Texas College Transition

Grades 9-12

General Requirements. This course is recommended for students in grades 9-12. Recommended prerequisites: None. Students shall be awarded one credit for successful completion of this course. A

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Introduction. B

1 **College Transition is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners, both in high school and in college. Students examine numerous research-based learning strategies that are proven to lead to academic success such as goal setting, effective time management, stress management, note taking, active reading, test-taking strategies, and research methods. In the College Transition course, students will research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges, and universities. With the increased emphasis on career and college readiness and post-secondary education, students need a course that will provide opportunities to learn how to excel in a postsecondary environment in grades 9-12.** B.1

2 **Students entering both high school and college need specific instruction in time management, organizational skills, study skills, and maintaining motivation. They also need a structured introduction to the importance of a postsecondary education as well as all the options available to students after high school. It is essential that students have guidance early in their high school careers to identify their own skill sets and interests to establish their individual goals.** B.2

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Knowledge and Skills. C

1 Study skills—note taking. The student analyzes the characteristics of effective notes and applies selected note-taking styles to appropriate academic settings. The student is expected to: C.1

- A explain the importance of good notes to academic success; C.1.A
- B describe the characteristics of effective notetaking; C.1.B
- C differentiate between various methods of note-taking such as parallel, splitpage, and discussion columns methods; and C.1.C
- D apply each note-taking method to a selected lecture topic and analyze each method for effectiveness and personal preference. C.1.D

2 Study skills—time management. The student applies the skills of time management and the tools of organization. The student is expected to: C.2

- A identify how much personal time is available to study by accounting for weekly activities; C.2.A
- B identify methods for creating more time to study; C.2.B
- C analyze and discuss personal habits as they relate to time management and procrastination; C.2.C
- D develop a personal time management system that includes creating and maintaining a weekly schedule and a to-do list; C.2.D
- E identify characteristics of appropriate study environments; C.2.E
- F identify and create a plan for minimizing time and energy zappers; and C.2.F
- G discuss the causes and effects of procrastination and ways to combat procrastination. C.2.G

3 Study skills—test-taking strategies. The student investigates and applies different approaches for college-level assessments. The student is expected to: C.3

- A describe current approaches and attitudes toward objective exams; C.3.A
- B describe general guidelines for being successful on any college-level exam; C.3.B
- C identify the concept of “distributed” versus “massed” practice and the advantages of distributing study sessions over time versus cramming for tests; C.3.C
- D investigate and use campus resources to aid in preparing for exams; C.3.D
- E create a system for organizing and synthesizing course materials such as a jot list to prepare for objective and essay exams; C.3.E
- F contrast memorization versus higher-level thinking in relation to exam preparation; and C.3.F
- G describe various hints for successfully completing a test such as eliminating answers and using information from other questions. C.3.G

4 Memory and cognition. The student understands the role of memory in learning. The student is expected to: C.4

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A describe the process of memory acquisition using the terms sensory memory, short-term memory, and long-term memory and distinguish between shallow and deep processing in long-term memory; C.4.A

B identify and apply specific memorization strategies such as mnemonics, chunking, deep processing, cues, and prior knowledge; and C.4.B

C discuss how physical health relates to memory. C.4.C

5 Memory and cognition. The student analyzes the characteristics of rehearsal strategies and applies selected rehearsal strategies to appropriate academic settings. The student is expected to: C.5

A discuss the importance of rehearsal strategies for deep processing of academic content; C.5.A

B distinguish between oral and written rehearsal strategies; C.5.B

C demonstrate selected rehearsal strategies during class activities; C.5.C

D develop examples of concept cards using material from a different course; and C.5.D

E describe and apply rehearsal strategies such as reciprocal questioning, talkthroughs, concept cards, timelines, question and answer, and charting when studying or preparing for exams. C.5.E

6 Career exploration, motivation, and goal setting. The student investigates and analyzes a variety of career options as a function of interests, skills, and values. The student is expected to: C.6

A describe the importance of making a career decision based on one's lifestyle, health, values, and budget; C.6.A

B determine individual skills, interests, and values and describe how these factors may predict how well individuals fit in specific careers; C.6.B

C investigate career options by completing an online career interest and aptitude assessment that matches interests, skills, and values; and C.6.C

D research fields of study related to the results from profile and interest surveys. C.6.D

7 Career exploration, motivation, and goal setting. The student analyzes the characteristics of effective goals and develops personal goals for education, career, and recreation. The student is expected to: C.7

A describe the importance of goals for accomplishing academic tasks; C.7.A

B define the characteristics of effective short-term and long-term goals; C.7.B

C set and prioritize short-term and long-term goals for education, career, and recreation; C.7.C

D identify potential barriers to goals and develop strategies to overcome those barriers; and C.7.D

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describe the difference between mastery- and performance-goal orientation. C.7.E

8 **Career exploration, motivation, and goal setting. The student understands the role of motivation in learning. The student is expected to:** C.8

A determine personal motivations for academic performance; C.8.A

B describe how to develop positive self-efficacy beliefs; C.8.B

C define attributions and describe how both internal and external locus of control play a role in academic success; C.8.C

D apply the constructs of self-efficacy and attributions to personal motivation; and C.8.D

E develop methods to increase the value of academic success using rewards and other reinforcers. C.8.E

9 **Understanding campus resources and college culture. The student explores the differences between high-school and college and analyzes a variety of campus resources and how to use them in appropriate situations. The student is expected to:** C.9

