

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



College/Career Advancement Program  
CCAP

Length of Course:	Full Year
Elective/Required:	Elective
Schools:	High School
Eligibility:	Grade 10
Credit Value:	5 Credits
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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**10th Grade****Units and Essential Questions**

- **UNIT 1**  
Study Skills- What techniques could we use to help us study?  
Note Taking- Which note-taking style works best for me?  
Fixed vs Growth Mindset- How can I change my mindset to model a growth mindset?  
Steps of the Writing Process- How can I express my views in various written formats?
- **UNIT 2**  
Career Project- What careers would you consider exploring?  
Reading Club- What social/political issues can I discuss with my reading group?  
Book Club Report- What topics were discussed in your book that you could share with the class?
- **UNIT 3**  
Common App Project- What are the parts of the common application? How can we complete the common app?  
Common App Essay- How can I express my views in various written formats?  
Intro to Sophomore Project- How can I positively impact the community?
- **UNIT 4**  
Sophomore Service Project- How can I be a contributing member of my community?  
SAT/ACT Prep- How do we prepare for the SAT and ACT exams?  
College project- What colleges are we considering applying to in the near future?

**Skills and Practice to Reinforce Throughout Your Year**

- Study Skills- Students will be able to learn a variety of studying techniques, then determine which techniques are most effective for them in their classes.
- Note Taking Skills- 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.
- Writing- Students will practice writing essays by using the writing process. The essays the students will focus on this year include a movie review, book club report, and common app essay.
- Inquiry- 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.
- Collaboration- Students will collaborate with classmates through several group projects such as the book reading club, the common app project, and the sophomore service project. They will also participate in tutorials on Tuesdays and Thursdays, where they will present a point of confusion question to a small group. The group members and tutor will guide the student through an investigative process of their question. They will share their reflection after the tutorial process.
- Organization- Organization skills will be a major focus when they revisit their class notes and keep track of deadlines.
- Reading- Students will participate in a book club, where they can read a book of their choice.

**Marking Period 1**

<b>Skills</b>	<b>Standards</b>	<b>I Can Statements</b>	<b>Strategies</b>	<b>Suggested Resources</b>
<p><b>Note Taking Skills/ Studying Skills</b></p>	<p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>I can take organized and focused notes for each of my classes and class type, i.e. lecture, writing on the board, Power Point, etc.</p>	<ul style="list-style-type: none"> <li>- Students will learn about the different styles of note taking by going through the Focused Note Taking Formats Power Point.</li> <li>- Students will learn the steps of note-taking by going through the Focused Note Taking Review Power Point.</li> <li>- Working in small groups, students will model different scenarios and discuss which style of notes would be best to use.</li> </ul>	<p><a href="#">Focused Note Taking Formats Power Point</a></p> <p><a href="#">Focused Note Taking Review Power Point</a></p> <p><a href="#">Focused Note Taking Scenarios</a></p>
<p><b>Fixed vs. Growth Mindset</b></p>	<p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.</p>	<p>I can change my mindset from a fixed mindset to a growth mindset. I can recognize when I have a fixed mindset and a growth mindset.</p>	<p>Students will compare and contrast fixed mindset and growth mindset. They will participate in brain teasers/challenges to see how they react to a challenge. They will analyze various situations to see how it can be changed from a fixed mindset to a growth mindset.</p>	<p><a href="#">Ted Talk: The Power of Grit</a></p> <p><a href="#">Fixed vs Growth Mindset Power Point</a></p>
<p><b>Steps of the Writing Process</b></p>	<p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>I can model the stages of the writing process.</p>	<p>Students will create a rough draft, practice revising techniques, and edit their final draft of a movie review.</p>	<p><a href="#">Steps of the Writing Process-Movie Review</a></p>

**Marking Period 2**

<b>Units</b>	<b>Standards</b>	<b>I Can Statements</b>	<b>Strategies</b>	<b>Suggestions</b>
<b>Career Project</b>	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.	I can look at career options and examine possibilities	Introduce how to search for a career and students will create presentation for class review	<a href="#">Career Interest Survey</a>
<b>Book Club</b>	NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	I can explore the thematic elements of a book of my choice. I can discuss the main ideas and topics of the book within a small group book discussion. I can develop my thoughts through an argumentative essay about a topic in the book.	Students will choose a book from a set list, read the book and create an argumentative essay regarding a topic in the book. They will also discuss book in a “book club” atmosphere	<a href="#">Suggested book list</a>

**Marking Period 3**

Units	Standards	I Can Statements	Strategies	Suggestions
<p><b>Unit 3: Sophomore Service Leadership Project</b></p>	<p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.                      9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.                      9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to <i>climate change effects</i>* and determine why solutions may work better than others (e.g., political, economic, cultural).                      9.4.12.CT.4: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p>	<p>I can envision a solution to a problem and help make the world a better place.</p> <p>I can manage my time to complete a long-term project by breaking it down into smaller tasks.</p> <p>I can collaborate with stakeholders beyond my classroom to address an issue that matters to me.</p>	<p>Introduce project in MP2; then have regular progress reports through MP2 &amp; MP3, with project due in MP4.</p> <p>Use a “<a href="#">design thinking</a>” model to have students build a phone case or other item for a partner as an introduction to approach for picking a service leadership project.</p> <p>Help students break down large tasks into smaller ones and maintain binders/online folders with their steps.</p> <p>Hold weekly updates where students complete Planner documents then have “stand ups” to give 30 second verbal progress reports &amp; solicit input/ideas for resolving problems that may arise.</p>	<p><a href="#">2021 RUBRIC: Final Deliverable - Service Leadership Project</a>  <a href="#">Service Leadership Project Proposal Form</a>  <a href="#">Weekly Planner: AVID Service Leadership Project</a>  <a href="#">Use Design Thinking To Solve A Problem</a>  <a href="#">Weekly Goal Breakdown</a></p>
<p><b>College Application/ Common App</b></p>	<p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p>	<p>I can see what information I will need to complete the Common Application form. I can experience what it is like to complete a college application. I can practice decision-making skills while acting as a college admissions officer.</p>	<p>Students will complete a sample college application through the Common App projects. Once completed, they will share their applications with other students who will act as admission officers</p>	<p><a href="#">Common Application Form</a>  <a href="#">Common Application Project Folder</a></p>

<b>College Essay</b>	NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	I can prepare my college essay by responding to one of the Common Application essay topics.	As part of the Common app project, students will write the common app essay which will be part of the app process.	<a href="#">Common Application Form</a>
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**Marking Period 4**

<b>Units</b>	<b>Standards</b>	<b>I Can Statements</b>	<b>Strategies</b>	<b>Suggestions</b>
<b>SAT and ACT Preparation</b>	NJLSA.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.	I can compare and contrast the SAT and ACT. I can prepare for the SAT and ACT by completing several practice tests in class.	Students will discover the purpose of the SAT and ACT by actively participating in the Intro to the ACT and SAT powerpoint. They will watch videos explaining the key components of each test. They will take a few sample sections of each test in class.	<a href="#">SAT vs ACT</a> <a href="#">SAT/ACT Videos</a> <a href="#">Intro ACT and SAT</a> <a href="#">SAT vs ACT Sample Tests</a>
<b>College Research Project</b>	NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	I can explore a variety of college options. I can create a list of dream schools, safety schools, and realistic schools.	Students will research more colleges. They will explore college websites and use a graphic organizer to keep track of information they learn about the colleges. They can even take virtual tours of several colleges while in class.	<a href="#">Virtual College Tours</a> <a href="#">College Research Project</a>

**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"> <li>-Prepare weekly agenda</li> <li>-Unit content</li> </ul>	<ul style="list-style-type: none"> <li>-Work with class notes</li> <li>-Organize</li> <li>-Binders</li> <li>-Folders</li> <li>-Worksheets</li> <li>-Google Drives</li> <li>-Check emails</li> </ul>	<ul style="list-style-type: none"> <li>-Unit content</li> </ul>	<ul style="list-style-type: none"> <li>-Tutorials</li> <li>-HW: Reflections</li> </ul>	<ul style="list-style-type: none"> <li>-Check weekly agendas</li> <li>-Turn in Completed Tutorial Forms</li> <li>-Fun Friday/Team building activities</li> <li>-Make up day for tests/quizzes</li> </ul>

**Monthly:**

- Grade Checks
- Binder check
- Individual check ins

**Quarterly:**

- Grade reflections (*after report cards*)
- Tutorial reflections
- Clean out emails
- Binder clean out