Path-College/Career Prep II

PEIMS Code: N1290052
Abbreviation: PATHCC2
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 will hone his analytical skills during reading and writing in order to deepen understanding, make connections, construct explanations, and examine differing perspectives. The student is expected to:
   - practice categorization skills that enable the classification of ideas;
   - incorporate all relevant knowledge and insight into thought and behavior;
   - use analytical skills to apply knowledge and select procedures; and
   - exercise fair-mindedness by considering other points of view.

2. College/Career Planning. The student will develop a greater understanding of a college culture by experiencing an online learning environment and continue to explore college opportunities that match personal interests. The student is expected to:
(A) learn the terms major and minor and how they relate to future study;
(B) consider the course and degree offerings of technical and trade schools, institutes, two-year colleges, and four-year universities;
(C) research five institutions of higher education and review catalogs;
(D) investigate the many methods to fund a higher education experience; and
(E) identify the credit or placement for AP scores and also the transfer of college level academic coursework offered through Dual Credit participation and determine the best course of action as it relates to future college goals.

(3) Ethical Codes of Conduct. The student will know an ethical decision-making model and applies the steps to real-world and work-place issues. The student will be able to:

(A) understand an ethical decision-making model;
(B) interpret and discuss the American Counseling Association’s (ACA) five moral principles: autonomy, justice, beneficence, nonmaleficence, and fidelity;
(C) distinguish beliefs from ethics in decision making; and
(D) define and contrast the elements of happiness, peace, pleasure, and purpose.

(4) Personal/Interpersonal Skills. The student understands the facets of interpersonal communication and active listening. The student is expected to:

(A) develop a detailed understanding of personal identity and the factors that impact this recognition;
(B) distinguish between situations needing collaborative work from those needing independent work;
(C) receive feedback and to accept constructive criticism; and
(D) practice listening for understanding.

(5) Academic Behaviors. The student associates personal responsibility to academic success by strengthening positive learning behaviors while altering ineffective habits. The student is expected to:

(A) practice note-reviewing processes and learn the importance of study groups;
(B) practice time management strategies;
(C) understand the difference between individual and collaborative study;
(D) recognize structural, non-verbal, visual, and phonological cues in lecture;
(E) perform goal-setting and prioritization;
(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 understands the need for an organized 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 confidence in personal abilities to complete an independent research project;

(B) use educational technology to produce an innovative, discipline-based product;

(C) accept challenges in order to perform at a high academic and intellectual level;

(D) explore an area of interest and passion;

(E) perform research outside of the traditional curriculum; and

(F) improve communication and presentation skills.

**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
taking AP exam
passing at least one AP exam
AP exams with a 3 or higher
PSAT
STAAR Math and ELA
Extra-curricular activity participation
Community service participation reflection cards
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.