

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 11
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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**11th Grade****Units and Essential Questions**

- Unit A: Learning through Writing, Inquiry, Collaboration, Organization and Reading (integrated throughout all marking periods)
- Unit 1: Standardized Test Prep (fall and revisit in spring)
  - How can I prepare to take the PSAT/SAT/ACT/AP exams?
  - Which are the best strategies for me to use when taking standardized tests?
- Unit 2: SCOIR
  - How can I navigate EHS's new system for managing the college application process?
- Unit 3: College to Career
  - What will I major in at college?
  - How can I evaluate the trade off between the current cost of college and my future income?
- Unit 4: Common App
  - What resources do I need to complete the Common App?
  - How can I best present myself to potential colleges on the Common App?
  - What do the universal symbols mean on the Common App (ie: green check), and how can I use them to ensure that my App is accurate and complete?
- Unit 5: Self-Awareness & Relationship-Building
  - What do I think is special about me? (Rave sheet) What would others say is special about me? What do I think is special about others?
  - Who should I ask to write my college reference letter, and how can I develop a positive relationship with them now?
- Unit 6: College Essay
  - How will I pick a topic for the primary essay on my Common App?
  - How can I use the steps of the writing process (prewrite, research, draft, revise, edit) to tell my story in the Common App essay?
- Unit 7: Book Club
  - Knowing that reading is a critical life skill, how can I develop my ability to read and comprehend complex literary and informational texts?
- Unit 8: Communication
  - How can I communicate effectively and with purpose?
  - How can I present my Junior Project research to achieve my desired result?

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

- Organize resources to create useful study tools for learning and test preparation
- Reflect on successful academic & social behaviors to develop beneficial habits
- Evaluate unsuccessful behaviors and make appropriate adjustments
- Persevere in solving problems
- Communicate effectively and with purpose
- Build & maintain positive relationships with teachers and peers to enhance personal growth

<b>Marking Period 1:</b> <ul style="list-style-type: none"> <li>● <b>Community-building</b></li> <li>● <b>PSAT/SAT/ACT Prep</b></li> <li>● <b>How to use SCOIR</b></li> <li>● <b>College major &amp; future income</b></li> <li>● <b>Organization &amp; Note-taking strategies</b></li> <li>● <b>Tutorials</b></li> <li>● <b>Public speaking</b></li> </ul>				
<b>Skills</b>	<b>Standards</b>	<b>I Can Statements</b>	<b>Strategies</b>	<b>Suggested Resources</b>
<p>How can I collaborate with my peers?</p> <p><i>(Unit A: Incorporate through all marking periods)</i></p>	<p>11.SA.SE.6: Apply strategies to support motivation, especially when lacking intrinsic motivation</p> <p>11.SA.SE.5a: Maintain a strong support network for academic and career success</p> <p>11.AP.C.4: Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p>	<ul style="list-style-type: none"> <li>● I can help develop an environment of trust and respect among my classmates.</li> <li>● I can work with my classmates to share ideas, brainstorm solutions, and give and receive feedback that leads to academic and personal success.</li> </ul>	<ul style="list-style-type: none"> <li>● Think-pair-share</li> <li>● Jigsawed readings/research</li> <li>● Fishbowl speeches</li> <li>● Socratic Seminars</li> <li>● Carousel Brainstorming</li> <li>● Tutorials</li> <li>● Collaborative Study Groups</li> <li>● Fun Friday activities</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Fun Friday Ideas</a></li> <li>● <a href="#">Carousel Brainstorm</a></li> <li>● <a href="#">Think-Pair-Share   Classroom Strategies</a></li> <li>● <a href="#">At year end: Final Project</a></li> </ul>
<p>How can I prepare to take the PSAT/SAT/ACT/AP</p>	<p>NJLSA.R1: Read closely to determine what the text says</p>	<ul style="list-style-type: none"> <li>● I can marshall resources to help me prepare for standardized test</li> </ul>	<ul style="list-style-type: none"> <li>● Carousel brainstorm to analyze structure &amp; format &amp; content of sample tests.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Math ACT practice questions</a></li> <li>● <a href="#">English ACT practice</a></li> </ul>

