

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



College/Career Advancement Program
CCAP

Length of Course:	Full
Elective/Required:	Elective
Schools:	High School
Eligibility:	Grade 9
Credit Value:	5 Credits
Date Approved:	August 17, 2021

TABLE OF CONTENTS

Statement of Purpose	3
Units and Essential Questions	4
Skills and Practice to Reinforce	5
Marking Period 1	6
Marking Period 2	8
Marking Period 3	9
Marking Period 4	11
Other Resources	12
Suggested Weekly Sequence	13

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.

This guide was written by:

Elizabeth Fedowitz, World Language Teacher, Edison Public School District

Erin Franey, World Language Teacher, Edison Public School District

Completed under the supervision of:

Kristen Tsaoy, Supervisor of Academic Programs

9th Grade

Units and Essential Questions

- **Unit 1: Welcome to High School**
 - New building- How can I find the best route to my classes?
 - New peers- What is the best way to meet new people from different middle schools?
 - Getting involved- How can I become part of the school community?
 - Organization- What is the best way to organize my binder and google drive?
 - Note taking- What type of note taking will work for me?
 - Time management- What can I do to not feel overwhelmed with my homework, activities and personal life?

- **Unit 2: Four Year Plan**
 - Expectations- How can I meet each teacher's different expectations and requirements?
 - Assessments- What can I do to make test taking easier?
 - Communication- How do I use effective written and oral communication?
 - Identity- What makes each of us who we are?
 - Life Choices-How do our choices affect our life goals?

- **Unit 3: Who Do I Want To Be?**
 - College- What Colleges interest me? What am I looking for in a potential College/University?
 - I Will Achieve My Dreams - How can I overcome obstacles to get where I want to be?
 - Career- What careers interest me?

- **Unit 4: Preparing For My Future**
 - Cost of living- How much will it cost to maintain my future lifestyle?
 - Showing not telling - How can I use circumlocution to describe an item to make my writing richer?

Skills and Practice to Reinforce Throughout Your Year

- Transition to high school from eighth grade- Students will learn how to navigate high school. They will become familiar with their new school and how to get involved and be able to meet new people. They will find out what works for them in terms of managing their time and organization.
- Getting acclimated to High School- Students will plan out what they want for themselves during this time in high school and beyond. They will understand what is expected and will learn how to study in a way that meets their learning style to help better their grades. They will understand that each teacher has a different set of expectations and students will learn how to work with said expectations.
- Organization skills will be a major focus when they revisit their class notes and keep track of deadlines.
- Students will participate in inquiry skills through the tutorial process. They will also create questions in their notes when they prepare for an upcoming test or quiz.
- Students will learn a variety of note-taking techniques such as Cornell notes, two column notes, outlining, etc to help them organize their notes. They will also learn to revisit their notes and interact with them using techniques such as highlighting, underlining, circling key words, writing questions in the margin, and summarizing.

Marking Period 1

Unit	Standards	I Can Statements	Strategies	Suggested Resources
Map of building	NJSL-CLKS 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition	I can find my classes and offices.	*Students will do a scavenger hunt of the building.	Scavenger Hunt
Mandala	ID.9-12.1 I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society	I can describe myself to others and explain what is important in my life	*Students will use a variety of symbols to show what are the most important things in their lives. *Students will share with peers their mandalas	Mandala Project
Co-curricular	NJSL-CLKS 9.1.12.CFR.2 Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	I can be part of the school community	*Students will attend the co-curricular fair *Students will decide what clubs they would like to be a part of	EHS Co-Curricular Website
Binder	NJSL-CLKS 9.4.12.TL1 Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specific task	I can organize my school material	*Students will keep an organized binder *Students will learn about the important of digital and physical organization	E-Binder Sample Organization Reading & WKST Paper Binder Check
Focused Note	NJLSA.R7	I can choose the best note	*Students will learn about the	FN Slides Presentation

<p>Taking</p>	<p>Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words</p>	<p>taking strategy that works for me</p>	<p>different note taking strategies and will choose what works for them *Students will practice revising, analyzing, and utilizing their notes after taking them</p>	<p>Worksheet Scenarios Cornell Notes Explanation Slides FN Rubric</p>
<p>Time management</p>	<p>NJSLS-CLKS 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p>	<p>I can organize my time I can prioritize what needs to be done first I can make time for myself</p>	<p>*Students will evaluate how they currently spent their time by keeping a log *Students will reassess how they spend their time and create a new plan</p>	<p>Intro Questions Time Management Log A Recipe for Time Management Time Management Project Paper Plate Activity Ted Talk - Procrastination</p>

