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## College Prep Curriculum Overview

### Academic Readiness

#### ***Essential Components***

Can be taught or as an additional set of objectives as a part of a HSE preparation period, Adult Diploma Program, or as an independent course.

**Suggested timeframe, 60 hours**

#### **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
- e. Science: make diagrams, use flash cards
  - Literature: summarize plots, themes, conflicts, characters
  - Social sciences: identify theories, principles
  - Math: do practice questions as you read
- f. Using information mapping charts and graphic organizers
- g. SQ3R Study Method for reading and note-taking from a textbook (SQ3R stands for: Survey, Question, Read, Recite, Review.)
- h. 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 (see PC outline)

### ❖ 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/Reading/Writing

- 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***

Can be taught or as an additional set of objectives or integrated into a strong pre-existing academic curriculum.

**Suggested timeframe, 12 hours.**

**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
- How e-mail is used

**College Success Skills**

***Essential Components***

College Survival Skill can be taught as an additional module of instructions or integrated into a strong pre-existing life skills curriculum.

**Suggested timeframe, 12 hours**

**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, choosing a college,

g. 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.

Financial Aid & Admissions Workshops

*To be facilitate by the FA and Admin office of the collaborating college*

**GOAL-SETTING**

***Importance of values in goal setting***

Setting long-range goals

Setting short-range goals

Evaluating goals

Prioritizing tasks

Self-discipline

❖ **Suggested Activities**

- Case studies in goal-setting
- Problem solving activities in setting
- priorities and accomplishing goals
- Discuss evaluating and managing goals (some activities are covered in the mental toughness orientation. These activities should be expanded)

Career Awareness & Development

Value-based model using interest and aptitude inventories to broaden the students' perspective on their career options. Choices, Harrington O'Shea, etc. to develop a career plan.

Exploring Learning Styles

Myers Briggs or other learning styles inventories followed by classroom and Counseling discussions.

**TIME MANAGEMENT**

General strategies

- Breaking bad habits

- **Practicing new habits**
- Making commitments
- Rewarding self for successful time management
- Balancing family/social/recreation needs with study needs
- Academic planning strategies
- Long-term versus 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***

Can be taught as an additional set of objectives or integrated into a strong pre-existing language arts curriculum.

### **Suggested timeframe, 8 hours**

#### **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