<p>exams?</p>	<p>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. NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. RST.11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>	<p>questions.</p> <ul style="list-style-type: none"> <li>• I can calm my mind and focus on doing my best during a test.</li> </ul>	<ul style="list-style-type: none"> <li>• Students take practice tests, then bring missed questions through the tutorial process.</li> <li>• Students take practice tests, then develop content-specific study groups using the CSG method.</li> <li>• Relate mind preparation &amp; focus for test taking to other pursuits (ie: taking foul shots/free throw in basketball) and have students draw one-pagers to connect their own test-taking focus habits.</li> <li>• Incorporate mindfulness moments at start of every class and relate to test-taking strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">questions</a></li> <li>• <a href="#">Science ACT practice questions</a></li> <li>• <a href="#">Math SAT practice questions</a></li> <li>• <a href="#">Writing &amp; Language SAT practice questions</a></li> <li>• <a href="#">Reading SAT practice questions</a></li> </ul>
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	<p>RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>11.AP.W.7: Adjust ineffective verbal and non-verbal communication into effective communication</p> <p>11.AP.O.3: Identify and plan for the steps necessary to accomplish various types of goals</p> <p>11.SA.SE.3: Attend to personal health, safety, and balance (including digital security)</p>			
<p>Which are the best strategies for me to use when taking standardized tests?</p>	<p>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</p> <p>11.SA.SE.6: Develop, demonstrate, and maintain motivation</p>	<ul style="list-style-type: none"> <li>• I can interpret test questions and use appropriate strategies to find the answers</li> </ul>	<ul style="list-style-type: none"> <li>• Students are jigsawed to take test questions in different formats; then sketchnote strategies for attacking each problem and share with the rest of class.</li> <li>• Students review strategy resources, then collaborate to deduce best</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">How to Get Started with Sketchnotes in the Classroom</a></li> <li>• <a href="#">Test Taking Strategies.pdf</a></li> <li>• <a href="#">Creating Study Guides.pdf</a></li> <li>• <a href="#">5 ways to rock your test .pdf</a></li> <li>• <a href="#">Putting it to the test .pdf</a></li> </ul>



	<p>11.SA.SE.9: Apply self-awareness strategies and skills with a variety of academic challenges                  11.OK.ACP.5b: Determine whether additional test prep and testing is needed to reach scholarships goals                  11.AP.O.1a: Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance</p>		<p>practices.</p> <ul style="list-style-type: none"> <li>• Students take practice tests, then reflect on the effectiveness of the “best practices” they used.</li> <li>• Students develop content-specific study groups to prepare for tests.</li> </ul>	
<p>SCOIR: How can I navigate EHS’s new system for managing the college application process?</p>	<p>11.AP.O.3: Create short- and mid-range goals that support achievement of long-term goals                  11.OK.BCK.1b: Refine key personal attributes for academic, social, and financial fit related to career selection                  11.OK.ACP.5a: Engage in information gathering to determine match, reach, and safety schools in order to mitigate “summer melt” and undermatching during the selection process</p>	<ul style="list-style-type: none"> <li>• I can log in to SCOIR and navigate the system to research colleges and organize my applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite college counselors in as guest speakers to teach how to navigate SCOIR</li> <li>• Students open individual SCOIR accounts and complete appropriate sections.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">For Students: Scoir Student Application [Video Overview] - User Guide and Support Documentation   Scoir</a></li> <li>• <a href="#">Scoir - Edison High School</a></li> </ul>
<p>What will I major in at</p>	<p>9.4.12.CI.2: Identify</p>	<p>I can evaluate my skills,</p>	<ul style="list-style-type: none"> <li>• Students research career</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.mynextmove">https://www.mynextmove.</a></li> </ul>

