



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9-12

SUBJECT: College and Career Exploration

Unit Name: 5- College Goals and Expectations

Duration:-5 weeks

Essential Questions:

How do I prepare for college?

What am I looking for in a college [Live away, commute, cost major] ?

How do I apply for college?

How do I afford college?

What are some college alternatives?

Enduring Understandings:

Research and understand the college application process.

Understand how choices influence the future.

Research ways to discover what college is right for me

Learn why today affects tomorrow in high school in preparing for college

Research how to plan for a career through college/

Discuss college trends,create self- assessment ,

Describe Sources of college information

Complete college analysis; positive and negative aspects of college choices

Identify the process required to find gainful employment

College financing readiness, planning and exploring.

Understand college alternatives



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<p>Relevant Standards: (i.e; NJSLS; NGSS)</p>	<p>NJSLS: 9.3.12 Career Awareness, Exploration & Preparation NJSLS: 9.1A; 9.2A; 9.2B; 9.2C 9.2E; 9.2F Technology:</p>
<p>Interdisciplinary Connections: ELA, Math, Social Studies, Science</p> <p>Students will complete various assignments and projects using skills and knowledge from other core content subjects</p>	
<p>Tier 2 Vocabulary: Analyze, Contrast, Compare, Demonstrate, Experience, Finance, Apply, Research</p>	
<p>Tier 3 Vocabulary: Community College, Financial Aid, Technical Schools</p>	
<p>Core Instructional Materials/Resources/Digital Tools Websites- NJCAN, Almostrealproducts.com, Learndoeearn.com, Schmoop.com Text-Investigating Your Career, Jordan and Crews, 2013</p> <p>Sources New Jersey Student Learning Standards (2016) - http://www.state.nj.us/education/cccs/2016/math/standards.pdf New Jersey Student Learning Standards - Technology (2014) - http://www.state.nj.us/education/cccs/2014/tech/8.pdf Career Ready Practices (2014) - http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf Pearson enVision 2.0 (2016) - https://www.pearsonrealize.com/index.html#/</p>	
<p>21st Century Themes and Skills: (CRP/NJSLS Standards)</p>	<p><u>To apply the standards that apply copy and paste from the link.</u></p> <p>12 Career Ready Practices follow the link below.</p>



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	<p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>http://www.stste.nj.us/education/ccss/2014/tech/8.pdf</p> <p>NJSLS: Technology Literacy 8.1A, 8.1B</p>	
<p>Assessments and Performance Tasks:</p>	<p>Formative: Teacher created individual and group projects Home work Written and oral tests and quizzes</p>	



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Individual and group projects
Mock college interviews
Apply to a college or trade school
Exposure to FAFSA

Summative: Project based assessment pertaining to material taught throughout the marking period

Alternative: Attend a College and Career Fair and report back to class

Differentiation/Accommodations/Modifications

Gifted and Talented

English Language
Learners

Students with Disabilities

504 Plans

Students at risk of academic
failures



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<p><i>(content, process, product and learning environment)</i></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Use of Higher Level Questioning Techniques</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Students present on topic of interest and curriculum related</p>	<p>Highlight key vocabulary through close reading</p> <p>Use graphic organizers</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Paired Learning</p> <p>Alternative assignments</p> <p>Culturally related project based assignments</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team) Such as but not limited to the following:</i></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p>	
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