Marking Period 2				
Unit	Standards	I Can Statements	Strategies	Suggestions
Communication	NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can communicate with adults in my life I can write appropriate emails to adults/peers	*Students will analyze how to communicate with different adults in their lives *Students will evaluate which communication strategies work best with teacher personalities	Writing emails to teachers Common email phrases Email etiquette assessment More Resources
Identity	ID.9-12.5 I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.	I can identify what is important about a name I can determine what makes me unique and special	*Students will watch one Same Name video *Students will create a graffiti tag	What's in a name? Same name chart Same name reflection Video - Mike Tyson Video - Kathy Griffin Video - David Hasselhoff Video - Reggie Bush Graffiti tag project
Life Goals/Vision Board	NJSLS-CLKS C9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition	I can set long term goals I can set short term goals	*Students will set long term and short term goals *Students will create a vision board	Planning doc Video Vision Board examples Vision Board project/rubric Article (break into small sections)

Marking Period 3

Unit	Standards	I Can Statements	Strategies	Suggestions
College Project	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.	I can research information using college official websites to learn about Colleges/Universities outside of New Jersey	*Students will conduct in-depth research about a college outside of New Jersey	March Madness One-Pager Article "Factors to Consider When Choosing a College"
I Will Achieve My Dreams	NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	I will achieve my dreams despite any challenges faced along the way	*Students will describe their dreams *Students will describe obstacles that might be in their way *Students will respond to comprehension questions after watching the Blindside movie	The Blindside Movie Movie Questions
Career Project	NJLS-CLKS • 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities • 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. • 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.	I can research jobs based on my interests	*Students will attend a career day *Students will research careers that interest them *Students will analyze aspects of potential career that make it a good/bad fit for them	Dream Job Career Project Career Research Reflection

	<ul style="list-style-type: none">• 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.			
--	--	--	--	--

Marking Period 4				
Unit	Standards	I Can Statements	Strategies	Suggestions
Cost of Living	<p>NJSLS-CLKS</p> <ul style="list-style-type: none"> • 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process. • 9.1.8.PB.2: Explain how different circumstances can affect one’s personal budget. • 9.1.8.PB.3: Explain how to create a budget that aligns with financial goals. • 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family). 	<p>I can determine how much it will cost to live my desired lifestyle</p> <p>I can create a budget</p>	<p>*Students will research housing, transportation, clothing, food, recreation and entertainment prices</p> <p>*Students will create a projected budget based on a career they are interested in and the lifestyle they hope to have</p>	<p>Cost of Living Worksheets</p>
Showing Not Telling	<p>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>I can write descriptively</p>	<p>*Students will analyze writing samples of how they can be improved</p> <p>*Students will write descriptively</p> <p>*Students will “Show” not “Tell” about one item that is important to them</p>	<p>Showing not telling slides</p> <p>Show Not Tell Practice Article</p>

Other Resources

[Click here to see a folder of additional suggested texts not listed below.](#)

[Tutorial Form](#)

[Grade check form](#)

[MP3 Grade reflection](#)

[Marking period reflection](#)

[Cornell Notes paper](#)

[Community Service Log - 4 YEAR](#)

[Proof of Community Service](#)

Suggested Weekly Sequence				
Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> -Prepare weekly agenda -Unit content 	<ul style="list-style-type: none"> -Work with class notes -Organize -Binders -Folders -Worksheets -Google Drives -Check emails 	<ul style="list-style-type: none"> -Unit content 	<ul style="list-style-type: none"> -Tutorials -HW: Reflections 	<ul style="list-style-type: none"> -Check weekly agendas -Turn in Completed Tutorial Forms -Fun Friday/Team building activities -Make up day for tests/quizzes
<p>Monthly:</p> <ul style="list-style-type: none"> -Grade Checks -Binder check -Individual check ins 				
<p>Quarterly:</p> <ul style="list-style-type: none"> -Grade reflections (<i>after report cards</i>) -Tutorial reflections -Clean out emails -Binder clean out 				