

7th and 8th Grade HSP

Link Community Charter School

UNITS (4/4 SELECTED)	SUGGESTED DURATION
<input type="checkbox"/> Unit 1: 7th Grade Quarter 3	3 lessons
<input type="checkbox"/> Unit 2: 7th Grade Quarter 4	3 lessons
<input type="checkbox"/> Unit 3: 8th Grade Quarter 1	3 lessons
<input type="checkbox"/> Unit 4: 8th Grade Quarter 2	3 lessons

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

STANDARDS ADDRESSED

New Jersey Common Core - Grade 8 - English Language Arts ELA

CCSS.ELA-Literacy.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-Literacy.W.8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.SL.8.1b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

DESIRED RESULTS

Established Goals

High School Placement Class provides students with the opportunity to explore their aspirations for high school and beyond. Through small group and independent research, students will examine different kinds of high schools (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools). But most importantly, we will identify the best fit for each child, with the ultimate goal of applying to, being accepted into, receiving financial aid/scholarships to, the school that best matches and best supports the child's talents and needs, and help students establish personalized criteria for program selection. This will be done through researching schools, preparing for entrance exams, sharpening interview skills, and developing a portfolio to best market oneself to the high schools to which the students apply. The journey will include much dialogue between the Director of HS Placement, the parents, and students. It will require meetings, patience, organization, deadlines, and a lot of invested time. By working together, we will help the students apply to, receive acceptance to, and attend exemplary high schools that are the best fit for each individual.

Transfer

Students will be able to independently use their learning to...

1. Develop student profiles through personal and academic reflection, transcript analysis, and profile evaluation.
2. Identify and differentiate between different categories of high schools through presentation and independent research.

Meaning

Big Ideas & Understandings

Students will understand that...

- **Personalized student profiles with strong artifacts are necessary for successful high school enrollment.**
- **There are many different types of High School Programs, each able to fit unique needs for students and their families (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools)**

Essential Questions

Students will keep considering...

- **What do I need to successfully enroll in a choice High School program?**
 - **What are the components of an academic profile?**
 - **What smart goals can I set in my personal and academic life to strengthen my profile?**
 - **How do strong and weak academic profiles have positive and negative affects on high school applications?**

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

Meaning	
<ul style="list-style-type: none"> Academic Recommendations reflect a student's middle school experience, and are a deciding factor in admissions and scholarship processes. 	<ul style="list-style-type: none"> What type of high school is the right fit for me and my family? <ul style="list-style-type: none"> How do the attributes of different high school categories (like Independent Day and Catholic) differ from one another? What elements of the high school experience matter most to my family and I in the enrollment process? (i.e., Academic Offerings, Sports Programs, Campus Life, Diversity, Cost and Financial Aid, Location, Alumni experiences, etc.) Which categories of schools are the best fit for my family and I to apply to next year? How can teacher recommendations strengthen my candidacy for spaces in high school programs and consideration for scholarship opportunities? <ul style="list-style-type: none"> What is a recommendation? When and how will I need to get one? Which current or former teachers and coaches should I contact for academic recommendations? How do strong and weak recommendations impact enrollment and scholarship opportunities in differing ways?

Acquisition	
Knowledge	Skills
Students will know... <ul style="list-style-type: none"> Academic Profiles are used by high schools to determine if candidates are good fits for their institutions. 	Students will be skilled at... <ul style="list-style-type: none"> Identifying components of Academic Profiles. Determining the relative strengths and weaknesses of sample Academic Profiles.

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

Acquisition	
<ul style="list-style-type: none">• The components of Academic Profiles include, but are not limited to: Transcripts, Standardized Test Scores, Personal Development Scores, and Extracurriculars.• There are many different types of High School Programs, each able to fit unique needs for students and their families (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools)• Teacher Recommendations reflect a students' personal, extracurricular and academic experience in middle school.• Recommendations can give admissions officers a view of the "whole scholar" and are determining factors in enrollment and scholarship processes.	<ul style="list-style-type: none">• Comparing and contrasting the attributes of different categories of High School Programs.• Creating personalized criteria for schools that reflect the personal, communal, cultural, and financial needs of their families.• Determining categories of schools to apply to in 8th grade based on self-selected criteria.• Identify potential teachers for writing recommendations in 8th grade.• Determine the impact of positive and negative recommendations on the high school enrollment process.

