Path-College/Career Prep III

PEIMS Code: N1290053  
Abbreviation: PATHCC3  
Grade Level(s): 9–12  
Award of Credit: 0.5–1.0

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 are the final stage of the multi-level College/Career Readiness System of Study (CCR-SOS) implemented district-wide that advances 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 enhance the skill sets previously learned in Path-First Step (Elementary) and Path-Next Step (Intermediate/Middle School) and continue to develop personal/interpersonal and cognitive skills that are essential to productivity in both the collegiate and business worlds.

Essential Knowledge and Skills:

(1) Critical Thinking & Reasoning Skills. The student improves his ability to ask clarifying questions, to analyze arguments, to solve problems, and to think reasonably. The student is expected to:

   (A) recognize how evidence shapes belief and opinions in various texts;
   (B) apply ideas and insights to new situations;
   (C) practice deductive reasoning and inductive reasoning to problems in each core content area;
   (D) understand the differences between formal and informal logic in the analysis and interpretation of an argument; and
   (E) demonstrate the understanding of the differences between circular arguments, ad hominem fallacies, and slippery slope fallacies by
creating examples of each in oral and written form and recognizing these arguments in given bodies of text.

(2) College/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) review high school transcript and compare to personal high school graduation plan to maintain on-track status;
(B) research the funding of a college education;
(C) maintain extra-curricular activity and community service;
(D) prepare for college readiness and college entrance exams;
(E) meet with college representatives; and
(F) conduct a comparative analysis of selected colleges/careers.

(3) Ethical Codes of Conduct. The student continues to apply the decision-making model to real-world and work-place issues. The student will develop community awareness and gain personal awareness by participating in group community service activities. The student will be able to:

(A) identify specific moral aspects to an ethical dilemma;
(B) evaluate personal values in ethical dilemmas;
(C) evaluate personal ethical decision-making processes;
(D) explore complex ethical issues found in real-world situations; and
(E) enhance the affective, creative, cognitive, and ethical development through the active participation of a group community service project.

(4) Personal/Interpersonal 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) understand and apply various forms of the decision-making process in order to make appropriate decisions;
(B) learn the principles of negotiation and how to deal with conflict;
(C) apply self management skills in various situations; and
(D) practice networking skills and cooperative learning.

(5) Academic Behaviors. The student analyzes the structure of a meeting and practice collaborative teaching and learning strategies. The student will reflect on personal management and learning practices and evaluate their effectiveness. The student is expected to:

(A) understand the concept of group norms in study group settings;
(B) use note-reviewing processes and learn the importance of study groups;
(C) practice time management strategies;
(D) manage negative emotions in order to improve study habits;
(E) identify and practice key note-taking symbols and abbreviations during lecture;

(F) identify when the use of a method of note-taking is appropriate; and

(G) use critical reading and writing foundational skills across the curriculum.

(6) Research Skills. The student conducts advanced research on a selected topic using qualitative and/or quantitative methods of inquiry. The student presents his research results in written and visual or oral format. The student is expected to:

(A) take intellectual risks in developing and participating in original research;

(B) complete a research product, abstract, process record, and presentation;

(C) prepare for a question-and-answer session pertaining to research;

(D) consider other diverse points of view in compiling research;

(E) perform research outside of the traditional curriculum;

(F) receive critiques from individuals other than the classroom teacher; and

(G) investigate the steps needed to gain a performance acknowledgement.

**Recommended Resources and Materials:**

College Board Pre-AP and AP Strategies and Support

Textbook: College Board. CollegeEd®


Ancillary: Covey, S. 7 Habits of Highly Effective Teens (ISBN- 13-978-0684856094)

MyStudent Success Lab. Pearson

My Foundations Lab. Pearson

My College QuickStart. College Board

**Recommended Course Activities:**

Active participation in tutorial sessions

Enrollment in advanced level course(s)

Career Guidance, Exploration, and Planning System (one of the following)
   Career Cruising
   Kuder
   ASVAAB
Complete activities on My College QuickStart
Individual community service project
Path group community service project
Juried research project
High school degree plan
College/Career records file
Post-secondary “Course-of-Study” Plan

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

Strongly Encouraged Optional activities:
  PSAT
  ACT Aspire
  SAT and/or ACT
  spring/summer SAT and/or ACT for juniors not meeting TSI
  TSI (required for those not meeting TAPR “College-Ready Graduates” through STAAR, SAT, or ACT)
    College campus visits
    Career field mentorship

Suggested methods for evaluating student outcomes:
  Advanced Course enrollment and completion
  Extra-curricular activity participation
  Community service participation reflection cards
  taking AP exam
    passing at least one AP exam
  AP exams with a 3 or higher
  TSI in Math
  TSI in ELA
  graduating on Distinguished Plan
  completing at least 1 Performance Acknowledgement
  Course Grades
Teacher qualifications:

Valid TX secondary teaching certificate

Experience teaching at the secondary level, high school teaching experience preferred

Path Core training, preferred

Path Curriculum Writing experience, preferred

Pre-AP and/or AP Institute training, preferred

GT 30 hour foundational training, preferred

Capturing Kids Hearts training, preferred.

Additional information: