

College Readiness & Cornell Notes

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College Readiness

- The U.S. Department of Labor estimates that 90 percent of 21st-century skilled workforce jobs will require some form of post-secondary education.
- If America is to remain competitive in tomorrow's global workforce, our students must first be able to successfully complete the first year of college without the need for remedial or developmental education.
- Texas student's must meet the challenges of a college curriculum or the demands of an increasingly knowledge-based workforce.

The Ultimate Goal?



- The CRS will pave the way to better alignment between the public and higher education curriculum, thereby allowing students a more seamless transition between high school and college or the workforce.

Organization of the College and Career Readiness Standards Framework

- The CCRS consist of a multi-level framework that focuses not only on subject matter, but also on the way it is organized and presented in the classroom.
- “Generally, the more standards a student can demonstrate successfully, the more likely it is that he or she will be college and career ready.”

CCRS are Organized into Four Levels

- I. Key Content (Keystone ideas of a discipline that reverberate as themes throughout—designated by Roman numerals)
 - A. Organizing Component (Knowledge organized around a discipline—designated by capital letters)
 - 1. Performance Expectations (Designated by numbers)
 - a. Examples of Performance Indicators (Designated by lowercase letters)

Foundations of Learning and Knowing

CCRS are organized into four distinct disciplinary areas:

- English/Language Arts
- Mathematics
- Science
- Social Studies

It is important to identify the cross-cutting knowledge and skills that underline and connect the four discipline areas.

Cross-disciplinary Standards

- Think of cross-disciplinary standards as tools that college instructors in all areas use to challenge, engage and evaluate students in each specific area.
- Key Cognitive Skills and Foundational Skills



What Can Career and Technology Teachers Do to Help Prepare Their Students to Meet College Readiness Standards?

- Learn and become familiar with the Cross-Disciplinary Standards performance indicators. Example:
 - D. Academic behaviors
 - 1. Use student habits necessary to manage academic pursuits and requirements.
 - b. Demonstrate accurate note-taking.

Note Taking

- How did you learn the skill of note taking in high school or college?
- Did this skill contribute to your academic success?
- Do you think it is necessary for student success today?

Why Take Notes Cornell Style?

- Cornell note taking style stimulates critical thinking skills for your students.
- Cornell note taking helps students remember what is being said in the class.
- Solid note taking skills can help student work on assignments and be prepared for work outside the classroom.
- A good set of notes will help students prepare for tests.

Format for Cornell Notes

Name: _____

Date: _____

Period: _____

Class: _____

(Topic for the notes is written here)

*Questions/Main
Points

*Written during
review, within 24
hours of notes being
taken, for best recall.

*Focuses content of
right-hand column

*Can be used as
study tool.

Example – What are
Some techniques for
making note taking
manageable?

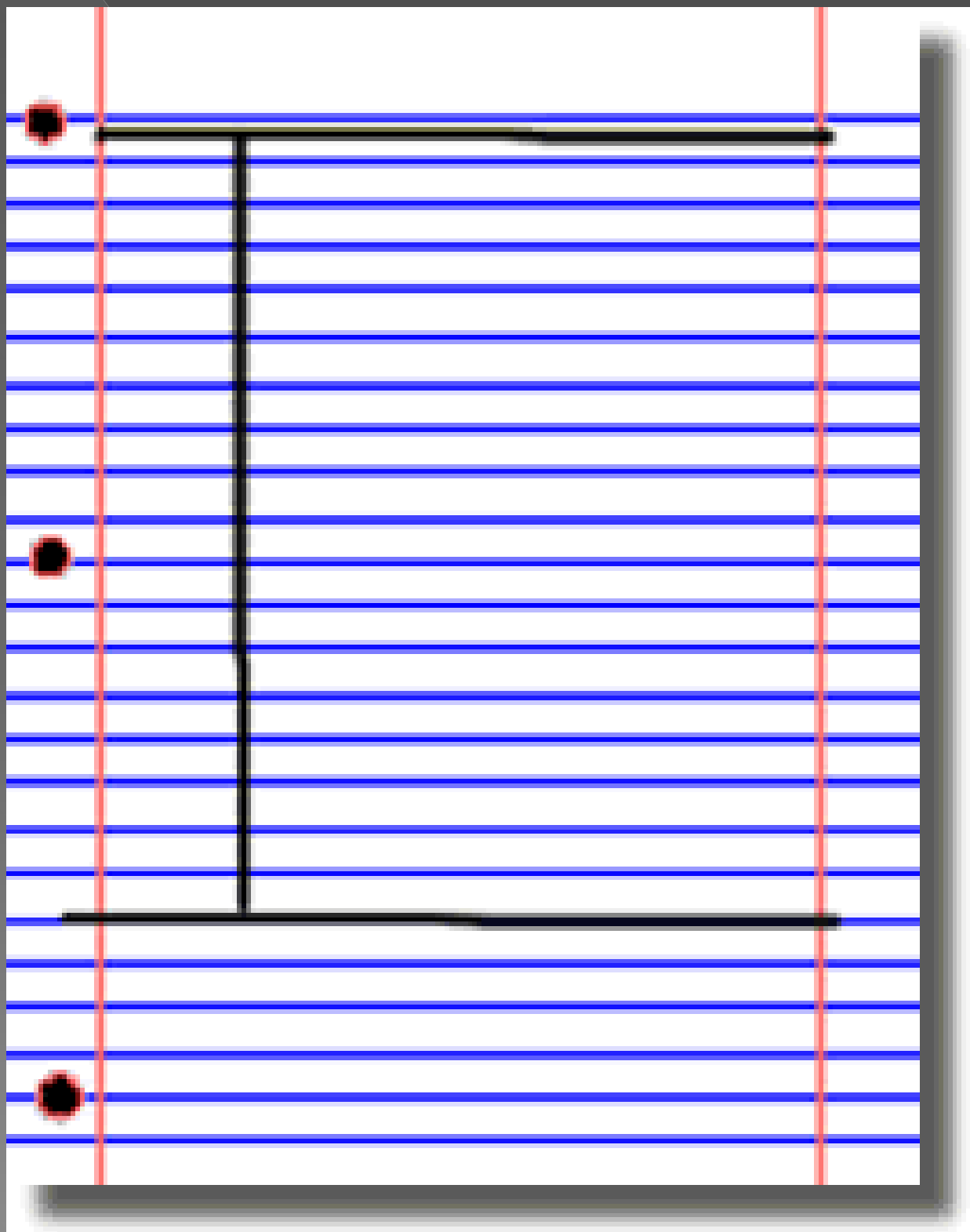
*Notes, Explanations, Problems, Diagrams
are located on the right.

