

## Path College Career II

PEIMS Code: N1290052

Abbreviation: PATHCC2

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:

Path College Career II provides students with instructional support in all college preparatory (honors level), Advanced Placement, International Baccalaureate, and dual enrollment courses through in-class coaching. The course emphasizes the development of habits and skills essential for success in both college and the workforce. Students will explore college and career opportunities that align with their personal interests and engage in ethical decision-making related to real-world and workplace issues. Additionally, students will prepare for the PSAT, SAT, and ACT exams and scholarship opportunities. Through an immersive online learning environment, the Path elective ensures that students are not only college-eligible, but truly college ready.

### Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grades 9-12. Prerequisites: Path College Career I. Students shall be awarded one credit for the successful completion of this course.
- (b) Introduction.
  - (1) Path College Career II provides students with instructional support in all college preparatory (honors level), Advanced Placement, International Baccalaureate, and dual enrollment courses through in-class coaching. The course emphasizes the development of habits and skills essential for success in both college and the workforce. Students will explore college and career opportunities that align with their personal interests and engage in ethical decision-making related to real-world and workplace issues. Additionally, students will prepare for the PSAT, SAT, and ACT exams and scholarship opportunities. Through an immersive online learning environment, the Path elective ensures that students are not only college-eligible, but truly college ready.
  - (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 and reasoning skills. The student develops analytical skills during reading and writing to deepen understanding, make connections, construct explanations, and examine differing perspectives. The student is expected to:
- (A) describe a process used to effectively categorize and classify ideas;
  - (B) analyze interdisciplinary themes between relevant content knowledge;
  - (C) use analytical skills to apply knowledge and select appropriate learning strategies; and
  - (D) explain different ways to demonstrate fair-mindedness by actively considering diverse perspectives.
- (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) explain the terms major and minor in college and how majors and minors impact career opportunities upon college graduation;
  - (B) compare the course and degree offerings of technical and trade schools, institutes, two-year colleges, and four-year universities;
  - (C) identify criteria a college or university may use to evaluate students during the admission process such as academic awards, standardized college entrance assessments, letter of recommendation, and personal essays;
  - (D) compare colleges or universities against a set of predetermined criteria;
  - (E) research and describe the various methods of funding higher education, including grants, loans, and scholarships; and
  - (F) analyze the benefits, challenges, and other considerations associated with Advanced Placement (AP) courses and assessments, dual credit, and dual enrollment to determine the best pathway to achieve a desired postsecondary education.
- (3) Ethical codes of conduct. The student analyzes the relationship between morals, beliefs, and ethics. The student is expected to:
- (A) interpret and discuss different moral principles, including autonomy, justice, beneficence, nonmaleficence, and fidelity;
  - (B) evaluate and distinguish beliefs from ethics in decision making;
  - (C) define and discuss different elements of happiness, peace, pleasure, and purpose as it applies to personal growth; and
  - (D) identify and explain 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 styles affect communication;
  - (B) discuss how active listening can affect independent work in comparison to collaborative work;

- (C) collect feedback and analyze constructive criticism; and
  - (D) analyze elements of active listening, including listening to others and others listening.
- (5) Academic behaviors. The student develops an understanding of the connection between personal responsibility and academic success by analyzing positive learning behaviors and ineffective habits. The student is expected to:
- (A) explain note-reviewing processes to improve study habits;
  - (B) explain the benefits of study groups;
  - (C) describe time management strategies;
  - (D) determine the differences between how to study effectively as an individual and in a group;
  - (E) justify personal study habits for managing academic pursuits and requirements;
  - (F) analyze test-taking strategies, such as critical reading, effective writing techniques, and mathematical problem-solving approaches, to prepare for standardized college entrance exams such as the SAT and ACT;
  - (G) identify structural, non-verbal, visual, and phonological cues in different types of presentations such as lecture, video, or audio;
  - (H) identify academic goals and objectives to show the connection between personal responsibility and academic success;
  - (I) analyze note-taking strategies to determine appropriate strategies for various situations; and
  - (J) explain the importance of critical reading and effective writing skills including professional communication, reflective processing, future planning.
- (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) develop a research plan to complete an independent research project;
  - (B) produce an innovative, discipline-based product using educational technologies;
  - (C) identify and describe challenges that may impact performance at a high academic level;
  - (D) describe an area of interest and generate ideas for potential research topics related to the area;
  - (E) arrange information and materials collected through research in a logical sequence;
  - (F) evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information for a research project; and
  - (G) analyze the impact of and identify improvements with communication style 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)
- Complete applications (e.g. job, college, scholarships)
- Research career certification opportunities available in high school

#### 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.)

#### Teacher qualifications:

An assignment for Path College/Career II 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