

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



College/Career Advancement Program
CCAP

Length of Course:	Full
Elective/Required:	Elective
Schools:	Middle School
Eligibility:	Grade 8
Credit Value:	N/A
Date Approved:	August 17, 2021

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STATEMENT OF PURPOSE

To prepare all students for college and career readiness and success in a global society by providing them with the skills and strategies to navigate through rigorous coursework. Students will develop a deeper understanding of the connection between various learning strategies and their academic performance. This program includes courses focused on note-taking, organization, time management, close reading, purposeful writing, and test-taking strategies. In addition, students will learn more about their strengths and interests, while exploring different pathways to college and careers.

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Skills and Practice to Reinforce Throughout Your Year

- Note Taking/study skills
- Close Reading
- Questioning
- Reflection
- Discussion Skills
- Grade reflections and check in
- Organizational strategies
- Goal-setting / reflecting

Marking Period 1 Goals

- Celebrating our unique identities and exploring who we are as learners.
- Using our unique identities to effectively collaborate within our learning community.

Unit 1: Celebrating our Identities

Essential Questions:

- How do our identities help to shape our perspectives on the world?
- How can I use my strengths to understand myself as a learner?
- How do my strengths contribute to our learning community?
- How can I use my strengths to understand myself as a learner?

Skills	Standards	I Can Statements	Strategies	Suggested Resources
Exploring Identities	<p>ID.6-8.1: I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.</p> <p>ID.6-8.2: I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.</p> <p>DI.6-8.8: I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.</p>	<p>*I can feel pride for what makes me unique.</p> <p>*I can articulate my identity.</p>	<p>*Bio Poems</p> <p>*Where I’m from Poems</p> <p>*Identity Charts</p> <p>*Personality analysis</p> <p>*Active listening strategies</p>	<p>*Bio-Poem: Connecting Identity and Poetry</p> <p>*Where I’m From Poem</p> <p>*Identity Charts</p> <p>*Community Table of Contents</p> <p>*Save the Last Word for Me</p> <p>*16 Personalities Test</p>
Understanding Learning Styles	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative</p>	<p>*I can articulate how I learn best.</p> <p>*I can articulate my strengths.</p>	<p>*Note Taking Stations</p> <p>*Note Interaction from Other Classes</p>	<p>*Multiple Intelligence Quiz</p> <p>*Creativity Type Quiz</p>

	<p>skills and ideas (e.g., 1.1.12 prof.CR3a).</p>	<p>*I can take notes in different formats. *I know which type of notes works best for my learning style.</p>	<p>*Active Reading Strategies *Listening strategies *Learning style analysis</p>	<p>*Metacognition: Nurturing Self-Awareness in the Classroom *Book Head Heart Do *Close Reading Protocol *Focused Note Taking Steps *Sketch-Noting Tips and Tricks</p>
<p>Taking Ownership of Learning</p>	<p>9.1.8.A.01: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p>	<p>*I can use my strengths to leverage my success.</p>	<p>*Writing an email *Conversation skills *What to ask instead of “Is this good”? *Identifying my strengths</p>	<p>*The Magic of Mistakes *Learn to Listen, Listen to Learn *Active Listening Learning Style Strengths</p>

Unit 2: Creating our learning community. Essential Questions: <ul style="list-style-type: none"> • How can we effectively collaborate within our learning community? <ul style="list-style-type: none"> • What is my role within our learning community? • How can I use levels of questionings to propel my learning? 				
Skills	Standards	I Can Statements	Strategies	Suggested Resources
Community Norms	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.1.8.C.01: Determine an individual's responsibility for personal actions and contributions to group activities.</p> <p>9.1.8.C.02: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</p>	*I can understand how my actions affect the learning community.	*Community Contract *Group Roles *Cheers *Team Building Games *SEL Activities *Campfires/ Restorative Circles *Save the Last Word For Me *Listening skills- discussion strategies	*Shout Outs *Restorative Circles *3 A's *If You Knew Me Well *Cup Stacking Challenge Group Roles and Discussion Stems *Blobs and Lines *Guess the Gibberish *Snowman Drawing Game *Ideal Classroom *Restorative Circles *Teaching Restorative Practices
Levels of Questions	<p>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</p> <p>08.SL.01.C: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	*I can use levels of questioning to leverage my learning.	*QFT *Socratic Seminar * Study Group Intro *Book Clubs	*Levels of Questioning *Socratic Seminar *Google Noodle Doodle *Inquiry Stems *Leveled Questioning Words By Content

<p>Close Reading</p>	<p>NJSLA.R1 : Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>NJSLA.R2: Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.</p>	<p>*I can use multiple reading strategies to think deeply about and discuss a text.</p>	<p>*Book Clubs *Marking the text *Socratic Seminars *Philosophical Chairs</p>	<p>*Improving Reading Skills Through Talking *Book Head Heart Do *Close Reading Protocol *Stations: Interacting with Multiple Texts *SIT: Surprising - Interesting - Troubling *Introducing a New Book *Notice and Note Fiction Signposts *Fiction Marking the Text *Reading Conversation Journal to Build Community: Philosophical Chairs Socratic Seminar Instructions</p>
<p>Collaborative Study Groups</p>	<p>DI.6-8.6: I interact with people who are similar to and different from me, and I show respect to all people.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)</p>	<p>*I can use questioning strategies to help my group mates solve problems.</p>	<p>*3 column notes *Modeling appropriate questioning *Active listening</p>	<p>*Role Cards *2 Column Notes</p>

Marking Period 2 Goals

- Developing a growth mindset by reflecting on experiences to set achievable goals
- Understanding what strategies lead to successful learning and applying them in other academic classes

Unit 3: Developing a Growth Mindset and Grit

Essential Questions:

- What is the difference between a fixed mindset and a growth mindset?
- What are strategies that can help me develop a growth mindset?
- How can I develop more grit?
- How can I find importance in perseverance and grit?

Skills	Standards	I Can Statements	Strategies	Suggested Resources
Understanding Growth Mindset	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a). 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2)	*I can recognize the difference between a fixed mindset and a growth mindset. *I can use a growth mindset to set and achieve a goal.	*Power of Yet *Goal Setting *Close Reading *Team Building Games *Self Talk Strategies	Perspective Lesson Positive Thoughts List New Year, Improved Mindset Partner Drawing Team Building Mini-Games Magic Carpet
Learning From Mistakes	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a). 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2)	*I can recognize that mistakes can be learned from *I can have confidence in myself when fixing my mistakes *I can act a contributing member in a Study Group	*Discuss famous mistakes/failures that led to success *Socratic seminars discussing “famous mistakes” readings *Mistake discussion (bring in work and discuss mistakes)	Brilliant Mistake Article League of Extraordinary Losers (Article) 5 Minute Film Festivals: Freedom to Fail Forward The Magic of Mistakes
Collaborative Study Groups	DI.6-8.6: I interact with people who are similar to and	*I can use questioning strategies to help my group	*Formally review Collaborative Study Groups	* CSG Slide Deck * Role Cards

	<p>different from me, and I show respect to all people.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)</p>	<p>mates and myself solve problems. *I can identify what I do and do not know.</p>	<p>procedures *Apply our own mistakes in Study Groups</p>	<p>*2 Column Notes</p>
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Unit 4: Utilizing Strategies to Promote Successful Learning (Metacognition)

Essential Questions:

- What are challenges, and how can we overcome them?
- How can becoming a stronger reader help me in my academic classes?
- How can I apply test-taking strategies successfully?
- How can I differentiate between my strengths and weaknesses in my academic classes?
- What does a successful student look like, and how can I model those behaviors?

