

Transition to College and Careers Pilot Project

College Prep Curriculum Overview

Academic Readiness

Essential Components

Minimum of 60 hours per cycle

COLLEGE READING

- a. Reading levels of college material
(often much higher than high school)
- b. Amount of reading expected in college classes
- c. Levels of reading
 - Skimming
 - Careful reading
 - Intensive reading
- d. Reading tactics in the content areas:
 - Literature: summarize plots, themes, conflicts, characters
 - Social sciences: identify theories, principles
 - Math: do practice questions as you read
 - Science: make diagrams, use flash cards
- e. Using information mapping charts and graphic organizers
- f. SQ3R Study Method for reading and note-taking from a textbook (SQ3R stands for: Survey, Question, Read, Recite, Review.)
- g. Vocabulary development

❖ **Suggested Activities**

- Have students use their Windows Tools feature to analyze the reading level of sample textbooks.
- Bring in typical college textbooks for students to preview.
- Use excerpts from college texts as practice sessions; ask students to organize their study time to see if they can accomplish the same amount of reading they would have to do in college.
- Have learners practice making graphic organizers with selected texts.
- Complete the SQ3R method several times on sample chapters, and give learners mock tests to see how well they would perform on a test having used this study method.
- Have students develop lists of common vocabulary words found in college texts.

COLLEGE WRITING

- a. Kinds of writing expected of college students:
 - Short answers on test
 - Short essay writing for homework assignments
 - Essays on tests
 - Formal essay
 - Writing
 - Research and report writing
- b. Understanding the writing assignment:
 - Research
 - Compare and contrast
 - Persuade
 - Explain by cause and effect
 - Trace
 - Summarize
- c. Basic writing form, from brief responses to whole reports, using the Three-Point Method of Support:
 - Opening Thesis Paragraph (going from general to specific)
 - Three Main Points (using either direct quotations, paraphrases/ summary, statistics, and research examples)
 - Transitions between points
 - Closing Thesis Paragraph (going from specific back to general)
- d. Review/practice of common grammar and writing problems:
 - Word usage
 - Spelling
 - Grammatical forms
 - Sentence structure
- e. Discuss research:
 - Uses
 - Sources
 - Examples of citation
 - Plagiarism
- f. Presentation of written work—format expected in college

❖ Suggested Activities

- Review and discuss sample essays of different types and lengths.
- Review and discuss various types of written assignment tasks, ask learners to explain how they are different and

how they are alike.

- Have learners practice writing various types of written test responses.
- Have learners write several brief essays (using the Three Point Method of Support, 200 words or less) of the various types; use peer evaluation to judge whether the writer followed the instructions and used good format.
- Require learners to submit all out-of-class writing assignments in proper manuscript form using a PC.

❖ **Suggested Resources**

- The Reader's Corner
Author: Carol Kanar
Publisher: Houghton Mifflin
- The Effective Reader
Author: D.J. Henry
Publisher: Pearson, Longman
- Ten Steps to Improving College Reading Skills
Author: John Langan
Publisher: McGraw Hill
- Models for Writer, Short Essays for Composition
Author: Alfred Rosa
Publisher: Bedford, Freeman, Worth
- Reading from the Black book 4
Publisher: McGraw Hill
- Strategies for College Writing
Author: Jeanette Harris, Ann Moseley
Publisher: Pearson, Longman
- A Writer's Reference
Author: Diana Hacker
Publisher: Bedford/St. Martin's
- Six Way Paragraphs Advanced
Publisher: McGraw Hill

COLLEGE PRE-ALGEBRA

Students should demonstrate mastery over the following competencies before entry into Pre-College Algebra.

Operations with Whole Numbers

- a. Addition, subtraction, multiplication, and division to 3-digit accuracy with carrying and borrowing, place value, rounding.

Fractions, Ratios, Percents and Decimals

- a. Fractions, addition, subtraction, multiplication, and division addition (basic fractions only)
- b. Decimals, addition, subtraction, multiplication, and division addition (basic decimals only)

PRE-COLLEGE ALGEBRA

Operations with Whole Numbers

- a. Estimation
- b. Raise to higher powers (exponents)
- c. Find the square roots of perfect squares
- d. Identify prime and composite numbers
- e. Find GCF & LCM through prime factorization
- f. Simplify problems with multiple operations.

Fractions, Decimals and Percents

Fractions

- a. Add, subtract, multiply, and divide
- b. Reduce to lowest terms
- c. Convert proper to mixed, mixed to improper

Fractions and Decimals

- d. Convert decimals to fractions and fractions to decimals
- e. Solve mixed problems
- f. Order mixed decimals and fractions
- g. Multiply/divide by powers of 10
- h. Find higher powers and square roots
- i. Simplify problems with multiple operations

Fractions, Decimals and Percents

- a. Convert percents to decimals/fractions/decimals/fractions to percents
- b. Solve three types of percent problems

Ratio and Proportions

- a. Solve problems
- b. Percent proportions

Formulas

- a. Area, perimeter, circumference distance, simple interest

Real Numbers

- a. Order of Operations

Negative Numbers

- a. Addition, subtraction, multiplication, and division with negative numbers

Pre-Algebra, Simple Algebra

- a. Defining unknowns
- b. Combine like terms
- c. Simplify algebraic expressions
- d. Evaluate algebraic expressions
- e. Solve simple equations
- f. Translate English expressions into algebraic expressions
- g. Solve word problems through the use of algebraic expressions

