

# ACAD 150 Curriculum – College Success

## P. Coombs, McGraw High School Business Education

<p>Course: <b>ACAD 150 – College Success</b></p>	<p>Standard 1: Career Development: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. Standard 2: Integrated Learning: Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. Standard 3a: Universal Foundation Skills: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. Standard 3b: Career Majors: Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment. Standard 3c: Career Advancement, and success in postsecondary programs.</p>	<p>Performance Indicators - LWDAT</p>	<p>Essential Questions</p>	<p>Essential Knowledge &amp; Skills</p>	<p>Classroom Ideas</p>	<p>Assessment Ideas</p>
<ul style="list-style-type: none"> <li>• Work collaboratively with other students to problem solve and analyze cases</li> <li>• Be generally familiar with, and be able to obtain detailed information on, key student-related policies, procedures, and systems.</li> <li>• Be generally familiar with, and be able to obtain detailed information on, key academic and personal support services.</li> <li>• Learn fundamental time management and organization methods.</li> <li>• Learn fundamental textbook reading, lecture note-taking, studying, and test-taking strategies.</li> <li>• Learn basic goal-setting and decision-making models and be able to apply these models in a college setting.</li> <li>• Learn basic stress and money-management strategies.</li> <li>• Be generally familiar with common college relationship and diversity issues.</li> <li>• Be able to obtain information about careers and college degree programs.</li> </ul>	<p>How does adjusting to college have an impact on my success in the classroom and on campus?</p>	<p>1 – 4 Weeks (12 hours) – Adjusting to College</p> <ul style="list-style-type: none"> <li>Getting an overview of ACAD 150</li> <li>Researching colleges</li> <li>Researching careers and education required</li> <li>Selecting a college major</li> <li>Planning for courses in your major (<i>how Tech Prep tuition-free course relates</i>)</li> <li>Learning to use the TC3 Web Site and IQ Web (<i>understanding grade reports</i>)</li> <li>Knowing college policies and procedures (<i>including applying for graduation</i>)</li> <li>Registering for classes (<i>also withdrawing from classes</i>)</li> <li>First day of class(es)</li> <li>Understanding college course syllabi and outlines</li> <li>Identifying the characteristics of successful college students</li> <li>Deciding how to organize your materials and yourself</li> <li>Explaining assignment(s)</li> </ul>	<p>Resume outline</p> <p>Create resumes using Word</p> <p>Publish your resume via the computer internet</p> <p>Create an Access database of college choices and/or scholarship applications</p> <p>College Research</p> <p>Career Research – OOH</p> <p>Majors and Minors</p> <p>Navigate various college websites</p> <p>Research scholarship options</p> <p>Create course schedules using Excel – with a full college catalog course search</p> <p>Create a PowerPoint of you – your resume and what you have done to sell yourself to potential employers or scholarship committees</p>	<p>Word Resume</p> <p>Excel College Schedule with course search</p> <p>Access scholarship database</p> <p>PowerPoint resume and interview – include a web interview link</p>		

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<p><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>Work collaboratively with other students to problem solve and analyze cases</li> <li>Be generally familiar with, and be able to obtain detailed information on, key student-related policies, procedures, and systems.</li> <li>Be generally familiar with, and be able to obtain detailed information on, key academic and personal support services.</li> <li>Learn fundamental time management and organization methods.</li> <li>Learn fundamental textbook reading, lecture note-taking, studying, and test-taking strategies.</li> <li>Learn basic goal-setting and decision-making models and be able to apply these models in a college setting.</li> <li>Learn basic stress and money-management strategies.</li> <li>Be generally familiar with common college relationship and diversity issues.</li> <li>Be able to obtain information about careers and college degree programs.</li> </ul>	<p><b>Essential Questions</b></p> <p>What strategies can I learn or improve upon to succeed in the college classroom and workplace?</p> <p><b>Essential Knowledge &amp; Skills</b></p> <p><b>Weeks 5 – 7 (9 hours) – Developing Essential Learning Strategies</b></p> <p>Overview, questions, and review          Determining your learning style VARK          Learning what every student wishes they had known (seminar) Rick Grossman, TC3 instructor Learning about learning assistance services (Rick Grossman)          Developing study skill strategies Rick Grossman, TC3 instructor Learning key textbook reading techniques          Learning key lecture note-taking strategies (notes at seminars)          Learning to apply Technical Communication Guidelines to writing Learning key test-taking strategies Explaining assignment(s)</p> <p><b>Classroom Ideas</b></p> <p>VARK Research and applications          Publisher document to outline and identify your personal VARK learning styles          Rick Grossman, Presentations          Reviewing and researching the Baker Center for Learning at TC3 – Rick Grossman's areas of Time Management and Organization, Textbook Reading and Marking, Lecture Notetaking, Memory Improvement, Preparing for Exams, and Taking Exams          Create and prepare Publisher newsletters for online discussion about the above strategies from the Baker Center for Learning          Publish the newsletters online within the school website and classroom link</p> <p><b>Assessment Ideas</b></p> <p>Publisher: VARK; Baker Center for Learning; Class website posts for online sharing and reflections</p>