Skills	Standards	I Can Statements	Strategies	Suggested Resources
Overcoming Challenges	<p>9.1.8.F.01: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p> <p>2.1.8.E.4: Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p> <p>2.1.8.E.2: Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p>	<p>*I can recognize challenges when I see them</p> <p>*I can refer to strategies that will help me overcome challenges</p>	<p>*TED Talks - overcoming challenges</p> <p>*overcoming “test anxiety” lessons</p> <p>*Identifying types of test questions & strategies for each.</p> <p>*Managing anxiety</p> <p>*Growth Mindset Reinforced</p> <p>*Restorative Circles/ Campfires</p>	<p>TED Talk: In Disaster There is Opportunity</p> <p>Busting Stress</p> <p>What’s your Pancakes?</p> <p>Organizing Students for Learning</p> <p>Excerpt from “The New Jim Crow”</p> <p>Test Question Types Anchor Chart Activity</p> <p>Successful Decision Making Lesson</p>
Reading Strategies	<p>NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and</p>	<p>*I can apply active reading strategies to better understand text</p> <p>*I can utilize “marking the text” strategies in all of my academic subjects</p>	<p>*Marking the text strategies</p> <p>*Applying strategies with both nonfiction and fiction text</p> <p>*Applying strategies in content area classes (outside of ELA)</p> <p>*Performance readings</p>	<p>Close Reading Protocol</p> <p>Fiction Marking the Text</p> <p>Book Head Heart Do Color, Symbol, Image Chunking</p> <p>Learning to Infer</p> <p>Lifting the Text</p> <p>Reader’s Theater</p>

	<p>relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>			
<p>Questioning Techniques</p>	<p>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</p>	<p>*I can advance the levels of questions I am confident in asking *I can apply higher level questioning in my academic classes</p>	<p>*Say No to IS THIS GOOD? *How to pinpoint your confusion. *Strengthening your questioning strategies *Applying questioning to content classes and notes</p>	<p>Levels of Questions ^Leveled Questioning Words By Content</p>
<p>Goal-Setting : Becoming a Successful Student</p>	<p>9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.</p> <p>9.3.8.B.03: Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.</p>	<p>*I can identify what characteristics a successful student has *I can set goals for myself to succeed in my academic classes</p>	<p>*Successful student anchor charts *SMART goals: both academic and personal *Goal Setting (besides SMART) *Charting goals beyond grades. *Reflecting goals throughout the year.</p>	<p>Goal-Setting Plan Template *10 Habits of Successful Students Successful Students: Study Skills</p>

Marking Period 3 Goals

- Exploring our passions, focusing specifically on our core values and future goals
- Using our voice and taking on leadership opportunities

Unit 5:

Essential Questions:

- How can I collaborate with my peers to achieve success in my core classes?
- How can I identify my passions and express my core values?
- How can I share my voice to communicate what is important to me?

Skills	Standards	I Can Statements	Strategies	Suggested Resources
<p>ACES Tutorials</p>	<p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>DI.6-8.6: I interact with people who are similar to and different from me, and I show respect to all people.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)</p>	<p>*I can understand the process of Tutorials and what makes them successful.</p> <p>*I can successfully transition from Collaborative Study Groups to Tutorials.</p> <p>*I can reflect after Tutorials on the process, collaboration, and my point of confusion I investigated.</p>	<p>*How to find your Point of Confusion?</p> <p>*Reflection Writing</p> <p>*Thinking through your “I Don’t Know”.</p> <p>*Reinforce Questioning Strategies</p> <p>*Reinforce Note Taking Strategies</p>	<p>Grade 8 ACES Form</p> <p>Google Noodle Doodle</p> <p>3 Column Note Template</p> <p>Cornell Note Template</p>
<p>Passion Project</p>	<p>9.1.8.A.04: Design and implement a project management plan using one or more problem-solving strategies</p>	<p>*I can identify and express my core values.</p> <p>*I can recognize the importance of sharing my voice.</p> <p>*I can create a speech in</p>	<p>*Interest Groups</p> <p>*This I Believe Speech</p> <p>*Passion Speech</p> <p>*TED Talk</p> <p>*Identifying Core Values</p> <p>*Time Management Lessons</p>	<p>Time Person of the Year 20time</p> <p>20timeineducation</p> <p>Genius Hour Questions Answered</p> <p>This I Believe</p>

	9.1.8.B.01: Use multiple points of view to create alternative solutions.	which I express what is important to me.		TED Talk *Tips for Managing Time *Time Management Activity
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Unit 6:

Essential Questions:

- How can I give back to my community and make a positive change?
- How can I demonstrate strong leadership skills among my peers, community, and family?
- What are strategies I can use to better communicate in a variety of contexts?

