READY WORLD FOUNDATIONS

# Curriculum Review Packet

Prepared for institutional review and potential alignment with a Freshman Year Experience program

| 49 | 8 | 16 |
|---|---|---|
| LESSONS | BLUEPRINTS | WEEKS |

**Work • Life • Future**

Think Above the Tools. Move Beyond the Task. Stay Ready for What Comes Next.

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# 1. Executive Overview

**Ready World Foundations is designed as applied readiness instruction, not general orientation content.**

**Program purpose.** Ready World Foundations equips young adults with practical decision-making, self-management, financial, professional, career, adult-life, and digital skills that influence persistence in college and preparation for work.

**Institutional use.** The curriculum can supplement an existing Freshman Year Experience course, run alongside a first-year seminar, support summer bridge programming, or be deployed as selected modules based on institutional priorities.

**APPLIED**

Students do not only receive information. They make decisions, practice responses, and build tools they can use immediately.

**CONNECTED**

The eight Blueprints form one operating system. Later lessons reuse and extend artifacts created earlier.

**MEASURABLE**

Each lesson includes knowledge checks, decision checks, quiz content, completion tracking, and a student action or artifact.

**DEPLOYABLE**

The final experience is being built for SCORM delivery through a college LMS, with bookmarking, completion status, and quiz-score reporting.

The full curriculum contains 49 lessons across eight blueprints. Most lessons are designed for approximately 6 to 8 minutes of instruction plus interaction and quiz time. Seven integrated lessons run approximately 12 to 14 minutes. The curriculum is structured for a 16-week semester, but can be adapted into targeted or compressed pathways.

# 2. Learner Experience and Instructional Design

| Lesson stage | What happens |
|---|---|
| **1. Real situation** | A student or early-career worker faces an ordinary decision with meaningful consequences. |
| **2. Practical mechanics** | The learner sees the process, numbers, choices, and institutional or workplace context. |
| **3. Quick check** | A short interaction confirms understanding before the lesson advances. |
| **4. Decision check** | The learner applies the concept to a realistic situation rather than recalling a definition. |
| **5. Action or artifact** | The learner creates a usable plan, script, matrix, statement, tracker, or professional asset. |
| **6. Connected follow-through** | Later lessons bring the tool back so that completion means building a working system. |

**Design principle:** feedback explains the decision and the consequence without shaming the learner. Content uses plain language, realistic timelines, and recognizable pressures such as work schedules, aid timing, transportation, housing, deadlines, and uncertainty.

# 3. Delivery, Assessment, and Implementation

| Delivery element | Planned implementation |
|---|---|
| **LMS format** | SCORM 1.2 package delivered through the institution's existing LMS |
| **Progress** | Bookmarking and resume capability; completion and passing status |
| **Assessment** | Embedded quiz questions, decision checks, and artifact completion |
| **Reporting** | Lesson or module completion and quiz-score reporting through the LMS |
| **Faculty role** | May be assigned within FYE sections without requiring faculty to teach every topic from scratch |
| **Student outputs** | Reusable plans, scripts, trackers, matrices, statements, and career assets |
| **Support** | Implementation guidance, LMS administrator instructions, faculty quick-start guidance, and defined technical support |

Recommended pilot measures include registration-to-start rate, module completion, assessment performance, artifact completion, student usefulness ratings, faculty usability feedback, and persistence indicators selected jointly with the institution.

> **Important evaluation distinction:** Ready World should be assessed not only on whether completion improves during an initial pilot, but also on leading indicators such as student preparedness, plan quality, earlier help-seeking, use of campus resources, and reduction of preventable readiness gaps.

# 4. The Eight Blueprints

## Blueprint 1. Financial Independence

7 lessons | Weeks 1 to 2

| Lesson | Applied learning outcome |
|---|---|
| **Your Semester Cash Flow** | Map income, expenses, dates, and semester spikes. |
| **Your First Paycheck** | Distinguish gross and net pay and read a pay stub. |
| **Banking That Does Not Bleed You** | Choose lower-cost banking settings and prevent avoidable fees. |
| **Aid Disbursement and Gap Weeks** | Identify disbursement gaps and plan early responses. |
| **Staying Enrolled** | Recognize holds, aid requirements, and registration risks. |
| **Credit Without the Mystery** | Understand credit mechanics and safer credit behavior. |
| **Your Safety Net** | Build an early-warning and support plan. |

**REPRESENTATIVE STUDENT OUTPUTS**

- Semester cash flow plan
- Gap-week plan
- Enrollment protection plan
- Safety-net map

