



Roaring Fork PreCollegiate Program Curriculum

Increasingly, success in college is determined by more than academic excellence and impressive test scores. In order to survive and thrive, students must possess certain life skills outside of the technical “nuts-and-bolts” of traditional college prep. Students must be able to self-advocate, communicate clearly, set goals, and work in teams. They must have developed good study habits and have demonstrated leadership. The PreCollegiate curriculum is designed to start instilling the necessary executive functioning skills and habits in order to better prepare students for the challenges of college. PreCollegiate is no longer simply a “to” college program, and we are committed to preparing our students to get “through” college on time and in a manner that they can fully enjoy the experience.

The curriculum focuses on annual Learning Objectives and Goals. The ultimate learning objective can be stated as follows:

Each PreCollegiate Scholar will graduate from high school and transition to a chosen form of post-secondary study equipped with the information and social skills necessary to successfully complete those studies.

The early year learning objectives focus more on the instillation of habits and life skills, and as the student progresses through high school the objectives become more concrete and outcome oriented. Mentors and Staff, working together, will try to ensure that all students reach all of the learning objectives listed below. Although presented linearly, the process of developing and maintaining life skills is inherently fluid, and both Mentors and Staff should feel free to deviate from the strict application of these learning objectives, or to return to a past objective as needed to shore up skills.

What follows is an overview of the learning objectives by year. Each learning objective is then broken down to include specific sub-goals, suggestions for meeting the goals, and ways to measure outcomes, if appropriate. These learning objectives and goals are merely the minimum necessary to achieve the overall intent of the curriculum. Mentors and Staff should feel free to supplement the goals as needed and to bring creativity to the implementation of these ideas.

SEVENTH AND EIGHTH GRADE:

THEMES: Trust, team building, setting expectations.

LEARNING OBJECTIVES:

1. Set norms and group expectations.
2. Begin creating a team environment.
3. Introduce the importance of grades, study skills and habits.
4. Discuss and model effective communication and interpersonal skills.
5. Introduce concept of goal setting.
6. Begin exploration of career interest.
7. Introduce value of civic responsibility/community service.
8. Discuss early college awareness and college attendance expectation.
9. Discuss what it means to be a “first generation” college student.
10. Introduce concept of transition to high school and discuss challenges.

NINTH GRADE:

THEMES: Academic preparation, self-advocacy.

LEARNING OBJECTIVES:

1. Discuss issues with the transition to high school.
2. Reconnect as a group and revisit norms and expectations.
3. Reiterate importance of grades and introduce concept of cumulative GPA.
4. Set academic goals for the year.
5. Work on establishing good study habits and skills.
6. Discuss how to talk to teachers and to seek out extra help and support.
7. Encourage extracurricular activities and discuss how to get involved in school and community.
8. Continue early college awareness, expand on personal choice based on current interests.
9. Build a system to track accomplishments/awards for resume and applications.
10. Prepare for and attend CMC summer program.

TENTH GRADE:

THEMES: Early college planning, identifying strengths and weaknesses, expanding options.

LEARNING OBJECTIVES AND GOALS:

1. Develop a formal resume.
2. Identify specific year goals to address perceived weaknesses in resume with a focus on extracurriculars, community service, and leadership.
3. Set academic goals for the year.
4. Discuss aggressive pre-college track courses including dual credit and AP.
5. Continue work on self-advocacy with teachers/adults and seeking out support systems.
6. Introduce importance of standardized testing; Scholars will be taking the PSAT 10 in school in April. PSAT test prep is available to all students through Khan Academy.
7. Discuss current career interests and how that relates to college choice and choice of major.
8. Reflect/revisit what it means to be a “first-generation” college student and how it has changed since middle school.
9. Set specific summer goals and develop a written and approved summer plan in lieu of formal summer program.

ELEVENTH GRADE

THEMES: College lists, SAT Prep.

LEARNING OBJECTIVES AND GOALS:

1. Set academic goals for the year, review/confirm that they are on track to meet high school graduation & college admission requirements.
3. Attend Western Slope College Fair if the student has not done so previously.
4. Review/prepare for college entrance exam(s) (PSAT/NMSQT in the fall, SAT in the spring): attend prep classes offered by PreCollegiate.
5. Scholars are expected to take 2-3 SAT tests prior to the CU Summer Program.
6. Update resume, identify any weaknesses and develop a plan to address those concerns.
7. Develop preliminary college list with 5-10 schools and a mix of in and out of state choices.
8. Begin discussion with family concerning financing college and tax preparation for the FAFSA or other financial aid applications.
9. Set specific summer goals and develop a summer plan to help fill resume gaps.
10. Prepare for and attend CU summer program.

TWELFTH GRADE:

THEMES: College applications, financial aid, and transitions.

LEARNING OBJECTIVES:

1. Submit 5 college applications before December break.
2. Complete the FAFSA or other applicable financial aid forms.
3. Submit multiple scholarship applications (national, regional, state, local, institutional).
4. Each student should meet with the school counselor to ensure on-time graduation.
5. Review acceptance letters and financial aid packages to determine best college match.
6. Draft a complete budget for first-year of college.
7. Discuss college transition issues and pitfalls, research and apply to on-campus support networks.
8. Revisit what it means to be a “first-generation” college student as student leaves high school.
9. Complete year-end check out.
10. Attend PreCollegiate Summer Bridge Program.