A compare the ways in which college is different from high school; C.9.A

B. identify the characteristics of successful students; C.9.B

C describe the importance of communicating with faculty members outside of class C.9.C

D describe the functions of the college's online management system; C.9.D

E participate in a group activity outlining the appropriate steps to take when a course issue arises; C.9.E

F discuss how college services can be used to support academic success in a variety of situations; and C.9.F

G discuss the long-term social and economic benefits of obtaining college degrees and how access to education varies around the world. C.9.G

10 **Research and writing. The student evaluates and applies strategies to improve reading comprehension. The student is expected to:** C.10

A discuss the importance of warming-up before reading; C.10.A

B survey sample instructional materials in-class for features such as graphs, maps, and bold-faced terms; C.10.B

C preview reading assignments before examining subtitles and other features; C.10.C

D discuss the advantages and disadvantages of annotating versus highlighting; C.10.D

E discuss the potential pitfalls of annotations; and C.10.E

F analyze and create sample annotations. C.10.F

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Research and writing. The student analyzes the characteristics of college-level writing and the process of conducting research to write college papers. The

student is expected to: C.11

A identify and describe the four major characteristics of high school writing and the five major characteristics of college writing; C.11.A

B discuss the definitions and purposes of both primary and secondary sources; and C.11.B

C write an academic paper incorporating scholarly references and interviews of three classmates. C.11.C

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12 Personal Wellness. The student evaluates the consequences of stress and develops positive coping strategies to address a variety of stressors. The student is expected to: C.12

A identify and discuss academic stressors such as public speaking anxiety, math anxiety, and test anxiety; C.12.A

B describe the major sources and consequences of stress; C.12.B

C evaluate the current level of personal stress in the student's life; C.12.C

D identify ways to reduce stress such as relaxation exercises; and C.12.D

E develop a personal plan for overcoming stressors. C.12.E

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13 Learning styles and active learning. The student studies various styles of learning to better understand the learning process in academic environments. The student is expected to: C.13

A define and compare the major characteristics of visual, auditory, and kinesthetic learners; and C.13.A

B evaluate and implement strategies to adapt to any learning environment. C.13.B

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14 Learning styles and active learning. The student analyzes specific characteristics of active and passive learners to improve study environments. The student is expected to: C.14

A compare the characteristics of passive and active learning; and C.14.A

B discuss and analyze the eight characteristics of active learners and the benefits of active learning. C.14.B

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15 Intellectual curiosity. The student engages in constructive feedback and discussions. The student is expected to: C.15

A present a point of view and provide valid evidence to support findings; C.15.A

B identify conflicting or biased information; and C.15.B

C discuss differing viewpoints while remaining neutral. C.15.C

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16 Reasoning. The student gathers data regarding various continuing educational opportunities. The student is expected to: C.16

A investigate continuing educational opportunities for the selected field of study by viewing or conducting interviews with experts or professors; C.16.A

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B gather information concerning departments or schools that address selected fields of interest; and C.16.B

C evaluate information gathered to further narrow continuing educational choices. C.16.C

17 Reasoning. The student works collaboratively with fellow classmates to analyze and discuss what postsecondary education entails. The student is expected to: C.17

A analyze and evaluate postsecondary education options in collaboration with other students with common interests; C.17.A

B participate in in -person or virtual campus tours; C.17.B

C gather views from students with various cultural and ethnic backgrounds; and C.17.C

D discuss factors such as retention rates, social life, time management, study habits, self-monitoring, and orientation programs within colleges that effect student success. C.17.D

18 Problem Solving. The student researches the admissions process and guidelines for final school choices. The student is expected to: C.18

A gather necessary documentation for admission applications such as transcript and exam scores; and C.18.A

B investigate requirements from each institution, such as requesting letters of recommendation; planning essays required for admission applications; and creating a degree plan. C.18.B

19 Problem Solving. The student explores various avenues for paying expected tuition. The student is expected to: C.19

A demonstrate skills necessary to apply for various forms financial aid such as FASFA, scholarships, grants, student loans, and work study programs; and C.19.A

B apply for financial aid using applications selected by the appropriate deadlines. C.19.B

20 Problem Solving. The student investigates options for student housing and other costs of college attendance. The student is expected to: C.20

A investigate institution guidelines for student housing, including deadlines, deposits/refunds, and roommates and other responsibilities; C.20.A

B compare meal plan options; and C.20.B

C investigate campus fees such as school fees, labs, organizational fees, and parking. C.20.C

21 Academic integrity. The student follows and adheres to ethical codes of conduct. The student is expected to: C.21

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A define plagiarism and discuss the consequences of academic dishonesty; C.21.A

B document and appropriately cite the work of others; C.21.B

C follow copyright laws and restrictions; and C.21.C

D use technology responsibly, including avoiding malice, misrepresentation, and misleading use of information. C.21.D

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22 Use of technology and data. The student uses available technology to research and develop a college profile and admissions materials. The student is expected to: C.22

A research college/universities/technical schools using web-enabled search tools; C.22.A

B design and make a visual presentation, including defining page layouts and using drawing tools; C.22.B

C produce a research-based persuasive document or personal essay, including demonstrating proficiency in spelling, and proofreading; C.22.C

D prepare documents such as mails merges, resumes, and letters of application designed to complete the admissions process; C.22.D

E uses spreadsheet skills to produce a cost analysis to determine scholarship and financial aid possibilities; and C.22.E

F design a database to manage contacts, including programs of interest, key individuals, application deadlines, potential financial aid/scholarship opportunities. C.22.F