STANDARDS

New Jersey Common Core - Grade 8 - English Language Arts ELA
CCSS.ELA-Literacy.RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RI.8.7
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

CCSS.ELA-Literacy.SL.8.1b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.


CCSS.ELA-Literacy.W.8.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.8.1d

Establish and maintain a formal style.

ATTACHMENTS

 HSP_organizer_2020-21.docx

 HSP Unit Plan: 7th Q3

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Develop Student Profiles:</p> <ul style="list-style-type: none">- Students will compile personal Academic Profiles following a pre-generated checklist (6th and 7th Grade Report Cards, Standardized Test Scores, Personal Development Scores, Extracurriculars).- After, students will reflect on their own personal academic transcripts and assess how they are impacted by academic performance and personal development. We will discuss the relationship between effort ratings and grades and the control/power students have in creating positive changes.- Finally, students will evaluate how each of these components creates a strong or weak overall profile. <p>Outline of Categories of Schools</p> <ul style="list-style-type: none">- Students will conduct independent research on each category of high school, and complete an organizer determining the pros and cons of each school type. School categories include: Public Charter, Public Magnet and Vocational, Catholic Schools, Co-Ed and Single Gender, Independent Day, and Independent Boarding Schools.- Students will participate in whole and small group discussion, sharing which category they feel would best meet the needs of they and their families. <p>Click here to view all categories of schools (masterlist shared with students and their families).</p> <p>Teacher Recommendations:</p> <ul style="list-style-type: none">- Students will be introduced to recommendations, their role in the admissions process, and ways to gain support from teachers, advisors, and faculty.- After reviewing examples of recommendations, we will discuss the importance of a strong, positive recommendation and how it can serve to reinforce strengths and counter weaker parts of the overall transcript.
	<p>Other Evidence:</p> <ul style="list-style-type: none">- Formal and Informal Whole Group Discussions- Exit Tickets- Student and Parent Surveys

STANDARDS

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

New Jersey Common Core - Grade 8 - English Language Arts ELA	
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Use precise language and domain-specific vocabulary to inform about or explain the topic.	
CCSS.ELA-Literacy.SL.8.1b	
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	

Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - Last Updated on July 12, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Note: HSP Classes meet one to two times per week for two quarters in 7th and 8th grade; each unit takes place over 10-15 class periods. Additionally, because the high school admissions process is so personalized, components of each unit will occur at the same time: For example, one student may need to use independent work time to complete recommendation requests, while another may need to research financial aid and scholarship programs for the same school. Some Key Learning Events will be repeated when appropriate because they occur throughout multiple lessons or units.

Unit Length: 15 Days

Days 1-5 : Student Profiles

Days 6-12: School Category Research

Days 13-15: Teacher Recommendations

STANDARDS

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CCSS.ELA-Literacy.RL.8.1
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Unit 1: 7th Grade Quarter 3

7th and 8th Grade HSP - *Last Updated on July 12, 2021*

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS



Differentiated_Instruction_Document_.pdf

Unit 2: 7th Grade Quarter 4

7th and 8th Grade HSP - Last Updated on July 26, 2021

STANDARDS ADDRESSED

New Jersey Common Core - Grade 8 - English Language Arts ELA

CCSS.ELA-Literacy.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.W.8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Unit 2: 7th Grade Quarter 4

7th and 8th Grade HSP - Last Updated on July 26, 2021

DESIRED RESULTS

Established Goals

High School Placement Class provides students with the opportunity to explore their aspirations for high school and beyond. Through small group and independent research, students will examine different kinds of high schools (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools). But most importantly, we will identify the best fit for each child, with the ultimate goal of applying to, being accepted into, receiving financial aid/scholarships to, the school that best matches and best supports the child's talents and needs, and help students establish personalized criteria for program selection. This will be done through researching schools, preparing for entrance exams, sharpening interview skills, and developing a portfolio to best market oneself to the high schools to which the students apply. The journey will include much dialogue between the Director of HS Placement, the parents, and students. It will require meetings, patience, organization, deadlines, and a lot of invested time. By working together, we will help the students apply to, receive acceptance to, and attend exemplary high schools that are the best fit for each individual.

