

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 12
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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12th Grade

Units and Essential Questions**Unit I: College**

- College Applications- What are the requirements and deadlines for my college applications?
- College Research- What are my “dream” schools, “reach” schools, and “safety” schools?
- Military and Technical Schools- What are other career options besides college?
- Letters of Recommendation- How do I formally ask faculty members for a college recommendation?
- College Essay- How do I refine my college essay before submitting it with my college application?
- Scholarships- How do I apply for scholarships?
- FAFSA- How do I complete the FAFSA form?
- Financial Aid- What type of financial aid do I qualify for? How can I afford college?
- Digital Organization-What tools can I use to help me keep track of important information and deadlines? How can I maximize the use of digital tools that are available to me?

Unit II: Career

- Career Research- What career path should I follow? What training or prerequisites are needed to go into this career field?
- Resume Writing- What information needs to be included on a professional resume? How can I make my resume stand out?
- Job Interviews- How can we prepare for a professional job interview?

Unit III: Self-Reflection

- Imposter Syndrome- How do I overcome obstacles I encounter in life? How do I deal with personal setbacks and prevent them from derailing me from achieving my goals?
- Book Study- How does this book that models personal growth help us prepare for the future?

Unit IV: Life Skills

- Cooking- How do we go through the steps of a recipe to prepare a meal?
- Laundry- How do we do our laundry and properly care for our clothing?
- Car Maintenance- How do we provide proper car maintenance?
- Dorm Decorating- What items will we need to buy or bring for our dorm?

Skills and Practice to Reinforce Throughout The Year

- Preparation for College- Students will be able to prepare for college by completing their college applications, revising their college essay, requesting letters of recommendation, creating a financial plan, applying for scholarships, and discovering other options besides college such as the military or technical schools.
- Preparation for Career- Students will discover more deeply their career options and interests. They will take a closer look at the career path and required training needed for that career. Students will also learn about how to write a formal resume and prepare for a formal job interview.
- Self-Reflection- Students will analyze their thoughts and feelings about their life plan. They will evaluate their life goals and reflect upon their lives so far.
- Life Skills- Students will learn cooking techniques, how to do laundry, how to maintain a car, and prepare for decorating their dorms.
- Writing- Students will develop writing skills by completing their college essay, writing the essay about their career plan, and reflecting about their lives in the self-reflection unit.
- Inquiry- Students will develop inquiry skills as they complete the tutorials and collaborative study groups every week. Once a week (typically Thursdays), students will meet in collaborative study groups to discuss questions they have in their classes. They will identify a question from a class, discuss what they already know, and share their point of confusion. Other students in the group will help the presenter with their point of confusion. After they finish their discussion, they will write a reflection about what they learned.
- Collaboration- Students will collaborate with classmates when they peer edit the college essays, create a job interview skit, hold in-class discussions in the book club groups, and during tutorials.
- Organization- Students will learn how to be more organized when they create an organized system to keep track of due dates for college applications, make a career plan, and use electronic systems to help stay organized.
- Reading- Students will practice reading techniques when they dissect information from the college and career websites and analyze the texts in the book club reading assignments.

Marking Period 1: College Unit				
Skills	Standards	I Can Statements	Strategies	Suggested Resources
College Applications	<p>NJSLSA. WHST.11-12.8- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>NJSLS-CLKS 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>NJSLS-CLKS 9.4.12.TL.1- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</p>	<p>I can keep track of the college application requirements.</p> <p>I can use digital tools effectively to keep track of important deadlines and communications relating to college</p>	<p>Students will research the application requirements of the colleges they are applying to.</p>	<p>College Checklist</p> <p>Am I Ready for College?</p> <p>Google Form</p> <p>College Websites</p>
College, Military, Technical School Research	<p>NJSLSA. WHST.11-12.7- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when</p>	<p>I can explore my options for college, military, or technical schools.</p>	<p>Students will use a variety of websites such as commonapp.org, nearpod.com, and todaysmilitary.com, etc. to discover other options for colleges or alternative</p>	<p>College Websites</p> <p>Commonapp.org</p> <p>Nearpod.com (Virtual College Tours in Library)</p> <p>Todaysmilitary.com</p>

