Path-College/Career Prep IV

PEIMS Code: N1290054
Abbreviation: PATHCC4
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, through the application of previous critical thinking practice, improves his ability to ask clarifying questions, to analyze arguments, to solve problems, and to think reasonably. The student is expected to:
   - use the skills of categorization, elaboration, analogical reasoning, and information retrieval to make inferences and draw conclusions in bodies of text from each core content area;
   - practice the creative-problem solving process and critical-thinking strategies related to real-world situations;
   - apply problem-solving techniques and strategies to locate declarative and procedural information in problems from each core content area; and
   - develop confidence in reason by exercising independent thought.
(2) College/Career Planning. The student applies learned skills and strategies by challenging college placement exams. The student will begin the college and career application process. The student is expected to:

(A) understand the differences among all of the college entrance exams and prepare to register and take a minimum of two;
(B) prepare resume and complete college applications;
(C) investigate available scholarships and grants;
(D) write necessary essays for college application;
(E) become familiar with the free application for federal student aid (FAFSA) by creating an outline of steps and needed information; and
(F) conduct a comparative analysis between selected colleges by analyzing tuition, housing, dining, fees, and amenities.

(3) Ethical Codes of Conduct. The student continues to apply the decision-making model to real-world and work-place issues. The student will research various community issues and participate in an individual community service project. The student will be able to:

(A) compare theories of social responsibility to personal experiences;
(B) analyze and resolve ethical problems in various career fields;
(C) frame a future-life direction based on the critical understanding of the elements of happiness, peace, pleasure, and purpose; and
(D) refine the affective, creative, cognitive, and ethical development through the creation of a personal community service project.

(4) Personal/Interpersonal Skills. The student will understand the nature of tension and anxiety and examine and/or develop personal management strategies to handle stress. The student will be introduced to the concept of workplace conflict resolution. The student is expected to:

(A) achieve higher levels of performance through goal-setting techniques;
(B) manage anxiety and stress;
(C) practice impartiality and to avoid personal prejudice in group problem-solving activities;
(D) manage and apply conflict resolution strategies; and
(E) practice money management skills by creating a personal ledger and building a budget.

(5) Academic Behaviors. The student will analyze 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) organize and attend study group sessions;
(B) practice the use of digital planners and calendars;
(C) engage active listening skills to recognize key notes in lecture;

(D) perform goal-setting and prioritization;
(E) identify when the use of a method of note-taking is appropriate; and
(F) 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 will present his research results in written and visual or oral format. The student is expected to:

(A) work with professionals in the field of chosen research;
(B) demonstrate advanced thinking process that enable connections across time, disciplines, locations, and cultures;
(C) complete a research product, abstract, process record, and presentation comparable to the work of people in the profession;
(D) explore an area of interest and passion;
(E) participate in research that delineates the potential impact the findings will have on the individual and society at large;
(F) receive critiques from individuals other than the classroom teacher; and
(G) investigate the steps 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
  Community service participation reflection cards
  Juried Research Project
  taking AP/IB exam
  passing at least one AP exam
  AP exams with a 3 or higher
  “College Ready” in both Math and ELA
  taking SAT/ACT
  at or above criterion on SAT/ACT
  graduating on Distinguished Plan
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: