-6	Coping Skills	Identifying and managing emotions	<u>PS:A</u> <u>PS:B</u> <u>PS:C</u> <u>A:A C:A</u> <u>C:C</u>	Self regulation, managing emotions, impulse control, stress management	Self-Management Responsible Decision Making	Chill Skills, Keep Calm Plan, Unhelpful Thinking Styles



## Differentiation

Special Education	G&T	RTI	ELL
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Anticipate where needs will be</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RTI framework</li> <li>• RTI Intervention Bank</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• Modification plan</li> <li>• NJDOE resources</li> </ul> <p><a href="https://www.teachersfirst.com/content/esl/adaptstrat.cfm">https://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></p>

K-2	Growth Mindset	Growth Mindset	<u>PS:A</u> <u>PS:B,</u> <u>PS:C</u> <u>A:A A:B</u> <u>A:C C:B</u>	Power of Yet, overcoming/embracing challenges, perseverance, valuing effort	Self-Awareness & Self-Management	<i>The Most Magnificent Thing</i> By Ashley Spires, Fixed Mindset Vs. Growth Mindset, <i>My Brain and I</i> Story Book
3-6	Growth Mindset	Recognizing strengths, Defining perseverance	<u>PS:A</u> <u>PS:B,</u> <u>PS:C</u> <u>A:A A:B</u> <u>A:C C:B</u>	Power of Yet, overcoming/embracing challenges, perseverance, valuing effort	Self-Awareness & Self-Management	The Learning Pit, Fixed vs. Growth

		ce, Grit, Resilience				Mindset, Power of Yet
--	--	----------------------	--	--	--	-----------------------

**Differentiation**

Special Education	G&T	RTI	ELL
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student’s IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Anticipate where needs will be</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RTI framework</li> <li>• RTI Intervention Bank</li> <li>• NJDOE resources</li> <li>• Tiered Interventions following RTI framework</li> <li>• RTI Intervention Bank</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• Modification plan</li> <li>• NJDOE resources</li> <li>• <a href="https://www.teachersfirst.com/content/esl/ad_aptstrat.cfm">https://www.teachersfirst.com/content/esl/ad_aptstrat.cfm</a></li> </ul>

K-2	Showing Compassion	Self-Love/Self-Esteem	<u>PS:A</u> <u>PS:B</u> <u>PS:C</u> <u>A:A</u>	Self- Respect & respect towards others (In-person & Online)	Self-Awareness, Social-Awareness, & Relationship Skills, Self-management	Valentine To Self, “What I Love About Myself Is” worksheet, Self-Love Mason Jar
3-6	Showing Compassion	Kindness (In-person & Online)	<u>PS:A</u> <u>PS:B</u>	Self- Respect & respect towards others	Self-Awareness, Social-	Shoot for Kindness Challenge

			<u>PS:C</u> <u>A:A</u>		Awareness, & Relationship Skills, Self-management	, Acts of Kindness Cards
--	--	--	---------------------------	--	---	--------------------------

**Differentiation**

Special Education	G&T	RTI	ELL
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student’s IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Anticipate where needs will be</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RTI framework</li> <li>• RTI Intervention Bank</li> <li>• NJDOE resources</li> <li>• Tiered Interventions following RTI framework</li> <li>• RTI Intervention Bank</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• Modification plan</li> <li>• NJDOE resources</li> <li>• <a href="https://www.teachersfirst.com/content/esl/ad_aptstrat.cfm">https://www.teachersfirst.com/content/esl/ad_aptstrat.cfm</a></li> </ul>

K-2	Conflict Resolution	Peace & Conflict Resolution	<u>PS:A</u> <u>PS:B</u> <u>PS:C</u> <u>A:A C:B</u>	Learning steps to effective problem solving, active listening, effective communication skills, perspective taking	Responsible Decision-Making, Relationship Skills, Social-Awareness	Conflict Resolution Game Show, Relationship Building Bingo
3-6	Conflict Resolution	Peace & Conflict Resolution	<u>PS:A</u> <u>PS:B</u> <u>PS:C</u> <u>A:A C:B</u>	Learning steps to effective problem solving, active listening, effective communication	Responsible Decision-Making, Relationship Skills, Social-Awareness	Solutions Wheel, Peace Path, Role Play Scenarios

				skills, perspective taking		
--	--	--	--	----------------------------	--	--

Differentiation

Special Education	G&T	RTI	ELL
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student’s IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Anticipate where needs will be</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RTI framework</li> <li>• RTI Intervention Bank</li> <li>• NJDOE resources</li> <li>• Tiered Interventions following RTI framework</li> <li>• RTI Intervention Bank</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• Modification plan</li> <li>• NJDOE resources</li> <li>• <a href="https://www.teachersfirst.com/content/esl/adaptstrat.cfm">https://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>