	<p>appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>		<p>choices.</p>	
<p>Letters of Recommendation</p>	<p>NJSLSA. WHST.11-12.4- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>NJSLS-CLKS 9.4.12.TL.1- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</p>	<p>I can present an organized list of data for my teachers when I ask them for a letter of recommendation. They will also learn how to use SCOIR and request a letter of recommendation through this program.</p>	<p>Students will draft a letter to give to their teachers requesting a letter of recommendation. They will also create a chart with information about their classroom involvement, extracurricular activities, future plans, etc.</p>	<p>Letter of Recommendation Template SCOIR</p>
<p>College Essay</p>	<p>NJSLSA. WHST.11-12.5- Develop and strengthen writing as needed by planning, revising, editing,rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>I can revise my college essay by making appropriate changes, getting feedback from peers, and checking for grammar errors.</p>	<p>Students will write their college essay for the college application. If they already have their college essay completed, they will revise the essay. They will also participate in peer editing and provide feedback to improve the essay.</p>	<p>College Essays Rubric for College Essays Sample College Essay #1 Sample College Essay #2 Sample College Essay #3 Sample College Essay #4</p>
<p>Scholarships</p>	<p>NJSLSA. WHST.11-12.6- Use technology, including the Internet, to produce, share, and update writing</p>	<p>I can apply for scholarships to help cover the cost of college.</p>	<p>Students will discover many of the scholarships that are available, and apply to</p>	<p>1. https://www.fastweb.com/ 2. https://www.goingmerry.com/</p>

	<p>products in response to ongoing feedback, including new arguments or information.</p> <p>NJSLS-CLKS 9.2.12.CAP.10-Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>NJSLS-CLKS 9.4.12.TL.1- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</p>		<p>several scholarships in class.</p>	<p>3. https://www.raise.me/ 4. https://studentaid.ed.gov/sa/types/grants-scholarships/finding-scholarships 5. http://www.collegescholarships.org/financial-aid/ 6. https://www.scholarships.com/ 7. https://www.unigo.com/scholarships/our-scholarships</p>
<p>FAFSA</p>	<p>NJSLSA. WHST.11-12.6- Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</p> <p>NJSLS-CLKS 9.2.12.CAP.10-Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>NJSLS-CLKS 9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for</p>	<p>I can learn about and apply for the FAFSA to help cover the cost of college.</p>	<p>Students will learn about FAFSA in class. The guidance counselor can visit the class to discuss the importance and methods of applying for FAFSA.</p>	<p>FAFSA Website: https://studentaid.gov/h/apply-for-aid/fafsa</p>

	<p>postsecondary education.</p> <p>NJSLS-CLKS 9.4.12.TL.1- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</p>			
<p>Financial Aid</p>	<p>NJSLSA. WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</p> <p>NJSLS-CLKS 9.2.12.CAP.10-Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>NJSLS-CLKS 9.4.12.TL.1- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</p>	<p>I can learn how to apply for financial aid and make a plan to pay for college.</p>	<p>Students will learn about student loans, grants, and work-study programs to pay for college. They will create a plan with their families to pay for college. They will have a Socratic Seminar about the rising cost of college and if the government should offer free college programs.</p>	<p>FAFSA Website: https://studentaid.gov/h/apply-for-aid/fafsa</p>

<p>Digital Organization</p>	<p>NJSLS-CLKA 9.4.12.TL.1- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task</p>	<p>I can utilize digital tools effectively to keep track of important information and deadlines.</p>	<p>Students will learn how to maximize the use of digital tools such as Google apps and emerging technologies to help them organize their emails, college applications, communications, due dates for assignments and tasks.</p>	<p>Tools to work on with students include: -Gmail -Drive -Calendar -Tasks -Notes -Evernote -Wakelete</p>
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Marking Period 2: Careers Unit

Units	Standards	I Can Statements	Strategies	Suggestions
Career Research	<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.</p> <p>NJSLS-CLKS 9.2.12.CAP.4-Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational /training requirements, costs, loans, and debt repayment.</p> <p>NJSLS-CLKS 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.</p> <p>NJSLS-CLKS 9.4.12.CI.2-Identify career pathways that highlight personal talents, skills, and abilities</p>	I can discover which career path I want to follow. I can learn about the prerequisite courses and training I need to take to fulfill my career field.	Students will conduct research about their career field. They will present this information to the class.	<p>Career Research Project</p> <p>Career Interest Survey</p> <p>Career Project Reflection</p> <p>Google Form</p> <p>Career information on websites</p>
Resume Writing	NJSLSA.W4-Produce clear and coherent writing	I can write a formal resume. I	Students will write their real	Resume Writing Tips

	in which the development, organization, and style are appropriate to task, purpose, and audience.	can identify the parts of a resume.	resume that they may use for a real job interview.	Sample Resume #1 Sample Resume #2 Resume Comparison Google Form
Job Interviews	NJSLSA.W4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can recognize what should and should not be discussed in a job interview. I can model appropriate behavior during a job interview.	They will also create a job interview skit, which they will perform with a partner for the class.	Job Hunting 101 Presentation Job Hunting 101 Google Form Job Interview Skits Project Job Interview Tips Video

