

## Path College Career IV

PEIMS Code: N1290054

Abbreviation: PATHCC4

Grade Level(s): 11-12

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 IV is the final course in a college and career readiness system that offers students instructional support through in-class coaching. Students explore the financial, societal, and cultural implications of their college and career choices, while participating in the development of a final research portfolio depicting the students' future academic and career plans. The portfolio includes interviews of college admissions experts, analysis of post-secondary academic institutions selected by the student, personal financial analysis, and payment plan for enrollment in an institution. Additionally, students complete a personal and research-based analysis and consult with experts in a selected career field. Students will give a formal presentation of their product to experts at the end of the year.

### Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grades 11 and 12. Prerequisites: Path College Career I, Path College Career II, and Path College Career III. Students shall be awarded one credit for the successful completion of this course.
- (b) Introduction.
  - (1) Path College Career IV is the final course in a college and career readiness system that offers students instructional support through in-class coaching. Students explore the financial, societal, and cultural implications of their college and career choices, while participating in the development of a final research portfolio depicting the students' future academic and career plans. The portfolio includes interviews of college admissions experts, analysis of post-secondary academic institutions selected by the student, personal financial analysis, and payment plan for enrollment in an institution. Additionally, students complete a personal and research-based analysis and consult with experts in a selected career field. Students will give a formal presentation of their product to experts at the end of the year.
  - (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 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, through the application of critical thinking practices, improves the ability to ask clarifying questions, analyze arguments, solve problems, and think reasonably. The student is expected to:
    - (A) make inferences and draw conclusions in bodies of text from core content areas using the skills of categorization, elaboration, analogical reasoning, and information retrieval;
    - (B) apply creative problem-solving processes and critical thinking strategies to real-world situations;
    - (C) apply problem-solving techniques and strategies to locate declarative and procedural information in problems from each core content area such as concept mapping, hypothetical-deductive reasoning, and textual and source analysis; and
    - (D) defend an argument through logical reasoning.
  - (2) College and career planning. The student begins the college and career application process. The student is expected to:
    - (A) evaluate the differences among college entrance exams and how it affects the college admission process selected by the student;
    - (B) prepare a resume and a cover letter for a job posting;
    - (C) write a letter requesting a recommendation;
    - (D) complete a college application or college applications, including the essays;
    - (E) research and analyze various grants, loans, and scholarships and discuss findings;
    - (F) compile a list of information needed to complete the Free Application for Federal Student Aid (FAFSA); and
    - (G) conduct a comparative analysis of selected colleges by analyzing majors, tuition, housing, dining, fees, and amenities.
  - (3) Ethical codes of conduct. The student applies the decision-making model to various community issues and participates in or proposes an individual community service project. The student is expected to:
    - (A) describe theories of social responsibility and apply them to personal experiences;
    - (B) analyze and discuss how to resolve ethical dilemmas that may occur in various career fields;
    - (C) explain how community involvement and serving others can affect one's personal perceptions or feelings such as happiness, peace, pleasure, and purpose; and
    - (D) evaluate and analyze the effect of participation in a community service project on an individual's affective, creative, cognitive, and ethical development.
  - (4) Interpersonal skills. The student evaluates sources of tension and anxiety and develops personal management strategies to handle stress. The student is expected to:
    - (A) apply and reflect on goal-setting techniques as a personal management strategy to attain high-level achievement and performance;

- (B) identify causes of anxiety and stress;
  - (C) describe techniques to help manage anxiety and stress;
  - (D) explain the role of maintaining impartiality to avoid personal prejudice in group problem-solving activities; and
  - (E) select and justify the use of appropriate conflict resolution strategies for a given conflict in an interpersonal setting.
- (5) Academic behaviors. The student analyzes personal management and learning practices to evaluate personal effectiveness in various situations. The student is expected to:
- (A) organize study group sessions and evaluate the effectiveness of study group sessions;
  - (B) describe the impact and evaluate the effectiveness of using planners and calendars for time management;
  - (C) describe and use active listening skills to identify key details and information in different types of presentations such as lecture, video, or audio;
  - (D) implement goal setting and prioritization and reflect on the effectiveness of using these strategies to make decisions about coursework or to prioritize assignments;
  - (E) evaluate the effectiveness of and personal preferences for different note-taking methods; and
  - (F) select the appropriate critical reading or writing strategy for various situations such as in group discussions or for a particular audience member or presenter.
- (6) Research skills. The student conducts advanced research on a selected topic using qualitative and quantitative methods of inquiry. The student is expected to:
- (A) develop research questions, interview questions, and other instruments to collect data for the research process;
  - (B) interview or use information collected from relevant professionals to collect qualitative data;
  - (C) analyze information using data analysis skills such as categorizing, identifying cause-and-effect relationships, comparing, contrasting, making generalizations and predictions, and drawing inferences and conclusions;
  - (D) develop a research product, abstract, process record, portfolio, and presentation of professional quality;
  - (E) analyze and evaluate the effectiveness of a presentation;
  - (F) develop, present, and use peer feedback to adjust a research presentation plan; and
  - (G) respond appropriately to audience feedback and questions.

#### 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 or career planning
- Post-secondary "Course-of-Study" Plan
- Individual community service project
- SAT and/or ACT
- 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
- Socratic Seminars and/or debates
- Creative problem-solving activities
- College applications, essays, etc.
- Resumes
- Create/implement an individual community service project

#### Teacher qualifications:

An assignment for Path College/Career IV 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