Skills	Standards	I Can Statements	Strategies	Suggested Resources
<p>Community service projects</p>	<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>	<p>*I can identify a real-world problem I can work to solve</p> <p>*I can give back to my community in a way that promotes positive change</p>	<p>*Project management skills</p> <p>*Researching community/world issues</p> <p>*Identifying ways to improve school community</p>	<p>Global / Local Issues Project</p> <p>The Student Leadership Challenge</p> <p>Dosomething.org</p>
<p>Leadership</p>	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.1.8.C.03: Model leadership skills during classroom and extra-curricular activities.</p>	<p>*I can model leadership skills among my peers, community, and family</p> <p>*I can identify what skills and characteristics a strong leader possesses</p>	<p>*Understanding privilege and how to use it.</p> <p>*Conflict Management</p> <p>*Understanding leadership styles</p> <p>*Team Building Activities</p> <p>*Book Club on a Leader you admire</p>	<p>*Text: This Book is Antiracist</p> <p>*Leadership Style Quiz</p> <p>*Seating Challenge Task Cards</p> <p>*Article on Seating Challenge</p>

<p>Public Speaking</p>	<p>08.SL.04: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>08.SL.06: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations)</p>	<p>*I can articulate what I want to say with confidence . *I can successfully communicate with an audience by making appropriate eye contact, using inflection in my voice, and using appropriate volume.</p>	<p>*Fishbowl Speeches *Elevator Pitch *Toasts *Improv Games *Public Speaking Strategies</p>	<p>Informative Speech Template Public Speaking Growth Chart Santa on Trial: Public Speaking Debate</p>
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Marking Period 4 Goals

- Preparing for our future academically, ethically, and financially
- Investigating potential post-high school educational opportunities

Unit 7:

Essential Questions:

- What opportunities will I have after high school to further my education?
- How can I create a plan to successfully set myself up for my future?
- What will I leave as my ACES legacy as I embark on my new high school journey?

Skills	Standards	I Can Statements	Strategies	Suggested Resources
Preparation for the Future (Post-High School Education)	<p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p> <p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships,</p>	<p>*I can identify possibilities for my post-high school career including various technical schools, military programs, and colleges</p> <p>*I can identify potential careers I may be interested in in my future</p>	<p>*Use of surveys through the guidance department</p> <p>*Intro to careers surveys</p> <p>*Discuss post-highschool options</p> <p>*ACES Post-High School Education Fair for 6th graders</p>	<p>*Career Personality Test</p> <p>*Career Clusters Activity</p> <p>*Intro to NJ Colleges / Universities</p>

	<p>structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.</p>			
<p>Beginning the High School Journey: Who Am I and Who Will I Be?</p>	<p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.3.8.B.04: Identify high school and county career and technical school courses and programs that support career or occupational areas of interest.</p> <p>9.3.8.B.0: Evaluate communication, collaboration, and leadership skills and how they might be further developed in preparation for a future career through involvement in school, home, work, and extracurricular activities.</p>	<p>*I can create a plan for myself in high school in alignment with my future goals *I can identify potential high school courses that support my interests *I can share my ACES legacy. *I can reflect on my middle school career. *I can impart valuable advice.</p>	<p>*Goal Setting *Close reading articles *Elective Analysis *Vision Board *Aces Student for a Day *Video Project</p>	<p>Letter to My Senior Self *Shadow day at EHS *Presentation of EHS Electives Goal-Setting Plan Template</p>

Suggested Texts

This Book is Antiracist

Stamped

Just Mercy

All American Boys

March

Poet X

The House on the Cerulean Sea

Look Both Ways

The Student Leadership Challenge

Becoming: YA Version

Its Trevor Noah

Malala

Suggested Weekly Sequence				
Monday	Tuesday	Wednesday	Thursday	Friday
*skill-building: specific unit content	*class notes interactions *organize	*skill-building: specific unit content	*Study Groups (MP1 and MP2) *Tutorials (MP3 and MP4) -HW: Reflections	*Turn in Completed Tutorial Forms and Reflection *Fun Friday/Team building activities *Check weekly agendas
<p>Monthly: *Grade Checks *Binder check *Individual check ins</p>				
<p>Quarterly: *binder clean-out *GPA calculations *End of Marking Period Reflection (Sample)</p>				