Marking Period 3: Self-Reflection				
Units	Standards	I Can Statements	Strategies	Suggestions
Book Club	NJSLSA.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 work in a group to dissect a text, then report to the class the lessons from the book.	Students will read a book and work in a small group to present the lessons from the book to the class.	Suggested Book Titles: <i>The Naked Roommate</i> by Harlan Cohen <i>Paying the Price</i> by Sara Goldrick-Rab <i>The 7 Habits of Highly Effective People</i> by Stephen R. Covey <i>When Breath Becomes Air</i> by Paul Kalanithi <i>The Last Lecture</i> by Randy Pausch <i>The Last Lecture Lesson Plans</i>
Imposter Syndrome	NJSLSA.R7-Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 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. NJSLS-CLKS 9.4.12.C1.1-Demonstrate the ability to	-I can self-reflect from the podcast that we listen to in class. -I can identify strategies to help with setbacks and challenges encountered. -I can learn how to set goals and steps I need to complete to achieve them.	Students will be involved in collaborative activities such as brainstorming and group discussions based on information that was heard in the podcast “three miles”.	Podcast: This American Life: Three miles: https://drive.google.com/file/d/1ST0KrZazerS1LQFqQWiSmelcE7pTTQFQ/view?usp=sharing

	reflect, analyze, and use creative skills and ideas			
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Marking Period 4: Life Skills

Units	Standards	I Can Statements	Strategies	Suggestions
Cooking	NJSLS-CLKS 9.1.12.PB2- -Prioritize financial decisions by considering alternatives and possible consequences.	I can find a recipe and learn how to cook the recipe for my family. I will learn about different cooking tools and utensils. I will learn how to make nutritious decisions.	Students will read the article “Nutritional Facts about the Major Food Groups”. They will learn how to make healthy food choices. Students will learn about the different types of kitchen tools and utensils. Students will select a recipe and prepare the meal for their family. They must take pictures or make a video of them cooking the meal. Once all of the recipes have been submitted, students will receive a cookbook of all of the recipes from the entire class.	Cooking Unit Description Nutritional Facts Article Nutritional Facts Article Google Form Kitchen Utensils Presentation Kitchen Utensils Google Form Recipe Preparations Google Form Recipe Reflection Google Form Online recipe websites
Laundry	NJSLS-CLKS 9.1.12.PB2- -Prioritize financial decisions by considering alternatives and possible consequences.	I can learn how to properly care for my clothing. I will learn the difference between the wash cycles and how to dry my clothes. I will also learn about the clothing symbols on the tags of my clothes.	Students will learn how to do laundry from a PowerPoint, videos, and personal experience. They will complete a Google Form quiz after the laundry unit to see if they know how to properly care for certain clothing items.	Laundry Video: “How to Do Laundry” Laundry Article Laundry Power Point Laundry Symbols Laundry Symbols Google Form How To Do Laundry Google Form
Car Maintenance	NJSLS-CLKS 9.1.12.PB2- -Prioritize financial decisions by considering alternatives and possible consequences.	I can learn the following skills about maintaining a car: 1) How to Pump Gas 2) How to Pump Air into Tires 3) How to Check the Oil 4) How to Jump Start a Battery	Students will watch various videos teaching them how to perform car maintenance skills.	Car Maintenance Presentation Videos of Each Skill: 1) How to Pump Gas: 2) How to Pump Air into Tires: 3) How to Check the Oil:

		5) How to Change a Tire		<p>4) How to Jump Start a Battery:</p> <p>5) How to Change a Tire:</p>
Dorm Decorating	<p>NJSLS-CLKS 9.1.12.PB2,3-Prioritize financial decisions by considering alternatives and possible consequences.</p>	<p>I can design my college dorm by rearranging the furniture provided by the college and finding items to buy for the dorm. I can use the checklist to see what items I will need to buy.</p>	<p>Students will investigate what items the college provides for freshman housing. They will also have the opportunity to search online at various stores to purchase additional items they will need for the dorm. They will share their dorm with the rest of the class.</p>	<p>Dorm Decorating Checklist College Website for Dorm information; Online store websites</p>

Suggested Texts

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

The Naked Roommate by Harlan Cohen

Paying the Price by Sara Goldrick-Rab

The 7 Habits of Highly Effective People by Stephen R. Covey

When Breath Becomes Air by Paul Kalanithi

The Last Lecture by Randy Pausch and Jeffrey Zaslow

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 				