## Blueprint 2. Professional Presence

6 lessons | Weeks 3 to 4

| Lesson | Applied learning outcome |
|---|---|
| **What Work Expects** | Translate workplace expectations into observable behaviors. |
| **Communication That Works** | Choose the right channel, timing, tone, and level of detail. |
| **Time Off and Being Late** | Communicate early and responsibly when plans change. |
| **Difficult Conversations** | Prepare for and navigate professional conflict. |
| **Accountability** | Own impact, repair problems, and clarify next steps. |
| **Confidence That Can Be Seen** | Use preparation and behavior to demonstrate professional confidence. |

**REPRESENTATIVE STUDENT OUTPUTS**

- Workplace judgment guide
- Absence and delay scripts
- Difficult-conversation plan
- Professional confidence practice

## Blueprint 3. Decision Intelligence

6 lessons | Weeks 5 to 6

| Lesson | Applied learning outcome |
|---|---|
| **Why Decisions Go Wrong** | Identify common decision traps and missing variables. |
| **And Then What?** | Trace likely consequences beyond the immediate choice. |
| **Prioritization** | Separate urgent, important, and deferrable work. |
| **Operational Altitude** | Match the level of the response to the level of the problem. |
| **The Decision Matrix** | Compare choices using explicit criteria. |
| **Decision Matrix Applied** | Use the framework on a consequential real-life decision. |

**REPRESENTATIVE STUDENT OUTPUTS**

- Decision framework
- Prioritization tool
- Decision matrix
- Applied decision record

## Blueprint 4. Self-Leadership

6 lessons | Weeks 7 to 8

| Lesson | Applied learning outcome |
|---|---|
| **Time You Can Actually Use** | Build a realistic view of available time. |
| **Organization** | Create a simple system for commitments and materials. |
| **Follow-Through** | Convert intentions into visible next actions. |
| **Self-Advocacy** | Prepare clear, specific requests. |
| **Setbacks and Stress** | Respond to disruption without losing the entire plan. |
| **Asking for Help** | Identify when, where, and how to ask early. |

**REPRESENTATIVE STUDENT OUTPUTS**

- Weekly operating plan
- Follow-through system
- Self-advocacy script
- Help-seeking map

## Blueprint 5. Adulting Essentials

7 lessons | Weeks 9 to 11

| Lesson | Applied learning outcome |
|---|---|
| **The Real Cost of Your First Apartment** | Calculate move-in and ongoing housing costs. |
| **The Lease Is a Contract You Can Read** | Locate and interpret critical lease terms. |
| **Utilities and the First 30 Days** | Sequence setup tasks and first-month expenses. |
| **Transportation Math** | Compare the full cost and reliability of transportation options. |
| **Healthcare Navigation** | Use insurance, providers, urgent care, and emergency care appropriately. |
| **Basic Legal Concepts** | Recognize common agreements, obligations, and when to seek help. |
| **The 12-Month Stability Plan** | Combine housing, transportation, health, legal, and financial needs. |

**REPRESENTATIVE STUDENT OUTPUTS**

- Housing cost worksheet
- Lease review checklist
- Transportation comparison
- 12-month stability plan

## Blueprint 6. Purpose and Goal Achievement

6 lessons | Weeks 11 to 12

| Lesson | Applied learning outcome |
|---|---|
| **Goals Worth Building** | Choose goals with clear value and ownership. |
| **Doing It** | Break goals into actions that fit real capacity. |
| **Your Credential Target** | Connect credentials to a defined education and career direction. |
| **The Completion Map** | Map milestones, risks, resources, and decision points. |
| **The Exam Plan** | Prepare for required exams and high-stakes checkpoints. |
| **Putting It Together** | Create and maintain a complete goal system. |

**REPRESENTATIVE STUDENT OUTPUTS**

- Goal plan
- Credential target
- Completion map
- Exam and milestone plan

## Blueprint 7. Career Launch

6 lessons | Weeks 13 to 14

| Lesson | Applied learning outcome |
|---|---|
| **The Target** | Define a specific and researchable career target. |
| **Resume** | Translate experience into relevant evidence. |
| **The Digital Handshake** | Build a credible digital first impression. |
| **Networking** | Start and maintain professional relationships. |
| **Interview** | Prepare stories, responses, questions, and follow-up. |
| **Transition Plan** | Sequence the move from education into work. |

**REPRESENTATIVE STUDENT OUTPUTS**

- Career target statement
- Resume
- Professional profile and outreach scripts
- Interview and transition plan

## Blueprint 8. AI and Digital Professionalism

5 lessons | Weeks 15 to 16

| Lesson | Applied learning outcome |
|---|---|
| **What AI Is** | Understand capabilities, limits, and hallucinations. |
| **Using AI Honestly** | Apply ethical, academic, and workplace rules while prompting effectively. |
| **Privacy and Security Basics** | Establish a practical security floor for accounts and information. |
| **AI and Your Target Role** | Analyze tasks, identify durable skills, and articulate an AI-ready position. |
| **The Whole Toolkit** | Connect and maintain all eight Blueprints as one operating system. |

