

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

**STRIDE:
Students Taking Responsibility in Developing Excellence
Grades 6-8
Special Education Department
2018**

Curriculum Writing Team

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GRADES 6-8 STRIDE
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Grades 6-8 STRIDE: Students Taking Responsibility in Developing Excellence is offered to TPS middle school students with special needs in the area of executive functioning. The course is offered every other day on a Pass/Fail basis.

STRIDE is designed to help students with special needs meet the academic expectations of the general education curriculum through the improvement of executive functioning skills. This individualized course is driven by the executive functioning goals and objectives of a student's Individualized Education Plan (IEP). Instruction in executive functioning will include improving skills in self-understanding, initiative, organizational skills / working memory, time management ability, emotional/behavioral control, attention/persistence, and flexibility. Students will identify their own learning strengths and build upon them to be successful across all academic areas. In addition to developing an individualized online resource toolbox of learning strategies, each student will monitor progress through data logs.

COURSE GOALS

Students will learn the details of their individual learning styles and develop strategies for learning based on their individual learning styles.

Students will develop executive functioning skills in the areas of organization, perseverance, and advocacy in order to take responsibility for, and ownership of, their learning.

The following course goals derive from the 2010 Connecticut Core Standards.

CCSS.ELA-Literacy.SL.6.1b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.7.1b

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.8.1b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- they have the ability to assess how well they understand themselves and how to do things.
- they can develop systems for organizing their materials, and should establish and maintain order and keep track of things.
- they are responsible for time management, can accurately estimate how long a task will take, can make efficient use of time, and should keep certain information in mind to complete a task.
- they can demonstrate the ability to stay calm even when faced with situations that could cause them to get upset, angry, sad, and/or frustrated.
- they can demonstrate the ability to make changes in their behavior and their schedules.
- they can demonstrate the ability to start projects and tasks without having to be told to.
- they can demonstrate the ability to stick with a non-preferred task from start to finish, and to stay focused on a task that is uninteresting to them, especially with distractions.

COURSE ESSENTIAL QUESTIONS

- What skills do I need to be a successful middle school student?
- What strategies can I use to help me persevere in the classroom?

COURSE KNOWLEDGE & SKILLS

Students will understand . . .

- their individual learning styles.
- effective learning strategies based on their individual learning styles.

Students will be able to . . .

- develop metacognitive skills: what they have done and why they have done it.
- develop an organizational system.
- develop their working memory.
- plan and prioritize.
- develop time management to manage what they want to do, what they need to do, and what others ask them to do.

- develop the ability to adapt to unexpected events and come up with multiple solutions to problems.
- develop skills to manage their feelings so their feelings do not get in the way of getting work done or meeting goals.
- develop appropriate response to inhibition.
- develop skills for task initiation.
- develop skills to sustain attention.
- develop a goal and create goal-directed persistence.
- track their own grades in other courses and develop an appropriate improvement plan.

GRADE 6

Grade 6 Goals

At the completion of this grade, students will:

Learn the details of their individual learning styles and develop strategies for learning based on their individual learning styles.

Develop executive functioning skills in the areas of organization, perseverance, and advocacy in order to take responsibility for, and ownership of, their learning.

CCSS.ELA-Literacy.SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Grade 6 Essential Questions

- What skills do I need to be a successful middle school student?
- What strategies can I use to help me persevere in the classroom?
- Who am I as a learner?
- What do I need to be successful?
- What are my strengths and weaknesses?
- How can I handle unexpected circumstances in school?
- Where can I go for help?
- Whom can I ask for help?
- How can I access organizational tools/skills?
- What are the barriers that keep me from being focused?

Scope and Sequence

1. Self-Understanding (the ability to assess how well you understand yourself and how you do things)
 - Learning style inventory
 - Goal setting
 - Strengths and weaknesses
2. Organizational Skills and Working Memory (the ability to establish and maintain order and keep track of things, and the ability to keep certain information in mind in order to complete a task)
 - Learning, with direct teaching, how to use agenda to organize materials and assignments
 - Learning, with direct teaching, how to use school locker and keep it orderly
3. Time Management Ability (the ability to accurately estimate how long a task will take and to make efficient use of time)

- Strategies for planning out long-term projects and assignments
 - How to use project organizers to break down tasks
4. Emotional and Behavioral Control (the ability to stay calm even when faced with situations that can cause you to get upset, angry, sad, and/or frustrated, and the ability to make changes in your behavior or schedule)
 - Co-facilitation of lessons by school psychologist, social worker, and/or school counselor 1-2 times per trimester to review situational problem-solving skills around emotional control
 5. Flexibility (the ability to make changes in your behavior or schedule)
 - Making adjustments to schedules based on unplanned changes, transitions in school setting, difficult task
 - Developing “plan b” before giving up
 6. Initiative (the ability to start projects or tasks without having someone tell you to)
 - How to access classroom expectations
 - How to ask for help
 - Where to go for help
 - How to follow classroom rules across all settings
 7. Attention and Persistence (the ability to stay focused on a task uninteresting to you, especially with distractions, and the ability to stick with a boring task from start to finish)
 - Recognizing subjects that student finds uninteresting or difficult
 - Developing appropriate If-Then statements

