



## Path-College/Career II

PEIMS Code: N1290052  
Abbreviation: PATHCC2  
Grade Level(s): 10–12  
Award of Credit: 1.0

### Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

### Course Description:

All students deserve academic and social support to help prepare them for the challenges they must face after high school graduation. The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The Path secondary course series focuses on developing the habits and skills that are expected in college study and the workforce. High school Path students develop personal, interpersonal, and cognitive skills that are essential to productivity in both the collegiate and business worlds.

### Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grade 10 through 12. Prerequisites: Path I. Students shall be awarded one credit for the successful completion of this course.
- (b) Introduction.
  - (1) Through classroom applications of both contextual and non-contextual knowledge, students will demonstrate the mastery of 21<sup>st</sup> college and career skills including collaboration, critical thinking, problem solving, effective written and oral communication, time management, project management, conflict resolution, and ethical decision-making.
  - (2) All students deserve academic and social support to help prepare them for the challenges they must face after high school graduation. The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas.
- (c) Knowledge and Skills.

- (1) **Critical Thinking and Reasoning Skills.** The student develops analytical skills during reading and writing in order to deepen understanding, make connections, construct explanations, and examine differing perspectives. The student is expected to:
  - (A) apply categorization skills that enable the classification of ideas;
  - (B) analyze interdisciplinary themes between relevant content knowledge;
  - (C) use analytical skills to apply knowledge and select procedures; and
  - (D) evaluate fair-mindedness by considering other points of view.
- (2) **College and Career Planning.** The student investigates college culture by experiencing an online learning environment and exploring college opportunities that match personal interests. The student is expected to:
  - (A) discuss the terms major and minor and how they relate to future study;
  - (B) evaluate the course and degree offerings of technical and trade schools, institutes, two-year colleges, and four-year universities;
  - (C) research institutions that connect to student's personal interests;
  - (D) investigate the various methods to fund a higher education experience; and
  - (E) analyze the benefits and drawbacks of Advanced Placement (AP) courses and assessments, dual credit, and dual enrollment and determine the best course of action as it relates to future study.
- (3) **Ethical Codes of Conduct.** The student analyzes the relationship between morals, beliefs, and ethics. The student is expected to:
  - (A) interpret and discuss the American Counseling Association's (ACA) five moral principles including autonomy, justice, beneficence, nonmaleficence, and fidelity;
  - (B) distinguish beliefs from ethics in decision making;
  - (C) define and contrast the elements of happiness, peace, pleasure, and purpose; and
  - (D) identify and describe an ethical decision-making model.
- (4) **Personal and Interpersonal Skills.** The student identifies the characteristics of effective interpersonal communication and active listening. The student is expected to:
  - (A) analyze how personal identity and learning style affects communication;
  - (B) discuss how active listening can affect independent work in comparison to collaborative work;
  - (C) receive feedback and accept constructive criticism; and
  - (D) determine the power of listening to others and the power of being listened to.
- (5) **Academic Behaviors.** The student associates personal responsibility to academic success by strengthening positive learning behaviors while altering ineffective habits. The student is expected to:
  - (A) use note-reviewing processes;

- (B) explain the importance of study groups;
  - (C) apply time management strategies;
  - (D) determine the differences between individual and collaborative study;
  - (E) apply study habits necessary to manage academic pursuits and requirements;
  - (F) identify structural, non-verbal, visual, and phonological cues in different types of presentations such as lecture, video, or audio;
  - (G) identify goals and objectives;
  - (H) identify when the use of a method of note-taking is appropriate; and
  - (I) explain the importance of the critical reading and writing skills across the curriculum.
- (6) Research Skills. The student applies an organized framework to identify an area of interest, collect information, record findings, and create a presentation both orally and in writing. The student is expected to:
- (A) develop a research plan to complete an independent research project;
  - (B) use educational technology to produce an innovative, discipline-based product;
  - (C) identify challenges that may impact a performance at a high academic and intellectual level;
  - (D) describe and analyze an area of interest and passion;
  - (E) use information from a variety of sources and arrange the materials in a logical manner;
  - (F) evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information; and
  - (G) analyze the impact of and identify improvements with communication style and presentation skills.

### Recommended Resources and Materials:

#### Textbooks:

Carter, C., Bishop, J., & Kravits, S. L. (2011). Keys to effective learning: developing habits for success. Boston: Pearson Allyn & Bacon.

Covey, S. (2019). The 7 habits of highly effective teens: the ultimate teenage success guide. New York, NY: Simon & Schuster Paperbacks.

Sherfield, R. M., & Moody, P. G. (2011). Cornerstone: creating success through positive change. Boston, MA: Pearson/Allyn & Bacon.

#### Suggested Resources:

Bill & Melinda Gates Foundation, Afton Partners, The Eli & Edythe Broad Foundation, et.al. (n.d.). A Working Definition of Personalized Learning. Retrieved from <https://www.newclassrooms.org/wp-content/uploads/2018/08/personalized-learning-working-definition-1.pdf>.

## Path-College/Career II

Covey, S. (2013). *The 7 habits of highly effective teens: with companion workbook*. New York: Simon & Schuster.

CollegeBoard. (n.d.). BigFuture. Retrieved from <https://bigfuture.collegeboard.org/>.

College Board: Pre-AP and AP Strategies and Support. Pearson. (n.d.). MyLab Foundational Skills. Retrieved from <https://www.pearsonmylabandmastering.com/northamerica/myfoundationslab/>.

### Recommended Course Activities:

#### ALL LEVELS:

- Active participation in tutorial sessions
- Enrollment in advanced level course(s)
- Career Guidance, Exploration, and Planning System (e.g. Career Cruising, Kuder, ASVAAB, Big Future)
- College Campus Visits (in-person, digital, or presentation by a college representative)

#### Recommended Path I & II:

- High school degree plan
- College/Career records file
- Post-secondary “Course-of-Study” Plan
- Path group community service project
- PSAT and/or ACT Aspire

#### For College-going students:

- Complete Apply Texas
- FAFSA
- resume/send letters of recommendation
- transcript retrieval
- College Visits

#### For Career-path students:

- Complete certification
- Job application process
- resume/letters of recommendation
- work and experiential background documentation
- Workplace Visits

### Suggested methods for evaluating student outcomes:

- Extra-curricular activity participation
- Community service participation reflection cards
- Reflection journal
- College/career research
- Speeches / presentations
- Research: Advanced Placement (AP) / Dual Credit / Dual Enrollment
- Listening vs. Hearing Activities (e.g. Identify elements in a speech, How To Speeches, etc.)

## Path-College/Career II

### Teacher qualifications:

An assignment for Path College/Career I-IV is allowed with a valid certificate appropriate to the grade level of assignment.

Recommended:

- College Board Institute Training
- GT 30-hour foundational training

### Additional information:

Interested districts can contact Kathleen Plott at [kplott@kleinisd.net](mailto:kplott@kleinisd.net) for example of district designed training.