Transfer

Students will be able to independently use their learning to prepare themselves for the admissions process for Boarding, Catholic, Independent, and Public Schools through test preparation, interview practice, and independent research. Students will be able to establish criteria for choosing potential high schools, research the programs and campus life of schools of interest, and investigate the admission requirements for each program.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• High Schools require entrance exams of different kinds for their admissions processes, each of which have unique preparation and testing conditions.• Interviews are a necessary element of the high school admissions process, that allow interviewers to get to know scholars as a whole.• There are many different types of High School Programs, each able to fit unique needs for students and their families (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical	<p>Students will keep considering...</p> <ul style="list-style-type: none">• What steps are necessary for me to gain entrance into the high school of my choice?<ul style="list-style-type: none">◦ How do institutions use entrance exams use Entrance Exams to determine candidacy for high school admissions?◦ How can interviews have positive and/or negative impacts on my overall application?◦ How can scholars prepare ahead of time for entrance exams and interviews?• What type of high school is the right fit for me and my family?

Unit 2: 7th Grade Quarter 4

7th and 8th Grade HSP - Last Updated on July 26, 2021

Meaning	
schools)	<ul style="list-style-type: none">How do the attributes of different high school categories (like Independent Day and Catholic) differ from one another?What elements of the high school experience matter most to my family and I in the enrollment process? (i.e., Academic Offerings, Sports Programs, Campus Life, Diversity, Cost and Financial Aid, Location, Alumni experiences, etc.)Which categories of schools are the best fit for my family and I to apply to next year?


Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">Entrance Exams and Interviews are used to determine admissions eligibility and course placement at various high schools.Different entrance exams are used at a variety of high schools, each with their own content and preparation process (HSPT/COOP Exam, SSAT, and other independent tests).There are many different types of High School Programs, each able to fit unique needs for students and their families (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools)	<p>Students will be skilled at...</p> <ul style="list-style-type: none">Identifying the tests they will take in their 8th grade year based on schools they will apply to.Applying, and practicing test-taking strategies, in mock exams in the HSP course and in other subject areas.Applying proper "interview etiquette" in practice and real world settings, including: prepared responses; eye contact; firm handshake; greeting etiquette; tone and clarity of voice.Comparing and contrasting the attributes of different categories of High School Programs.Determining categories of schools to apply to in 8th grade based on self-selected criteria.Conducting online research on schools, their admissions processes, course offerings, and financial aid using whole group and self-selected criteria.

Unit 2: 7th Grade Quarter 4

7th and 8th Grade HSP - Last Updated on July 26, 2021

Acquisition	

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 HSP Unit Plan: 7th Q4

Unit 2: 7th Grade Quarter 4

7th and 8th Grade HSP - Last Updated on July 26, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Classes will review the purpose of standardized testing and its role in providing information about relative strengths and weaknesses.</p> <p>- After, students will be given a brief overview of each of the major entrance exams (HSPT/COOP exam, SSAT, and other individual HS entrance exams that differ by institution) and which students should be preparing to take them. (Example: Boarding Schools require additional test scores that public magnet schools do not).</p> <p>-To prepare for these exams:</p> <ul style="list-style-type: none">• Students will learn, apply, and practice test-taking strategies.• Classes will be administered at least one complete mock COOP test under exam conditions and compare results to initial pre-test profiles.• Grade level teachers will encourage students to apply their strategies across curriculums <p><i>Note: These skills will be reviewed in 8th Grade Quarter 1 in Preparation of High School Night.</i></p> <ul style="list-style-type: none">• Students will learn about and practice appropriate interview skills using mock interviews with their teacher and “speed-dating” style student interviews. Students will model and practice appropriate greeting etiquette; eye-contact; posture; tone and clarity of voice to be used throughout the interview.• Students will collaboratively research and develop interview questions to ask admissions directors about high schools of interest, their programs, and admissions process.• Classes will review “after interview etiquette,” including but not limited to: final statements and expression of interest in the institution; verbal thank you and hand shake; and thank-you notes, written in the days following. <ul style="list-style-type: none">• Students will review the categories of schools

Unit 2: 7th Grade Quarter 4

7th and 8th Grade HSP - Last Updated on July 26, 2021

	<p>previously introduced to them in Quarter 3, and decide with their parents/guardians which kind(s) of schools would be a best fit for their family. (Boarding, Independent, Catholic, Public, Charter, etc.)</p> <ul style="list-style-type: none">• Classes will discuss the things they are looking for and that are important to them in potential high schools, like athletics programs, class sizes, and tuition and financial aid. From those attributes, students will develop questions about schools of interest that they will research to determine if they want to apply to them.• Students will spend ample in class time researching various high schools, their programs, campus life, and admissions requirements, to determine 1.) if they are a good fit for the scholar and their family, and 2.) if the scholar believes they are a good candidate for admission.
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Note: HSP Classes meet one to two times per week for two quarters in 7th and 8th grade; each unit takes place over 10-15 class periods. Additionally, because the high school admissions process is so personalized, components of each unit will occur at the same time: For example, one student may need to use independent work time to complete recommendation requests, while another may need to research financial aid and scholarship programs for the same school. Some Key Learning Events will be repeated when appropriate because they occur throughout multiple lessons or units.

