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 Wadsworh

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