

Path College Career I

PEIMS Code: N1290051

Abbreviation: PATHCC1

Grade Level(s): 9-12

Award of Credit: 1.0

State 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:

The Path College Career I course provides students with instructional support for advanced-level (honors) courses through the implementation of College and Career Readiness Standards and 21st century skills (critical thinking, collaboration, communication, and creativity). As an introductory college and career readiness course, Path I College Career develops study skills, research skills, application of critical thinking skills, personal/interpersonal skills, confidence in personal growth through self-reflection, and the habits necessary for continued success in high school, college, and the workforce. In this course, students are immersed in a rigorous learning environment to ensure that students are not only eligible but also ready for college and career opportunities.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) The Path College Career I course provides students with instructional support for advanced-level (honors) courses through the implementation of College and Career Readiness Standards and 21st century skills (critical thinking, collaboration, communication, and creativity). As an introductory college and career readiness course, Path I College Career develops study skills, research skills, application of critical thinking skills, personal/interpersonal skills, confidence in personal growth through self-reflection, and the habits necessary for continued success in high school, college, and the workforce. In this course, students are immersed in a rigorous learning environment to ensure that students are not only eligible but also ready for college and career opportunities.
 - (2) Through classroom applications of both contextual and non-contextual knowledge, students demonstrate mastery of 21st century college and career readiness skills, including collaboration, critical thinking, problem-solving, effective written and oral communication, time management, and ethical decision-making.

- (3) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) Critical thinking skills. The student describes the mental processes of learning through the analysis and practice of skills and strategies. The student is expected to:
 - (A) describe various learning processes such as auditory, kinesthetic, verbal, visual, and intrapersonal learning;
 - (B) identify effective learning strategies;
 - (C) explain steps in the research process such as identifying a topic, formulating a research question, designing a research plan, analyzing data, citing sources, and reporting findings;
 - (D) apply specific memory strategies, including breaking down tasks, repetition, and mnemonic devices, to particular tasks;
 - (E) evaluate the application of executive function and self-regulation skills in challenging academic experiences; and
 - (F) describe new learning.
 - (2) College and career planning. The student examines college and career choices available and designs a personal action plan for a selected choice. The student is expected to:
 - (A) explain how high school course choices and grades may affect college and career options;
 - (B) research and describe connections between personal interests and relevant information about colleges and careers;
 - (C) develop a career plan that includes required training, education, and skills;
 - (D) explain how performing community service is related to postsecondary opportunities and participate in a community service project; and
 - (E) create an academic portfolio to include academic work samples, examples of community service, a resume, letters of recommendations, and school-related accomplishments.
 - (3) Ethical codes of conduct. The student demonstrates ethical behavior and positive character traits. The student is expected to:
 - (A) identify and describe ethical behaviors addressed in codes of conduct found at the college and career level such as integrity, responsibility, discipline, respect, and team collaboration;
 - (B) analyze and compare assumptions and beliefs about ethics;
 - (C) define ethics and explain the relationship between ethics, attitudes, and values; and
 - (D) explain the relationship between integrity and character.
 - (4) Personal and interpersonal skills. The student identifies life skills necessary for positive interactions and communication. The student is expected to:
 - (A) identify and describe personal strengths, talents, and abilities;
 - (B) follow directions and procedures independently;
 - (C) describe how identifying negative attitudes, both personal attitudes and attitudes of others, can help one create positive outlooks; and

- (D) identify and use active listening strategies such as making eye contact and following vocal cues.
- (5) Academic behaviors. The student makes connections between personal responsibility and academic success by analyzing positive learning behaviors and ineffective habits. The student is expected to:
 - (A) identify and manage habits that can have a negative impact on time management such as spending too much time using social media and other types of technology, being a perfectionist, or procrastinating;
 - (B) identify and describe effective time management strategies;
 - (C) identify personal learning style and ways to improve study habits;
 - (D) describe and compare various note-taking strategies, including two-column notes, the Cornell note-taking method, flashcards, SQ3R (sentence, survey, question, read, recite, and review), and REDW (read, examine, decide, and write);
 - (E) distinguish between main points, elaboration, examples, and repetition in different types of presentations such as lecture, video, or audio;
 - (F) explain the purpose of goal setting and prioritization; and
 - (G) identify and describe reading and writing skills such as reading and responding to emails, keeping a journal or reflection journal, or writing about ideas and plans for the future.
- (6) Research skills. The student applies an organized research 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) distinguish between guided research and independent research;
 - (B) identify and research an area of interest;
 - (C) describe and use various educational technologies to conduct research;
 - (D) identify, locate, explore, and select a variety of resources for a research project, including academic journals, books, and online databases;
 - (E) generate ideas and gather information relevant to the topic and purpose;
 - (F) organize information collected through research into a presentation; and
 - (G) identify and describe effective communication and presentation skills.

Recommended Resources and Materials:

- Covey, Sean. *The 7 Habits of Highly Effective Teens*. New York, NY: Simon & Schuster Paperbacks, 2014.
- Covey, Sean. *The 7 Habits of Highly Effective Teens: Personal Workbook*. New York, NY: Touchstone Book: Simon & Schuster, 2014.
- Johnston, Susan M. *The career adventure: Your guide to personal assessment, career exploration, and decision making*. 5th ed. New York, NY: Pearson, 2014.
- Piscitelli, Stephen. *Choices for college success*. 3rd ed. Boston, MA: Pearson, 2015.
- Williamson, James C., Debra A. McCandrew, and Charles T. Muse. *Roadways to success*. 5th ed. Boston, MA: Pearson, 2013.

Recommended Course Activities:

- High school degree plan
- Post-secondary “Course-of-Study” Plan
- Path group community service project
- PSAT and/or ACT Aspire
- Career research
- College campus visits and research (in-person, digital, or presentation by a college representative)
- Create a resume
- Write a letter requesting a recommendation
- Research career certification opportunities available in high school

Suggested methods for evaluating student outcomes:

- Extra-curricular activity participation
- Community service participation reflection cards
- Personal/Interpersonal Skills Survey
- Reflection journal
- College/career research
- Speeches / presentations
- Samples of note-taking methods
- Goal setting / prioritization logs

Teacher qualifications:

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

Additional information:

Recommended:

- College Board Institute Training (costs vary based on course; approximately \$150 - \$600)
- GT 30-hour foundational training