K-2	Self-Confidence	Be You	<u>PS:A</u> <u>C:A</u>	Appreciating diversity, celebrating differences, resisting peer pressure	Self-Awareness, Social-Awareness, Relationship Skills	Positive Self-Talk Journal,
3-6	Acceptance, Personal Identity, Self-Confidence	Celebrate Diversity, Recognizing personal characteristics	<u>PS:A</u> <u>C:A</u>	Diversity, celebrating differences, resisting peer pressure	Self-Awareness, Social-Awareness, Relationship Skills	Sharing similarities and differences, Bio Poems

Differentiation

Special Education	G&T	RTI	ELL
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Anticipate where needs will be</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RTI framework</li> <li>• RTI Intervention Bank</li> <li>• NJDOE resources</li> <li>• Tiered Interventions following RTI framework</li> <li>• RTI Intervention Bank</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• Modification plan</li> <li>• NJDOE resources</li> </ul> <p><a href="https://www.teachersfirst.com/content/esl/adaptstrat.cfm">https://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></p>

K-2	Self-Exploration	Career Awareness	<u>C:A C:B</u> <u>C:C</u>	Skills, values, interests, strengths	Self-Awareness & Self-Management	Career Charades, Career Exploration Sorting
3-6	Self-Exploration	Career Awareness	<u>A:A A:B</u> <u>A:C C:A</u> <u>C:B C:C</u>	Skills, values, interests, strengths	Self-Awareness & Self-Management	Career Jeopardy, Resume Writing, Interview skills

### Differentiation

Special Education	G&T	RTI	ELL
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RTI framework</li> <li>• RTI</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic</li> </ul>

<p>help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Anticipate where needs will be • NJDOE resources</p>	<p>should be modified: higher order thinking skills, open ended thinking, discovery • Products should be modified: real world problems, audiences, deadlines, evaluation, transformations • Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources</p>	<p>Intervention Bank • NJDOE resources • Tiered Interventions following RTI framework • RTI Intervention Bank • NJDOE resources</p>	<p>organizers • Modification plan • NJDOE resources • <a href="https://www.teachersfirst.com/content/esl/adaptstrat.cfm">https://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></p>
---	---	---	---

K-2	Grade Transitioning	Review and Grade Transitioning	<u>PS:A</u> <u>PS:B,</u> <u>PS:C</u> <u>A:A A:B</u> <u>A:C C:A</u> <u>C:B C:C</u>	Reflecting, identifying emotions, identifying problems, goal setting, organizational skills	Self Awareness, Responsible Decision-Making, Self-Management	Letter to Future Self, “A Year In Review” Jeopardy Game
3-6	Grade Transitioning	Review and Grade Transitioning	<u>PS:A</u> <u>PS:B,</u> <u>PS:C</u> <u>A:A A:B</u> <u>A:C C:A</u> <u>C:B C:C</u>	Reflecting, identifying emotions, identifying problems, goal setting, organizational skills	Self Awareness, Responsible Decision-Making, Self-Management	Letter to future students, Letter to future self, Orientation Q&A

**Differentiation**

Special Education	G&T	RTI	ELL
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student’s IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RTI framework</li> <li>• RTI Intervention Bank</li> <li>• NJDOE</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• Modification plan</li> <li>• NJDOE resources</li> </ul>

<p>reduced assignments •          Reduce length of assignment for different mode of delivery • Increase one to one time •          Anticipate where needs will be •          NJDOE resources</p>	<p>skills, open ended thinking, discovery •          Products should be modified: real world problems, audiences, deadlines, evaluation, transformations •          Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied •          NJDOE resources</p>	<p>resources •          Tiered Interventions following RTI framework • RTI Intervention Bank • NJDOE resources</p>	<p><a href="https://www.teachersfirst.com/content/esl/ad_aptstrat.cfm">https://www.teachersfirst.com/content/esl/ad_aptstrat.cfm</a></p>
--	--	--	--