Unit Length: 10 Days

Day 1-3: Entrance Test Prep

Day 4-5: Dedicated Interview Prep

Day 6-7: Dedicated High School Program Research

Day 8-10: Differentiated Interview Prep and High School Program Research (based on student needs and school choices)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 3: 8th Grade Quarter 1

7th and 8th Grade HSP - Last Updated on July 26, 2021

STANDARDS ADDRESSED

New Jersey Common Core - Grade 8 - English Language Arts ELA

CCSS.ELA-Literacy.W.8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.8.1a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Unit 3: 8th Grade Quarter 1

7th and 8th Grade HSP - Last Updated on July 26, 2021

DESIRED RESULTS

Established Goals

High School Placement Class provides students with the opportunity to explore their aspirations for high school and beyond. Through small group and independent research, students will examine different kinds of high schools (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools). But most importantly, we will identify the best fit for each child, with the ultimate goal of applying to, being accepted into, receiving financial aid/scholarships to, the school that best matches and best supports the child's talents and needs, and help students establish personalized criteria for program selection. This will be done through researching schools, preparing for entrance exams, sharpening interview skills, and developing a portfolio to best market oneself to the high schools to which the students apply. The journey will include much dialogue between the Director of HS Placement, the parents, and students. It will require meetings, patience, organization, deadlines, and a lot of invested time. By working together, we will help the students apply to, receive acceptance to, and attend exemplary high schools that are the best fit for each individual.

Transfer

Students will be able to independently use their learning to develop interview skills necessary for High School Night and Interview Process through whole class review and simulation; and work collaboratively with their families and teachers to apply to high schools of their choice, both during and out of class.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• High School Night occurs on the Third Tuesday of September, and allows students and their families to make first connections with a wide variety of schools and get their foot in the admissions process.• Continued from Unit 2: Interviews, entrance exams, and online applications are a necessary element of the high school admissions process, that allow admissions offices to get to know scholars as a whole.• Parent Conferences with Link's High School Admissions Director provide students with	<p>Students will keep considering...</p> <ul style="list-style-type: none">• How can first impressions with admissions officers and school faculty on HSN impact my High School Placement Journey?<ul style="list-style-type: none">◦ How can I apply interview skills to this new environment?◦ What questions or information do I want to know about my high schools of interest that will be present at HSN?• How can interviews and entrance exams have positive and/or negative impacts on my overall application?

Unit 3: 8th Grade Quarter 1

7th and 8th Grade HSP - Last Updated on July 26, 2021

Meaning	
individualized assistance in applying to specialized high schools; each student's family must schedule an individual conference with Mr. Silver before October 15.	<ul style="list-style-type: none">◦ How can scholars prepare ahead of time for entrance exams and interviews?◦ How do I navigate the applications of different types of schools?◦ What documents are necessary for complete high school applications, and how do I acquire them?• What role do students, families, and teachers play in the application and enrollment process?<ul style="list-style-type: none">◦ How can these groups work together to support our scholars?◦ What deadlines and processes do individual families need to adhere to outside of HSP classes that are necessary for successful placement?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• High School Night occurs once per year, and allows scholars to make first impressions with recruiters and admissions officers at their schools of choice.• Continued from Unit 2: Entrance Exams, Online Applications, and Interviews are used to determine admissions eligibility and course placement at various high schools. Each school has their own admissions requirements (example: requiring the HSPT/COOP Exam, SSAT, or other independent tests).• Parents work hand in hand with their scholar and HSP director to ensure a successful High School Transition	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Applying their interview skills in a new environment (i.e. prepared responses; eye contact; firm handshake; greeting etiquette; tone and clarity of voice).• Identifying the tests they need to take in order to apply to their schools of choice.• Applying, and practicing test-taking strategies, in mock exams in the HSP course and in other subject areas.• Applying proper "interview etiquette" in practice and real world settings, including: prepared responses;