**REPRESENTATIVE STUDENT OUTPUTS**

- Personal AI-use rules
- Prompt practice
- Security floor
- Role-task analysis and AI statement

# 5. Potential FYE Alignment

This is a directional fit assessment, not a formal crosswalk. A formal crosswalk requires the institution's current FYE learning outcomes, syllabus, and assessment expectations.

| Institutional priority | Ready World contribution | Potential fit |
|---|---|---|
| **Academic and social transition** | Self-leadership, professional communication, decision-making, help-seeking, and stability planning | **Strong** |
| **Academic and growth mindset** | Setback response, accountability, follow-through, goals, and completion mapping | **Strong** |
| **Personal learning habits and metacognition** | Planning, prioritization, decision checks, self-evaluation, and weekly operating routines | **Strong** |
| **Advising and tutoring engagement** | Early help-seeking, self-advocacy scripts, campus-resource use, and completion-risk recognition | **Strong** |
| **Workplace preparation** | Professional presence, career launch, communication, interviewing, and transition planning | **Strong** |
| **AI readiness** | AI literacy, responsible use, prompting, privacy, role-task analysis, and an AI position statement | **Strong** |
| **Campus-specific orientation** | Institutional policies, offices, traditions, systems, and local procedures | **Requires local content** |
| **Discipline-specific FYE needs** | Major-level practices and program-specific expectations | **Requires faculty input** |

Ready World can complement institutional priorities such as metacognition, student success, workforce preparation, and AI readiness. Campus-specific and discipline-specific instruction remains under the institution's control.

# 6. Potential Integration Models

**MODEL A | FULL SEMESTER**

Use all eight Blueprints across a 16-week FYE course. Best when the institution wants a connected readiness system and complete student toolkit.

**MODEL B | SELECTED MODULES**

Assign selected Blueprints or lessons within existing FYE sections. Best when local faculty already cover orientation and academic content.

**MODEL C | SHARED CORE PLUS LOCAL CONTENT**

Use Ready World as a consistent digital core while instructors add the institution's resources, discussions, assignments, and discipline-specific applications.

**MODEL D | TARGETED PILOT**

Pilot selected sections, colleges, or student populations using agreed measures before expanding. Best for testing fit, usability, completion, and faculty workflow.

Models C and D offer potential starting points: a common readiness core or a targeted pilot. The institution can select a model based on its current curriculum, faculty workflow, and student needs.

Implementation planning should address LMS access, student registration, faculty expectations, usability, completion monitoring, and the timing of module assignment.

# 7. Questions for Institutional Review

1. Which current FYE learning outcomes are fully, partially, or not addressed by Ready World?
2. Which Ready World lessons duplicate existing instruction, and which fill an unmet readiness gap?
3. Should the program be used university-wide, within selected colleges, or in selected FYE sections?
4. Would a common digital core improve consistency while preserving instructor flexibility?
5. Which campus-specific resources, policies, offices, or assignments should be embedded?
6. Which student artifacts should be required, reviewed, discussed, or retained?
7. What completion, assessment, engagement, persistence, and faculty-usability measures should define a pilot?
8. What accessibility, instructional review, procurement, LMS, data, and approval requirements apply?

### Requested next input

To complete a formal alignment crosswalk, Ready World requests the current FYE syllabus or course framework, approved learning outcomes, required assessments, campus-specific content requirements, delivery model, and any planned revisions for the upcoming academic year.

**The purpose of this review is to determine fit, not to presume it. Ready World welcomes candid feedback and curriculum refinement based on the institution's priorities.**

# 8. Review Scope, Sources, and Intellectual Property

**Curriculum source.** This packet was prepared from Ready World Foundations version 6, containing 49 complete lesson packages across eight Blueprints. Each lesson package includes a designed lesson deck, build notes, quiz bank, and quiz import file.

**Quality status documented in the curriculum package.** The package reports 525 titled slides, WCAG 2.1 AA color-contrast review, standardized lesson numbering, and lesson-level instructional-design notes. Final captioning, keyboard testing, and screen-reader testing remain dependent on the published interactive build.

**Institutional alignment inputs.** A formal crosswalk should use the participating institution's current course framework, approved learning outcomes, assessments, and implementation requirements.

**Confidentiality.** This packet and the underlying curriculum are confidential and proprietary to Ready World, LLC. They are provided solely for institutional evaluation. No copying, redistribution, reuse, adaptation, or AI training is authorized without written permission.

## Request a Ready World demo

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