<p>college?</p>	<p>career pathways that highlight personal talents, skills and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.</p>	<p>strengths, and interests. I can map a path that leads me to my goals.</p>	<p>interests and related college majors.  <ul style="list-style-type: none"> <li>• Guest speakers from college juniors on how decided on a major</li> <li>• Students map their career path from college to 5 years, 10 years, 15 years out and create infographics.</li> </ul> </p>	<ul style="list-style-type: none"> <li>• <a href="#">org/Venngage   Professional Infographic Maker   10,000+ Templates</a></li> </ul>
<p>How can I evaluate the trade off between the current cost of college and my future income?</p>	<p>11.OK.BCK.1b: Refine key personal attributes for academic, social, and financial fit related to career selection 11.SA.SE.4: Create a systematic decision-making model for personal financial decisions and circumstances 11.AP.C.10: Speak effectively before whole class</p>	<p>I can research potential career paths to estimate future income. I can estimate the cost of college. I can evaluate how my college choices impact my future lifestyle.</p>	<ul style="list-style-type: none"> <li>• Students use SCOIR to research potential colleges of interest, with focus on cost vs future income related to college major.</li> <li>• Students identify someone in the career of their choice, and conduct phone/zoom/in-person interviews.</li> <li>• Students present what they learned: "A Day In My Life" skit, costumed presentation, clay/wood model, etc.</li> <li>• Invite college counselors or guidance counselors as guest speakers to explain FAFSA and scholarship application procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Economic Value of College Majors</a></li> <li>• <a href="#">Majors that Pay You Back: See your estimated salary growth by major</a></li> </ul>
<p>How can I use the tutorial process to improve my academic performance?</p>	<p>NJLSA.W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter</p>	<ul style="list-style-type: none"> <li>• I can use my note-taking, organization, inquiry, and communication skills to improve my academic performance.</li> <li>• I can collaborate in study</li> </ul>	<ul style="list-style-type: none"> <li>• Students complete tutorial reflection forms before each tutorial session.</li> <li>• Students participate actively using the 10 steps of the tutorial process.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The ACES Tutorial Process with tutors or student leaders/collaborative study groups</a></li> <li>• <a href="#">Reflection question ideas</a></li> </ul>

<p>(Unit A: <i>Incorporate through all marking periods</i>)</p>	<p>time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.            9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.            11.SA.SE.9: Apply self-awareness strategies and skills with a variety of academic challenges            11.AP.O.1a: Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance            11.AP.C.4: Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy            11.AP.C.7: Adjust ineffective verbal and non-verbal communication into effective communication            11.AP.C.8:</p>	<p>groups to deepen my understanding, support my peers, and apply content in different situations.</p>	<ul style="list-style-type: none"> <li>● Students reflect on their learning.</li> <li>● Near the end of each marking period, students should compare actual performance in content classes to their tutorial POCs to ensure they are using the tutorial process appropriately to improve academic performance.</li> <li>● Where tutors are unavailable, students should create collaborative study groups to work through the steps of the tutorial process in a student-led session.</li> </ul>	
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	<p>Demonstrate active listening by asking clarifying questions 11.COLLA.1: Independently create study groups for academically rigorous coursework, with discussion on creating group norms and expectations 11.COLLA.2: Develop positive peer relationships, especially with those taking advanced coursework</p>			
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<b>Marking Period 2:</b> <ul style="list-style-type: none"> <li>• Common App</li> <li>• College Essay</li> <li>• Tutorials</li> <li>• Community-building</li> <li>• Organization &amp; Note-taking strategies</li> <li>• Public speaking</li> </ul>				
Skills	Standards	I Can Statements	Strategies	Suggested Resources
What resources do I need to complete the Common App?	11.AP.I.9: Synthesize information, sources, and data that support the research prompt 11.ORG.A.5: Manage varied visual frameworks to organize language and show relationships between key concepts	<ul style="list-style-type: none"> <li>• I know what is needed to complete the Common App and can gather the resources required.</li> </ul>	<ul style="list-style-type: none"> <li>• Student teams race to pick items out of a bag and assemble the “puzzle” of Common App materials.</li> <li>• Students make lists with physical locations of actual needed items for Common App.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Apply to college with Common App   Your future starts here</a></li> <li>• <a href="#">Common App Ready toolkit</a></li> </ul>
How can I best present myself to potential colleges on the Common App?	9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task 11.SA.SE.9: Apply self-awareness strategies and skills with a variety of academic challenges	<ul style="list-style-type: none"> <li>• I can reflect on my activities and present them on the Common App to demonstrate my skills &amp; achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video, then group students to explore individual sections and deduce best practices</li> <li>• Debate relevant topics, ie: Is it better to get a B in an honors course or an A in a regular course? Is it better to be an active member in multiple clubs or a board member in only one? Students take position, interview original sources, and debate.</li> <li>• Students complete mock applications for the same fictitious character; peers determine admittance.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Approaching the Activities section</a></li> <li>• <a href="#">Application guide for first-time students</a></li> <li>• <a href="#">College Admissions Advisors Answer Questions on “Rigor” for High School Students</a></li> <li>• </li> </ul>

<p>What do the universal symbols mean on the Common App (ie: green check), and how can I use them to ensure that my App is accurate and complete?</p>	<p>11.AP.I.9: Synthesize information, sources, and data that support the research prompt          11.CP.C.1: Develop an understanding of the scholarship application process and required information          11.CP.C.2: Determine which colleges/ universities will best meet academic pursuits          11.CP.C.3: Examine cost of colleges and determine how financial aid, grants, scholarship, work study programs and other funding sources can help meet those cost needs          11.CP.C.4: Examine FAFSA requirements and determine appropriate action steps to meet deadlines          11.CP.C.5: Begin a basic understanding of selecting and scheduling courses in college          11.CP.D.8: Track all personal test results</p>	<ul style="list-style-type: none"> <li>• I can navigate the Common App.</li> <li>• I understand the symbols used to ensure the Common App is fully completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Students fill out a common app (in draft form) and check for symbols that pop up.</li> <li>• Students make Kahoots games to identify symbols &amp; know what to do to correct errors.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">What do the different symbols mean on the Application Dashboard?</a></li> </ul>
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	<p>in a student portfolio and monitor scores in comparison to the requirements of colleges and universities of choice</p>			
<p>What do I think is special about me? (Rave sheet)                  What would others say is special about me?                  What do I think is special about others?</p>	<p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities                  9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.                  9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.                  11.SA.SE.9: Apply self-awareness strategies and skills with a variety of academic challenges                  11.AP.C.4: Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy</p>	<ul style="list-style-type: none"> <li>● I know who I am and what makes me “me.”</li> <li>● I understand that there are aspects of me that are known to others, and there are parts that I keep private.</li> <li>● I can appreciate others for their unique qualities without feeling the need to change them or myself.</li> </ul>	<ul style="list-style-type: none"> <li>● Coke demo: reflection writing &amp; oral shares</li> <li>● Chicken &amp; Eagle: story with socratic seminar/role play skit, small group discussion</li> <li>● Reflect/table talk/carousel brainstorm on moments in various classes.</li> <li>● Interview at home -- what do your people say about you?</li> <li>● Interview in class -- what do your friends say about you?</li> <li>● Thank you notes/Valentines/reach out to praise others &amp; write one to yourself</li> <li>● Complete brag/rave sheets from Common App resources</li> <li>● Poem/Letter to future self</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Coke Demo</a></li> <li>● <a href="#">Story Time: The Chicken and the Eagle</a></li> <li>● <a href="#">EHS Counseling: Request for Letters of Recommendation</a></li> <li>● <a href="#">A Poem of Possibilities: Thinking about the Future</a></li> </ul>

<p>How will I pick a topic for the primary essay on my Common App?</p>	<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.            9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.            11.OK.BCK.1b: Refine key personal attributes for academic, social, and financial fit related to career selection</p>	<ul style="list-style-type: none"> <li>I can identify a specific theme to use for my college applications.</li> </ul>	<ul style="list-style-type: none"> <li>Students explore sample admission essays. Collaborate to identify topics, supporting evidence, “what makes this good?” Present conclusions to class.</li> <li>Sketchnote “what makes this good” commonalities between sample essays.</li> <li>Students review their own Rave sheets and identify 5 possible essay topics. Develop headlines for each topic. Post on boards around the room &amp; let students brainstorm supporting evidence they’d want to see for each headline. Then students evaluate: do I have enough info to write that essay? Does it still interest me? Is it the best way to present myself to a college?</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">First-year essay prompts: Common App</a></li> <li><a href="#">EHS Counseling: Where To Find Sample Admission Essays</a></li> <li><a href="#">Essays That Worked   Undergraduate Admissions   Johns Hopkins</a></li> <li><a href="#">Common Application Essays   Tufts Admissions</a></li> <li><a href="#">10 Successful Harvard Application Essays   2019   Sponsored   The Crimson Brand Studio</a></li> </ul>
<p>How can I use the steps of the writing process (prewrite, research, draft, revise, edit) to tell my story in the Common App essay?</p>	<p>NJSLSA.W3:Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.            NJSLSA.W4: Produce clear and coherent writing in</p>	<ul style="list-style-type: none"> <li>I can develop an essay for the Common App that presents me in a positive light and enhances my application for admittance to the college of my choice.</li> </ul>	<ul style="list-style-type: none"> <li>Word mapping</li> <li>Listing/grouping</li> <li>Carousel brainstorm</li> <li>Table talk/discussion</li> <li>For visual learners: Envision the audience: draw a picture of a college admissions counselor enjoying your essay. What are they thinking? How will you ensure that thinking is reflected in</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Writing Strategies folder</a></li> <li><a href="#">4 Strategies for Teaching Students How to Revise</a></li> <li><a href="#">14 Strategies to Support Struggling Writers: Build Confidence &amp; Increase Success — TeachWriting.org</a></li> </ul>



	<p>which the development, organization, and style are appropriate to task, purpose, and audience.                  NJSLSA.W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                  11.AP.C.4: Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy</p>		<p>your essay?</p> <ul style="list-style-type: none"> <li>● Guided critique</li> <li>● Quickwrite</li> <li>● Whole-class collaborative writing</li> </ul>	
<p>How can I use the tutorial process to improve my academic performance?</p>	<p>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.                  9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem</p>	<ul style="list-style-type: none"> <li>● I can use my note-taking, organization, inquiry, and communication skills to improve my academic performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Students complete tutorial reflection forms before each tutorial session.</li> <li>● Students participate actively using the 10 steps of the tutorial process.</li> <li>● Students reflect on their learning.</li> <li>● Near the end of each marking period, students should compare actual performance in content classes to their tutorial POCs to ensure they are using the tutorial process appropriately to improve</li> </ul>	<p>Where tutors are unavailable, students should create collaborative study groups to work through the steps of the tutorial process in a student-led session.</p>

	<p>solving                      11.SA.SE.9: Apply self-awareness strategies and skills with a variety of academic challenges                      11.AP.O.1a: Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance                      11.AP.C.4: Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy                      11.AP.C.7: Adjust ineffective verbal and non-verbal communication into effective communication                      11.AP.C.8: Demonstrate active listening by asking clarifying questions</p>		<p>academic performance.</p>	
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<b>Marking Period 3:</b> <ul style="list-style-type: none"> <li>● College Essay</li> <li>● Relationship-Building</li> <li>● SAT/ACT Prep</li> <li>● Tutorials</li> <li>● Community-building</li> <li>● Organization &amp; Note-taking strategies</li> </ul> <p style="text-align: center;"><b>Public speaking</b></p>				
Skills	Standards	I Can Statements	Strategies	Suggestions
<p>How can I use the steps of the writing process (prewrite, research, draft, revise, edit) to tell my story in the Common App essay?</p> <p>(continued from MP2)</p>	<p>NJSLSA.W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>11.AP.C.4: Interact with peers in complex situations (providing feedback, conflict</p>	<ul style="list-style-type: none"> <li>● I can develop an essay for the Common App that presents me in a positive light and enhances my application for admittance to the college of my choice.</li> </ul>	<ul style="list-style-type: none"> <li>● Word mapping</li> <li>● Listing/grouping</li> <li>● Carousel brainstorm</li> <li>● Table talk/discussion</li> <li>● For visual learners: Envision the audience: draw a picture of a college admissions counselor enjoying your essay. What are they thinking? How will you ensure that thinking is reflected in your essay?</li> <li>● Guided critique</li> <li>● Quickwrite</li> <li>● Whole-class collaborative writing</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Writing Strategies folder</a></li> <li>● <a href="#">4 Strategies for Teaching Students How to Revise</a></li> <li>● <a href="#">14 Strategies to Support Struggling Writers: Build Confidence &amp; Increase Success — TeachWriting.org</a></li> </ul>

	management, academic discourse) while maintaining a focus on respect, trust, and empathy			
Who should I ask to write my college reference letter, and how can I develop a positive relationship with them now?	<p>11.SA.SE.5a: Maintain a strong support network for academic and career success</p> <p>11.AP.C.4: Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy</p> <p>11.SA.SE.7b: Leverage support network to assist with areas of need</p>	<ul style="list-style-type: none"> <li>I can build a relationship with at least two teachers/mentors this year, and will ask them to write my reference letters next fall.</li> </ul>	<ul style="list-style-type: none"> <li>Students can write thank you notes to teachers during teacher appreciation week, send funny/positive cards for Valentine’s day, Heroes day, Rubber Ducky day, etc. to stand out and make a teacher they know feel noticed.</li> <li>Students review class performance and how that connects to cultivating teacher relationships</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">January Holidays in 2021/2022 - National, Public, Religious, Weird</a></li> <li><a href="#">How to Properly Ask a Teacher for a Letter of Recommendation</a></li> <li><a href="#">Students: Tips for Cultivating Teacher Relationships</a></li> </ul>
How can I prepare to take the SAT/ACT/AP exams?	<p>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.</p> <p>NJLSA.R4: Interpret words and phrases as they are</p>	<ul style="list-style-type: none"> <li>I can marshal resources to help me prepare for standardized test questions.</li> <li>I can calm my mind and focus on doing my best during a test.</li> </ul>	<ul style="list-style-type: none"> <li>Explore test taking resources in jigsaw groups; share out key points. Then, students pick their preferred strategy using green light, yellow light, red light highlighting method. Regroup in new teams to discuss top strategies and why they were picked.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Test Taking/Study Strategies</a></li> <li><a href="#">Studying for Exams: Crash Course Study Skills #7</a></li> <li><a href="#">Test Anxiety: Crash Course Study Skills #8</a></li> </ul>

	<p>used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RST.11-12.1: Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>RST.11-12.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context</p>			
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	<p>relevant to grades 11-12 texts and topics.                  11.AP.W.7: Reflect on how notes help to meet the learning objective and contribute to academic and personal success                  11.AP.O.3: Create short- and mid-range goals that support achievement of long-term goals                  11.SA.SE.3: Effectively manage stress and anxiety levels, including areas such as test preparation and test taking</p>			
<p>Which are the best strategies for me to use when taking standardized tests?</p>	<p>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.                  11.SA.SE.6: Develop, demonstrate, and maintain motivation                  11.SA.SE.9: Apply self-awareness strategies and skills with a variety of academic challenges                  11.OK.ACP.5b:</p>	<ul style="list-style-type: none"> <li>• I can interpret test questions and use appropriate strategies to find the answers</li> </ul>	<ul style="list-style-type: none"> <li>• Students are jigsawed to take test questions in different formats; then sketchnote strategies for attacking each problem and share with the rest of class.</li> <li>• Students review strategy resources, then collaborate to deduce best practices.</li> <li>• Students take practice tests, then reflect on the effectiveness of the “best practices” they used.</li> <li>• Students develop content-</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">How to Get Started with Sketchnotes in the Classroom</a></li> <li>• <a href="#">Test Taking Strategies.pdf</a></li> <li>• <a href="#">Creating Study Guides.pdf</a></li> <li>• <a href="#">5 ways to rock your test .pdf</a></li> <li>• <a href="#">Putting it to the test .pdf</a></li> </ul>

	<p>Determine whether additional test prep and testing is needed to reach scholarships goals                  11.AP.O.1a: Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance</p>		<p>specific study groups to prepare for tests.</p>	
<p>How can I use the tutorial process to improve my academic performance?</p>	<p>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.                  9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving                  11.SA.SE.9: Apply self-awareness strategies and skills with a variety of academic challenges                  11.AP.O.1a: Develop efficient,</p>	<ul style="list-style-type: none"> <li>• I can use my note-taking, organization, inquiry, and communication skills to improve my academic performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students complete tutorial reflection forms before each tutorial session.</li> <li>• Students participate actively using the 10 steps of the tutorial process.</li> <li>• Students reflect on their learning.</li> <li>• Near the end of each marking period, students should compare actual performance in content classes to their tutorial POCs to ensure they are using the tutorial process appropriately to improve academic performance.</li> </ul>	<p>Where tutors are unavailable, students should create collaborative study groups to work through the steps of the tutorial process in a student-led session.</p>