Unit 3: 8th Grade Quarter 1

7th and 8th Grade HSP - Last Updated on July 26, 2021

Acquisition	
<p>to their school of choice.</p> <ul style="list-style-type: none">• Parents have individual deadlines they must meet for financial aid, applications, and interview scheduling to ensure their scholar is eligible for consideration at various high schools.• Consistent, timely communication with Link's HSP Director (from both scholars and their families) is NECESSARY for successful high school placement.	<p>eye contact; firm handshake; greeting etiquette; tone and clarity of voice.</p> <ul style="list-style-type: none">• Navigating online platforms to fill out high school enrollment applications and scholarship applications.• Communicating with parents, teachers, and other stakeholders effectively via email for matters related to high school applications and enrollment.• Setting real-world deadlines tailored to their unique goals for High School Enrollment, including but not limited to: application submissions, teacher recommendations, interviews, and financial aid and Scholarship opportunities.• Collaborating with parents and Link Staff to schedule and attend interviews and school visits.

ATTACHMENTS

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 HSP Unit Plan: 8th Q1

Unit 3: 8th Grade Quarter 1

7th and 8th Grade HSP - Last Updated on July 26, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Lesson 1: High School Night Prep</p> <p><i>Note: This is time sensitive (High School Night traditionally occurs on the Third Tuesday of September).</i></p> <ul style="list-style-type: none">- Students will be introduced to the purpose of High School Night, the schools in attendance, and the role and responsibility of students and families at the event.- Students will review protocols for interviewing admissions directors and school recruiters, proper attire for the occasion, and timing.- Students will review appropriate interview skills using mock interviews with their teacher and “speed-dating” style student interviews. Students will model and practice appropriate greeting etiquette; eye-contact; posture; tone and clarity of voice to be used throughout the interview.- Students will collaboratively research and develop interview questions to ask recruiters about high schools of interest, their programs, and admissions process.- Classes will review “after interview etiquette,” including but not limited to: final statements and expression of interest in the institution; verbal thank you and hand shake; and thank-you notes, written in the days following. <p>Lesson 2: High School Applications, Interview Prep, and Test Prep</p> <p>Classes will learn about the process & requirements for most applications.</p> <p>Throughout the application process, students will learn and develop effective means of managing and meeting important application deadlines (e.g. personal timelines; to-do lists, use of calendars).</p> <p>Through small group simulation, students will practice crafting responses to sample short answer questions and essay questions seen on applications.</p> <p>As students begin their applications to high schools of choice, they will share their login information with Mr. Silver- <i>just in case</i>.</p> <p>Finally, students will begin to submit recommendation requests from their academic teachers and mentors; Mr. Silver will clarify for students when it is appropriate to request a recommendation from content area teachers, and when they should request recommendations from former teachers and outside mentors.</p> <p>Lesson 3: Parent Conferences with HSP Director</p> <p>In order for Link to provide students with individualized</p>

Unit 3: 8th Grade Quarter 1

7th and 8th Grade HSP - Last Updated on July 26, 2021

	<p>assistance in applying to specialized high schools, each student's family <u>must</u> schedule an individual conference with Mr. Silver before October 15.</p> <p>During a conference Mr. Silver, the scholar, and their family will:</p> <ol style="list-style-type: none">1. Create a High School List for each student (all schools they plan to apply to, made collaboratively with families and Mr. Silver)2. Emphasize the importance of email communication and regularly checking for and responding to high school related emails in a timely manner (from Mr. Silver and prospective institutions). This is critical for a successful transition to choice schools.3. Set a realistic and deliverable timeline for parent responsibilities for the High School Placement process. This will differ by student, and is dependent on the deadlines relevant to their schools of interest, financial need, involvement in NJ SEEDs or Wight Foundation, and academic history.<ul style="list-style-type: none">◦ Parent Responsibilities include: Questionnaires, High School Apps, Scholarship Apps, and other student or program-specific needs.4. Determine next steps for students and families in the application process, and if another conference is required.
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Note: HSP Classes meet one to two times per week for two quarters in 7th and 8th grade; each unit takes place over 10-15 class periods. Additionally, because the high school admissions process is so personalized, components of each unit will occur at the same time: For example, one student may need to use independent work time to complete recommendation requests, while another may need to research financial aid and scholarship programs for the same school. Some Key Learning Events will be repeated when appropriate because they occur throughout multiple lessons or units.

