

Path College Career III

PEIMS Code: N1290053

Abbreviation: PATHCC3

Grade Level(s): 10-12

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 III is a course in a college and career readiness system that offers students instructional support through in-class coaching. This course emphasizes the development of critical reading and writing skills necessary for success in both first-and second-year postsecondary education and the workforce. Students refine their critical reading, writing, and research abilities across various disciplines, preparing them for the analytical demands of college and professional environments. Students will explore the financial, societal, and cultural implications of their college and career choices, while participating in ethical decision-making through group community service. The course also incorporates traditional college and career planning activities, such as comparative analysis of college entrance exams, financial aid and scholarship applications, and the navigation of the college admissions process.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grades 10-12. Prerequisites: Path College Career I and Path College Career II. Students shall be awarded one credit for the successful completion of this course.
- (b) Introduction.
 - (1) Path College Career III is a course in a college and career readiness system that offers students instructional support through in-class coaching. This course emphasizes the development of critical reading and writing skills necessary for success in both first-and second-year postsecondary education and the workforce. Students refine their critical reading, writing, and research abilities across various disciplines, preparing them for the analytical demands of college and professional environments. Students will explore the financial, societal, and cultural implications of their college and career choices, while participating in ethical decision-making through group community service. The course also incorporates traditional college and career planning activities, such as comparative analysis of college entrance exams, financial aid and scholarship applications, and the navigation of the college admissions process.
 - (2) Through classroom applications of both contextual and non-contextual knowledge, students demonstrate mastery of 21st century 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.

- (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 improves the ability to ask clarifying questions, to analyze arguments, to solve problems, and to think reasonably. The student is expected to:
- (A) explain how evidence shapes beliefs and opinions in various texts;
 - (B) describe how to apply ideas and communicate insights effectively in different situations, such as interviews, academic discourse and writing;
 - (C) apply deductive reasoning and inductive reasoning to problems related to core content area(s);
 - (D) explain the differences between formal and informal logic in the analysis and interpretation of an argument; and
 - (E) analyze the differences between circular arguments, ad hominem fallacies, and slippery slope fallacies by creating examples of each in oral and written form and identify these arguments in given bodies of text.
- (2) College and career planning. The student analyzes and considers the financial, societal, and cultural differences of personal college and career choices. The student is expected to:
- (A) research and describe financial implications of career choice and level of education;
 - (B) describe benefits of participating in extra-curricular activities and community service and evaluate the impacts of participation on the college admission process;
 - (C) compare college entrance exams such as cost, registration timelines, assessment structure and format, score requirements for college admission;
 - (D) discuss college or career options with a college or industry representative or counselor; and
 - (E) conduct a comparative analysis of a selection of colleges and careers including the admission process, financial aid and scholarship opportunities, and required entrance exams and essays.
- (3) Ethical codes of conduct. The student applies the decision-making model to ethical dilemmas, demonstrating a comprehensive understanding of relevant ethical codes of conduct and their practical application. The student is expected to:
- (A) identify specific moral aspects in an ethical dilemma that a student might encounter in a community service activity;
 - (B) evaluate and explain the role of personal values in ethical dilemmas;
 - (C) select or develop personal ethical decision-making processes;
 - (D) evaluate and interpret complex ethical issues found in real-world situations; and
 - (E) evaluate and analyze the effect of participation in a group community service project on an individual's affective, creative, cognitive, and ethical development.

- (4) Interpersonal and soft skills. The student understands various methods of decision-making and negotiation while continuing to practice intercommunication and active listening. The student is expected to:
 - (A) apply and describe various forms of a decision-making process to make appropriate decisions;
 - (B) describe the principles of negotiation and conflict and justify a conflict resolution strategy;
 - (C) select and justify self-management skills for various situations; and
 - (D) describe networking skills used during cooperative learning.
- (5) Academic behaviors. The student analyzes and practices collaborative teaching and learning strategies. The student is expected to:
 - (A) describe and evaluate the effectiveness of common group norms in study group settings;
 - (B) select and describe note-reviewing strategies used in study sessions;
 - (C) discuss and evaluate the benefits and effectiveness of study groups;
 - (D) analyze and evaluate the effectiveness of time management strategies applied to various situations;
 - (E) describe the impact of negative emotions on study habits;
 - (F) identify and practice the use of essential note-taking symbols and abbreviations while engaged in different types of presentations such as lecture, video, and audio presentations;
 - (G) select and explain appropriate note-taking strategies for group or individual settings; and
 - (H) analyze the importance of critical reading and writing strategies such as audience-based communication, effective dialogue and critical analysis, and strategic visioning.
- (6) Research skills. The student conducts advanced research on a selected topic and presents the research results in written and visual or oral format. The student is expected to:
 - (A) create, develop, and participate in original research while taking intellectual risks such as embracing ambiguity and uncertainty, facing critique, criticism, or rejection, and the ability to adapt based on findings;
 - (B) complete a research product, abstract, process record, and presentation;
 - (C) plan and deliver a focused and coherent presentation;
 - (D) organize research to prepare for a question-and-answer session;
 - (E) identify diverse points of view during research;
 - (F) analyze research from a variety of sources and explain how content collected through research is connected;
 - (G) adjust a research plan based on peer feedback; and
 - (H) analyze and evaluate the importance of audience feedback.

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
- College/Career records file
- Post-secondary "Course-of-Study" Plan
- Path group community service project
- SAT and/or ACT
- TSI (if needed)
- Complete Apply Texas
- FAFSA
- Create a resume
- Write a letter requesting a recommendation
- Research career certification opportunities available in high school
- Complete applications (e.g. job, college, scholarships)

Suggested methods for evaluating student outcomes:

- Extra-curricular activity participation
- Reflection journal
- College/career research
- Speeches / presentations
- Research: transcript implications, financial future, college / career society and culture
- Create/implement a group community service project
- Socratic Seminars and/or debates

Teacher qualifications:

An assignment for Path College/Career III 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