*Written during lectures, textbook reading
discussions, completing a handout, labs
and films.

*The information needed to formulate an
answer to that question would be found
here in their notes.

(A reflection or summary, 1 paragraph long, is located here)

Divide the paper into three sections. Draw a dark vertical line about 2 inches from the left side of the paper.



On the document you need to write the course name, date, and topic at the top of each page.

Course Name Date

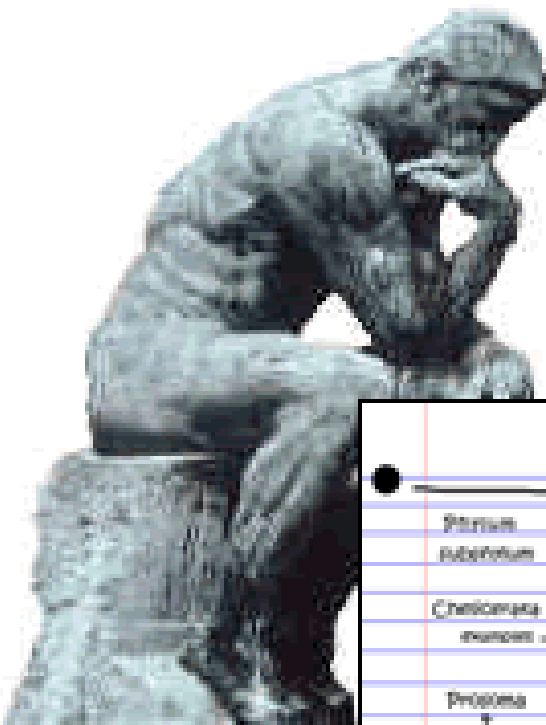
The image shows a sheet of white lined paper with blue horizontal lines and two vertical red margin lines. At the top, the words "Course Name" and "Date" are written in green. A black table is drawn on the page, with a horizontal line at the top and a horizontal line at the bottom. A vertical line runs down the center, creating two columns. The top of the table is aligned with the "Course Name" and "Date" text. There are three hole-punch marks on the left side of the paper.

The right hand side is for writing notes. Skip a line between ideas and topics. Don't use complete sentences—use abbreviations.

Course Name	Date
P K o i n t s	Notes

Review notes as soon as possible after class. Pull out main ideas, key points, dates, and people and write these in the left column. Write questions on

Review and Clarify



John G. Student
Biology 101
April 1, 2000

Phylum	Arthropoda
Subphylum	Chelicerata
Chelicerae	2 parts → <ul style="list-style-type: none"> • pedipalps (first pair of appendages are for feeding) • chelipalps
Proximal	scorpions, spiders, mites, ticks
Proximal	antennae, feeding, and locomotor appendages
Chelipalps	<ul style="list-style-type: none"> • pincer-like or chelate • used for feeding • first pair of appendages
Pedipalps	<ul style="list-style-type: none"> • second pair of appendages • used for sensory purposes
	feeding locomotion reproduction

Phylum arthropoda is made up of subphylum chelicerata. Subphylum chelicerata is characterized by multi-part chelicerae and pedipalps. The proximal and chelipalps are sensory, feeding, and locomotor appendages. The chelipalps are the first appendage and refers to the pincer-like. The pedipalps are the 2nd pair of appendages, and they are used for sensory purposes. Feeding, locomotion, and reproduction.

Pull out main ideas

Write a summary of the main ideas at the bottom of the page. It should be a solid paragraph.

Course Name Date

Key
Points

Notes
About
Key
Points

Summary

Cornell Note-taking Basics:

1. Record
2. Questions
3. Recite
4. Reflect
5. Review
6. Summary
7. Pair

Do this to prepare for quizzes and exams.

For more information and examples of Cornell Notes visit the “The LearningToolbox” at <http://coe.jmu.edu/learningtoolbox/how.html>

Thank you to Kristen Kramer, Senior Program Director, College Readiness Initiative for permission to reproduce materials for this presentation.

Copies of the standards are available for [download](#) at: www.thecb.state.tx.us/collegereadiness

Or, you may contact Kristen Kramer, Senior Program Director, College Readiness Initiative at (512) 427-6216 for more information.