Statistics

- a. Identify & interpret types of graphs. line, bar, pie, pictograph
- b. Use data to set up graphs
- c. Determine appropriate graph for given types of data

❖ Suggested Resources

- Basic Algebra
Author: Barker, Rogers, Van Dyke
Publisher: Harcourt College
- Arithmetic and Algebra Again
Author: Brita Immergut, Jean Burr Smith
Publisher: : McGraw Hill
- The Book for Math Empowerment
Author: Sandra Manigault
Publisher: Godosan

Technology

Essential Components

Minimum of 12 hours per cycle

CONTENT GUIDELINE FOR PC SKILLS

- a. General topics: computer components, hardware versus software, PC types
- b. General physical operation of a PC
- c. Setting up files
- d. Saving data
- e. College formats for written material
- f. The Internet—how to access and evaluate web sites

❖ Suggested Activities

- Learner demonstrations
- Peer tutoring
- Practice sessions in creating files
- Practice assignments for creating a manuscript following college guidelines
- Group observation and discussions of Internet web sites, quality, and value
- Using email

College Success Skills

Essential Components

Minimum of 12 hours per cycle

CAREER AWARENESS & DEVELOPMENT

- a. Introduce value-based model
- b. Interest and aptitude inventories
- c. Research high growth industries and occupations
- d. Calculate family sustaining wages
- e. Research training required and programs available

❖ Suggested Resources

- Choices http://www.bridges.com/us/prodnserv/choicescd_cca/index.html
- Harrington O'Shea <http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a12633>
- The Career Key <http://www.careerkey.org/>

- Integrating Career Awareness into the ABE/ESOL Classroom www.SABES.org

GOAL-SETTING

- a. Role of values in goal setting
- b. Setting long-term goals
- c. Setting short-term goals
- d. Setting realistic goals
- e. Prioritizing tasks
- f. Working toward your goals

❖Suggested Activities

- Case studies in goal-setting
- Problem solving activities in setting
- priorities and accomplishing goals
- Discuss evaluating and managing goals

NAVIGATING THE COLLEGE SYSTEM

- a. Types of degrees
- b. Credit system
- c. Academic Vocabulary
- d. Grading system
- e. How classes operate
 - Lecture versus lab
 - Class size
 - Amount of work
 - Teacher expectations
- f. Financial aid and Admissions
- g. Choosing a college
- h. The college culture

❖Suggested Activities

- Student research and presentation of findings on topics a. through g.
- Guest speakers
- Site-visits to colleges
- Analyze sample course outlines and discuss how the college class differs from other education settings.

- Discuss what questions still need to be asked or answered regarding the college experience.

EXPLORING LEARNING STYLES

- a. Meyers Briggs or other inventories
- b. Study strategies tailored to learning styles
- c. Classroom and counseling discussions

TIME MANAGEMENT

- a. Breaking bad habits and practicing new ones
- b. Making a commitment
- c. Self-rewards
- d. Balancing study needs with other life demands
- e. Academic planning strategies
- f. Planning for long- and short-term tasks and projects

❖ Suggested Activities

- Complete a schedule of how learners spend a typical week.
- Begin and maintain a planning calendar.
- Discuss solving time management problems.

STRESS MANAGEMENT

- a. Review of the major stress-causing events
- b. Physical signs of stress
- c. Procrastination
- d. Ways to combat stress
- e. Ways to combat procrastination

❖ Suggested Activities

- Learner self-surveys regarding stress
- Discuss and share stress-reduction strategies
- Practice mental and physical stress-reduction activities, i.e. meditation, deep breathing, etc.

❖ Suggested Resources

- Becoming a Master Student
Author: Dave Ellis
Publisher: Houghton Mifflin

- 100 Things Every Adult College Student Ought to Know
Author: Charlette Jackson Hardin
Publisher: Cambridge Stratford
- Your College Experience, Strategies for Success
Author: Gardner, Jewler
Publisher: Thomson Wadsworth

Study Skills

Essential Components

Minimum 8 hours per cycle

LISTENING AND NOTETAKING

- a. Characteristics of active versus passive listening
- b. Levels of listening, i.e. ignoring, pretending, selective, attentive, empathetic
- c. Note-taking strategies:
 - Developing a shorthand system
 - Using abbreviations
 - Recognizing verbal and non-verbal cues
 - Identifying main ideas and details
 - Organizing by indenting/numbering/ lettering
- d. The Cornell Note-taking System: a ten-step system for organizing, taking and reviewing lecture notes

❖ Suggested Activities

- In-class practice sessions using standard abbreviations
- Peer comparison of notes taken
- Multiple practice sessions with the Cornell Method
- Outside note-taking from practice sessions with videos, television, or from a real college lecture

TEST TAKING STRATEGIES

- a. Testing expectations in college settings
- b. Types of tests:

- True/false
- Multiple choice
- Matching
- Short answer
- Essay

c. Kinds of critical thinking required by various test types

d. Test preparation strategies:

- Note cards
- Chapter review
- Mnemonic devices
- Linking the subject to the learner's own experience

❖ **Suggested Activities**

- Practice test sessions
- Note card preparation
- Mock essay and short answer questions
- Discuss and share test-taking strategies

❖ **Suggested Resources**

- Becoming a Master Student
Author, Dave Ellis
Houghton Mifflin