	<p>individualized routines related to using organizational tools and planning strategies to enhance academic performance</p> <p>11.AP.C.4: Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy</p> <p>11.AP.C.7: Adjust ineffective verbal and non-verbal communication into effective communication</p> <p>11.AP.C.8: Demonstrate active listening by asking clarifying questions</p>			
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<b>Marking Period 4:</b> <ul style="list-style-type: none"> <li>● <b>Book Club</b></li> <li>● <b>Communication/Junior Project</b></li> <li>● <b>Tutorials</b></li> <li>● <b>Community-building</b></li> <li>● <b>Organization &amp; Note-taking strategies</b></li> <li>● <b>Public speaking</b></li> </ul>				
Skills	Standards	I Can Statements	Strategies	Suggestions
<p>Knowing that reading is a critical life skill, how can I develop my ability to read and comprehend complex literary and informational texts?</p>	<p>RST.11-12.2: Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>	<ul style="list-style-type: none"> <li>● I can select texts that interest and challenge me, and persevere through reading them.</li> <li>● I can interpret themes, critique styles, imagine lenses, and think deeply about context through discussion and analysis with peers.</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud</li> <li>● Act it out</li> <li>● One-pager</li> <li>● Mind map</li> <li>● Philosophical chairs</li> <li>● Socratic seminar</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">I Remember That Book: Rereading as a Critical Investigation</a></li> <li>● <a href="#">Strategy Guide Socratic Seminars</a></li> <li>● <a href="#">The Users Guide to Concept Mapping.pdf</a></li> <li>● <a href="#">Mind map packet.pdf</a></li> </ul>

	<p>audience.                      11.AP.I.1: Use questioning techniques to think critically about content and concepts                      11.AP.R.1: Select texts and justify how they meet the reading purpose                      11.AP.R.5: Extend beyond the text by analyzing how to best apply key learning</p>			
<p>How can I present my Junior Project research most effectively?</p>	<p>NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.                      9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.                      9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for</p>	<ul style="list-style-type: none"> <li>• I can give and receive peer feedback on works-in-progress.</li> <li>• I can use my public speaking skills to communicate effectively.</li> <li>• I can design visual aids that support my thesis and add to my presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students present work in-progress for peer review; the audience completes feedback forms with stars for high points and deltas for things that would be better changed.</li> <li>• Give audience students buzzers to hit when they hear a non-word like Um or if a student turns back to the audience. (only if class environment supports this)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Social Studies - Edison High School</a></li> </ul>

	<p>an intended audience.            9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task            11.AP.C.7: Adjust ineffective verbal and non-verbal communication into effective communication            11.AP.C.8: Demonstrate active listening by asking clarifying questions            11.AP.C.10: Speak effectively before whole class</p>			
<p>How can I use the tutorial process to improve my academic performance?</p>	<p>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.            9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem</p>	<ul style="list-style-type: none"> <li>• I can use my note-taking, organization, inquiry, and communication skills to improve my academic performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students complete tutorial reflection forms before each tutorial session.</li> <li>• Students participate actively using the 10 steps of the tutorial process.</li> <li>• Students reflect on their learning.</li> <li>• Near the end of each marking period, students should compare actual performance in content classes to their tutorial POCs to ensure they are using the tutorial process appropriately to improve</li> </ul>	<p>Where tutors are unavailable, students should create collaborative study groups to work through the steps of the tutorial process in a student-led session.</p>

	<p>solving                      11.SA.SE.9: Apply self-awareness strategies and skills with a variety of academic challenges                      11.AP.O.1a: Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance                      11.AP.C.4: Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy                      11.AP.C.7: Adjust ineffective verbal and non-verbal communication into effective communication                      11.AP.C.8: Demonstrate active listening by asking clarifying questions</p>		<p>academic performance.</p>	
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**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>
<p><b>Monthly:</b></p> <ul style="list-style-type: none"> <li>-Grade Checks</li> <li>-Binder check</li> <li>-Individual check ins</li> </ul>				
<p><b>Quarterly:</b></p> <ul style="list-style-type: none"> <li>-Grade reflections (<i>after report cards</i>)</li> <li>-Tutorial reflections</li> <li>-Clean out emails</li> <li>-Binder clean out</li> </ul>				