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<p>Performance Indicators</p>	<p>Essential Questions</p>	<p>Essential Knowledge &amp; Skills</p>	<p>Classroom Ideas</p>	<p>Assessment Ideas</p>
<ul style="list-style-type: none"> <li>• Work collaboratively with other students to problem solve and analyze cases</li> <li>• Be generally familiar with, and be able to obtain detailed information on, key student-related policies, procedures, and systems.</li> <li>• Be generally familiar with, and be able to obtain detailed information on, key academic and personal support services.</li> <li>• Learn fundamental time management and organization methods.</li> <li>• Learn fundamental textbook reading, lecture note-taking, studying, and test-taking strategies.</li> <li>• Learn basic goal-setting and decision-making models and be able to apply these models in a college setting.</li> <li>• Learn basic stress and money-management strategies.</li> <li>• Be generally familiar with common college relationship and diversity issues.</li> <li>• Be able to obtain information about careers and college degree programs.</li> </ul>	<p>How can I manage time more effectively to succeed in the classroom and workplace?</p>	<p><b>Weeks 8 – 10 (9 hours) – Developing Time Management and Organizational Techniques Overview, questions, and review</b></p> <p>Learning key time management principles techniques</p> <p>Creating a time management calendar (<i>class time, study time, work, extra-curricular activities</i>)</p> <p>Managing stress (seminar)</p> <p>Planning classes to complete major study scheduled</p> <p>Arranging class binders/notebooks and materials efficiently</p> <p>Managing college and personal expenses (budget)</p> <p>Goal Setting to complete long-term assignments</p> <p>Decision Making strategies</p> <p>Managing and adjusting to diversity</p>	<p>Create course schedules using Excel with a full college catalog course search with labs, courses, practices, clubs/organization participation and other time parameters for the day</p> <p>Portfolio management – how to organize, set up, color code, and present your class data and projects for successful presentations and marketing</p>	<p>Excel Spreadsheet Schedules</p> <p>Portfolio creation of projects</p>

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<p><b>Classroom Ideas</b></p> <p>Create a “Freshman Find It” newsletter</p> <p>FAFSA – what is it, how do we fill it out. Who needs the FSA id</p> <p>What is the difference between Scholarships, grants, and loans – Fact finding and a publisher newsletter creation</p> <p>Extra-Curriculars – what can you do on campus and where do you find them?</p>	<p><b>Classroom Ideas</b></p> <p>FAFSA – what is it, how do we fill it out. Who needs the FSA id</p> <p>What is the difference between Scholarships, grants, and loans – Fact finding and a publisher newsletter creation</p> <p>Extra-Curriculars – what can you do on campus and where do you find them?</p>	<p><b>Classroom Ideas</b></p> <p>Create a “Freshman Find It” newsletter</p> <p>FAFSA – what is it, how do we fill it out. Who needs the FSA id</p> <p>What is the difference between Scholarships, grants, and loans – Fact finding and a publisher newsletter creation</p> <p>Extra-Curriculars – what can you do on campus and where do you find them?</p>	<p><b>Assessment Ideas</b></p> <p>Freshman Find It Newsletter</p> <p>Forms completion</p> <p>Financial Aid 101 for parents and students – newsletter/PowerPoint</p> <p>Study Abroad outlines</p> <p>2+2 transfer program outlines</p>	

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<p><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>Work collaboratively with other students to problem solve and analyze cases</li> <li>Be generally familiar with, and be able to obtain detailed information on, key student-related policies, procedures, and systems.</li> <li>Be generally familiar with, and be able to obtain detailed information on, key academic and personal support services.</li> <li>Learn fundamental time management and organization methods.</li> <li>Learn fundamental textbook reading, lecture note-taking, studying, and test-taking strategies.</li> <li>Learn basic goal-setting and decision-making models and be able to apply these models in a college setting.</li> <li>Learn basic stress and money-management strategies.</li> <li>Be generally familiar with common college relationship and diversity issues.</li> <li>Be able to obtain information about careers and college degree programs.</li> </ul>	<p><b>Essential Questions</b></p> <p>How can I create and use a success strategies portfolio?</p>			

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## Learning Standards for Career Development and Occupational Studies

### Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

### Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

### Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

### Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.