Assured Assessments

Formative Assessment:

- Inventories:
 - *The C.I.T.E. Learning Styles Instrument*
 - Executive Skills Questionnaire (*The Work-Smart Academic Planner: Write It Down, Get It Done*)
- ePortfolio
- Data log/rubric completed daily

Summative Assessment:

- ePortfolio checklist/rubric
- Work samples

Resources

Core

- Dawson, Peg, and Richard Guare. *The Work-Smart Academic Planner: Write It Down, Get It Done*. Revised ed. New York: Guilford, 2017. Print.

Supplemental

- Connecticut State Department of Education. *The C.I.T.E. Learning Styles Instrument*. <http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/TheCITELearningStylesInstrument.pdf>. Web.
- Connecticut Transition Task Force. *Building a Bridge from School to Adult Life: A Handbook for Students and Family Members to Help with Preparation for Life after High School*. 2009. <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BuildingABridge.pdf>. Web.

Time Allotment

- Every other day for a trimester; all seven topics are cycled through each trimester with increasing grade-appropriate expectations and upward movement on a continuum of increasing independence each trimester

GRADE 7

Grade 7 Goals

At the completion of this grade, students will:

Learn the details of their individual learning styles and develop strategies for learning based on their individual learning styles.

Develop executive functioning skills in the areas of organization, perseverance, and advocacy in order to take responsibility for, and ownership of, their learning.

CCSS.ELA-Literacy.SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Grade 7 Essential Questions

- What skills do I need to be a successful middle school student?
- What strategies can I use to help me persevere in the classroom?
- Who am I as a learner?
- How can I use my learned resource skills in other classes?
- How can I communicate my strengths, weaknesses, and needs to my teachers?
- How can I persevere through difficult/unexpected circumstances in school?
- How can I use my teachers as a resource?
- How can I apply organizational tools/skills?
- How can I overcome the barriers that keep me from being focused?
- How can I begin to manage my time, homework, and projects?
- How can I develop my voice to increase independence?

Scope and Sequence

1. Self-Understanding (the ability to assess how well you understand yourself and how you do things)
 - Learning style inventory
 - Goal setting
 - The reasons for having an IEP
2. Organizational Skills and Working Memory (the ability to establish and maintain order and keep track of things, and the ability to keep certain information in mind in order to complete a task)
 - Using agenda completely (for homework, test/quiz/project due dates, etc.), with prompting and direct teacher assistance when needed

- Organizing binders and class materials, with prompting and direct teacher assistance when needed
3. Time Management Ability (the ability to accurately estimate how long a task will take and to make efficient use of time)
 - Using agenda to plan out short- and long-term projects with direct teacher assistance
 - Determining reasonable time duration for nightly assignments with direct teacher assistance
 - Prioritizing nightly assignments with direct teacher assistance
 4. Emotional and Behavioral Control (the ability to stay calm even when faced with situations that can cause you to get upset, angry, sad, and/or frustrated, and the ability to make changes in your behavior or schedule)
 - Co-facilitation of lessons by school psychologist, social worker, and/or school counselor 1-2 times per trimester to review situational problem-solving skills around emotional control
 5. Flexibility (the ability to make changes in your behavior or schedule)
 - Making adjustments to schedules based on unplanned changes, transitions in school setting, difficult task
 - Developing “plan b” before giving up
 6. Initiative (the ability to start projects or tasks without having someone tell you to)
 - How to break down tasks into manageable segments
 - Demonstrating positive self-talk (“I can do this.”; “I know the steps that I need to take.”)
 7. Attention and Persistence (the ability to stay focused on a task uninteresting to you, especially with distractions, and the ability to stick with a boring task from start to finish)
 - Developing individualized skills to increase short-term attention in areas that student finds uninteresting

Assured Assessments

Formative Assessment:

- Inventories:
 - *The C.I.T.E. Learning Styles Instrument*
 - Executive Skills Questionnaire (*The Work-Smart Academic Planner: Write It Down, Get It Done*)
- ePortfolio
- Data log/rubric completed daily

Summative Assessment:

- ePortfolio checklist/rubric
- Work samples

Resources

Core

- Dawson, Peg, and Richard Guare. *The Work-Smart Academic Planner: Write It Down, Get It Done*. Revised ed. New York: Guilford, 2017. Print.

Supplemental

- Connecticut State Department of Education. *The C.I.T.E. Learning Styles Instrument*. <http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/TheCITELearningStylesInstrument.pdf>. Web.
- Connecticut Transition Task Force. *Building a Bridge from School to Adult Life: A Handbook for Students and Family Members to Help with Preparation for Life after High School*. 2009. <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BuildingABridge.pdf>. Web.

Time Allotment

Every other day for a trimester; all seven topics are cycled through each trimester with increasing grade-appropriate expectations and upward movement on a continuum of increasing independence each trimester

GRADE 8

Grade 8 Goals

At the completion of this grade, students will:

Learn the details of their individual learning styles and develop strategies for learning based on their individual learning styles.

Develop executive functioning skills in the areas of organization, perseverance, and advocacy in order to take responsibility for, and ownership of, their learning.

CCSS.ELA-Literacy.SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Grade 8 Essential Questions

- What skills do I need to be a successful middle school student?
- What strategies can I use to help me persevere in the classroom?
- Who am I as a learner?
- How can I self-advocate for the needs of my Individualized Education Plan (goals, accommodations, and modifications)?
- How can I work on my goals and objectives throughout my day?
- How can I proactively problem-solve and anticipate difficult/unexpected circumstances at school?
- How can I independently apply the organizational tools/skills that work best for me?
- How can I increase my time on task during classes and school activities?
- How can I increase my independence?
- How can I participate in my Planning & Placement Team (PPT) meeting?

Scope and Sequence

1. Self-Understanding (the ability to assess how well you understand yourself and how you do things)
 - Learning style inventory
 - Goal setting
 - IEP goals, accommodations, and modifications
 - Self-advocacy related to IEP
2. Organizational Skills and Working Memory (the ability to establish and maintain order and keep track of things, and the ability to keep certain information in mind in order to complete a task)
 - Using agenda independently daily

- Organizing all binders, class materials, and lockers independently
3. Time Management Ability (the ability to accurately estimate how long a task will take and to make efficient use of time)
 - Using agenda independently to plan out short- and long-term projects
 - Prioritizing nightly assignments
 4. Emotional and Behavioral Control (the ability to stay calm even when faced with situations that can cause you to get upset, angry, sad, and/or frustrated, and the ability to make changes in your behavior or schedule)
 - Co-facilitation of lessons by school psychologist, social worker, and/or school counselor 1-2 times per trimester to review situational problem-solving skills around emotional control
 5. Flexibility (the ability to make changes in your behavior or schedule)
 - Making adjustments to schedules based on unplanned changes, transitions in school setting, difficult task
 - Developing “plan b” before giving up
 6. Initiative (the ability to start projects or tasks without having someone tell you to)
 - Self-reflecting on difficult tasks
 - How to ask specific questions in order to have needs met
 7. Attention and Persistence (the ability to stay focused on a task uninteresting to you, especially with distractions, and the ability to stick with a boring task from start to finish)
 - Increasing duration of time, by individualized increments (e.g., 5 minutes), devoted to areas that student finds uninteresting

Assured Assessments

Formative Assessment:

- Inventories:
 - *The C.I.T.E. Learning Styles Instrument*
 - Executive Skills Questionnaire (*The Work-Smart Academic Planner: Write It Down, Get It Done*)
 - *Brigance Transition Skills Inventory*
- ePortfolio
- Data log/rubric completed daily

Summative Assessment:

- ePortfolio checklist/rubric
- Work samples

Resources

Core

- Dawson, Peg, and Richard Guare. *The Work-Smart Academic Planner: Write It Down, Get It Done*. Revised ed. New York: Guilford, 2017. Print.

Supplemental

- *Brigance Transition Skills Inventory*.
- Connecticut State Department of Education. *The C.I.T.E. Learning Styles Instrument*. <http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/TheCITELearningStylesInstrument.pdf>. Web.
- Connecticut Transition Task Force. *Building a Bridge from School to Adult Life: A Handbook for Students and Family Members to Help with Preparation for Life after High School*. 2009. <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BuildingABridge.pdf>. Web.

Time Allotment

Every other day for a trimester; all seven topics are cycled through each trimester with increasing grade-appropriate expectations and upward movement on a continuum of increasing independence each trimester

COURSE CREDIT

One class period every other day for a full year

PREREQUISITES

Placement is determined based on the recommendation of a student's Planning & Placement Team (PPT).

RESOURCES

- Dawson, Peg, and Richard Guare. *Smart but Scattered*. New York: Guilford, 2009. Print.
- Hansen, Sharon A. *The Executive Functioning Workbook for Teens: Help for Unprepared, Late, and Scattered Teens*. Oakland, CA: Hansen, 2013. Print.