Unit Length: 10 Days

Day 1-4: High School Night Preparation.

Day 5-10: High School Applications, Interview Prep, and Test Prep.

Throughout Unit: Parent Conferences with HSP Director occur during and outside of class time.

Unit 3: 8th Grade Quarter 1

7th and 8th Grade HSP - *Last Updated on July 26, 2021*

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS



Differentiated_Instruction_Document_.pdf

Unit 4: 8th Grade Quarter 2

7th and 8th Grade HSP - Last Updated on July 26, 2021

STANDARDS ADDRESSED

New Jersey Common Core - Grade 8 - English Language Arts ELA

CCSS.ELA-Literacy.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.W.8.1d

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Unit 4: 8th Grade Quarter 2

7th and 8th Grade HSP - Last Updated on July 26, 2021

DESIRED RESULTS

Established Goals

High School Placement Class provides students with the opportunity to explore their aspirations for high school and beyond. Through small group and independent research, students will examine different kinds of high schools (independent boarding, independent day, co-ed, single-gender, private Catholic, public magnet, public charter, and vocational-technical schools). But most importantly, we will identify the best fit for each child, with the ultimate goal of applying to, being accepted into, receiving financial aid/scholarships to, the school that best matches and best supports the child's talents and needs, and help students establish personalized criteria for program selection. This will be done through researching schools, preparing for entrance exams, sharpening interview skills, and developing a portfolio to best market oneself to the high schools to which the students apply. The journey will include much dialogue between the Director of HS Placement, the parents, and students. It will require meetings, patience, organization, deadlines, and a lot of invested time. By working together, we will help the students apply to, receive acceptance to, and attend exemplary high schools that are the best fit for each individual.

Transfer

Students will be able to independently use their learning to set SMART goals for the high school application process unique to their schools of interest/ program requirements, and use class time to help them accomplish them; and to collaboratively with their families and teachers to apply to high schools of their choice, both during and out of class.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">Continued from Unit 3: Interviews, entrance exams, and online applications are a necessary element of the high school admissions process, that allow admissions offices to get to know scholars as a whole.Interviews are a necessary element of the high school admissions process, that allow interviewers to get to know scholars as a whole.Scholarship and Financial Aid Programs make it possible for a wide variety of students and their families to attend their schools of choice, each having different offerings and requirements unique to both the institution and students applying.	<p>Students will keep considering...</p> <ul style="list-style-type: none">How can interviews and entrance exams have positive and/or negative impacts on my overall application?<ul style="list-style-type: none">How can scholars prepare ahead of time for entrance exams and interviews?How do I navigate the applications of different types of schools?What documents are necessary for complete high school applications, and how do I acquire them?What steps are necessary for me to gain entrance into the high school of my choice?<ul style="list-style-type: none">How can interviews have positive and/or negative

Unit 4: 8th Grade Quarter 2

7th and 8th Grade HSP - Last Updated on July 26, 2021

Meaning	
	<p>impacts on my overall application?</p> <ul style="list-style-type: none">◦ How can scholars prepare ahead of time for entrance exams and interviews?• What financial assistance will my family need in order to enroll at my school of choice, and what programs and scholarships are available to me to help?<ul style="list-style-type: none">◦ What scholarship and financial aid programs are offered by my schools of choice, and how do I ensure I am a candidate for them?◦ How do I locate and apply for credible independent scholarships from trusts, foundations, and other third party institutions?◦ How do I navigate and complete scholarship and financial aid applications?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Continued from Unit 3: Entrance Exams, Online Applications, Teacher Recommendations and Interviews are used to determine admissions eligibility and course placement at various high schools. Each school has their own admissions requirements (example: requiring the HSPT/COOP Exam, SSAT, or other independent tests).• Interviews are scheduled with admissions officers at schools of interest, and give interviewers a view of the "whole scholar." They are used to determine admissions eligibility and course placement at various high schools.• Scholarship and Financial Aid Programs available to	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Applying, and practicing test-taking strategies, in mock exams in the HSP course and in other subject areas.• Communicating with teachers and mentors to acquire Teacher Recommendations.• Setting and meeting self-determined deadlines tailored to their high school application requirements.• Applying proper "interview etiquette" in practice and real world settings, including: prepared responses; eye contact; firm handshake; greeting etiquette; tone and clarity of voice.• Navigating online platforms to fill out high school enrollment applications and scholarship applications.

Unit 4: 8th Grade Quarter 2

7th and 8th Grade HSP - Last Updated on July 26, 2021

Acquisition	
students are unique dependent on their schools of interest, academics, extracurriculars, family background, financial needs, and student profile; not all programs will serve each student, but all students are eligible for some programs.	<ul style="list-style-type: none">• Collaborating with parents, teachers, and peers to schedule and practice for high school placement interviews.• Applying proper "interview etiquette" in practice and real world settings, including: prepared responses; eye contact; firm handshake; greeting etiquette; tone and clarity of voice.• Determining their eligibility for financial aid and scholarship programs.• Meeting self-determined deadlines tailored to real-world program requirements.• Communicating with teachers, families, and other stakeholders to submit necessary program documentation.

ATTACHMENTS

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 HSP Unit Plan: 8th Q2

Unit 4: 8th Grade Quarter 2

7th and 8th Grade HSP - Last Updated on July 26, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Lesson 1: Interview Preparation</p> <ul style="list-style-type: none">Students will learn about and practice appropriate interview skills using mock interviews with their teacher and “speed-dating” style student interviews. Students will model and practice appropriate greeting etiquette; eye-contact; posture; tone and clarity of voice to be used throughout the interview.Students will collaboratively research and develop interview questions to ask admissions directors about high schools of interest, their programs, and admissions process.Classes will review “after interview etiquette,” including but not limited to: final statements and expression of interest in the institution; verbal thank you and hand shake; and thank-you notes, written in the days following.Students will spend time in-class preparing for each interview independently, but are also encouraged to do so ahead of time at home.Depending on the time and date of each interview, students and families must let Link’s main office know if students will miss school in order to attend (doing so will allow their absence to be excused). <p>Lesson 2: High School Applications</p> <p><i>Note: Applications happen on a rolling basis, with different deadlines dependent on school; this is a continuation of concepts from Unit 3..</i></p> <p>Throughout the application process, students will learn and develop effective means of managing and meeting important application deadlines (e.g. personal timelines; to-do lists, use of calendars).</p> <p>Through small group simulation, students will practice crafting responses to sample short answer questions and essay questions seen on applications.</p> <p>Finally, students will begin to submit recommendation requests from their academic teachers and mentors; Mr. Silver will clarify for students when it is appropriate to request a recommendation from content area teachers, and when they should request recommendations from former teachers and outside mentors.</p> <p>Students and their families will work together to complete high school applications and parent questionnaires before</p>

Unit 4: 8th Grade Quarter 2

7th and 8th Grade HSP - Last Updated on July 26, 2021

	<p>established deadlines, following checklists made with Mr. Silver during Parent Conferences.</p> <p>Lesson 3: Scholarships and Financial Aid</p> <p>Scholarship Applications</p> <ul style="list-style-type: none">• Students will differentiate between academic and financial scholarships and the importance of pursuing these opportunities as another source of financial aid.• Classes will also identify the differences between scholarships, financial aid packages, and private loans. Students will review the scholarship application requirements (like gpa or athletic contingencies) carefully before making the decision to apply.• As needed, students will make additional recommendation requests to teachers dependent on scholarship application requirements. <p>Financial Aid Applications</p> <ul style="list-style-type: none">• As students complete their applications, families will aid their scholars in filling out financial aid applications for each program.• Families are expected to keep the deadlines for their preferred programs in mind as they complete each application. Financial Aid applications are included within the timelines each family set with Mr. Silver during their Parent conference, and should be completed within the window agreed upon to ensure the best possible outcome for their scholar.• Additionally, parents and guardians should communicate frequently with Mr. Silver throughout the process. This includes regularly checking and responding to high-school related emails from Mr. Silver and prospective institutions in a timely manner.
	<p>Other Evidence:</p>

Unit 4: 8th Grade Quarter 2

7th and 8th Grade HSP - Last Updated on July 26, 2021

LEARNING PLAN

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Unit Length: 8 Days

Day 1-3: Interview Preparation and High School Applications (differentiated based on student need)

Day 4: Scholarship and Financial Aid Programs (All Students)

Day 5-8: High School Applications, Scholarship and Financial Aid Programs (differentiated based on student need)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf