Path-College/Career Prep I

PEIMS Code: N1290051
Abbreviation: PATHCC1
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. Metacognitive Skills. The student obtains a greater awareness of the mental processes of learning through the analysis and practice of skills and strategies. The student is expected to:
   - (A) understand the process of learning;
   - (B) identify preferred approaches and strategies to learning;
   - (C) apply specific memory strategies to particular tasks;
   - (D) transfer appropriate memory processes to new situations; and
   - (E) practice reflection and the monitoring of new learning.

2. College/Career Planning. The student understands the many college and career choices available and design a personal action plan. The student is expected to:
   - (A) explore interests, colleges, and careers and create a chart containing important information;
(B) develop a career plan that includes needed training, education, and skills;
(C) create a high school personal graduation plan identifying one of the five endorsements;
(D) research personal interest pertaining to community service and engage in one community service project; and
(E) create an e-portfolio to record work digitally.

(3) Ethical Codes of Conduct. The student develops a greater understanding of ethics personal character through self-reflection activities. The student is expected to:
(A) increase ethical knowledge and sensitivity;
(B) recognize assumptions and beliefs about ethics;
(C) define ethics and its relationship to attitudes and values; and
(D) examine the relationship between integrity and character.

(4) Personal/Interpersonal Skills. The student acquires self-confidence through the development and improvement of important life skills necessary for positive interactions and communication. The student is expected to:
(A) affirm strengths, talents, and abilities through self-awareness activities;
(B) follow directions or procedures independently;
(C) transform negative attitudes into positive outlooks; 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) identify and manage time wasters and acquire time management strategies;
(B) understand personal learning style to improve study habits;
(C) understand the differences between two-column, Cornell, flashcard, sentence, survey, question, read, recite, and review (SQ3R); and read, examine, decide, and write (REDW) methods of note-taking;
(D) distinguish between main points, elaboration, example, and repetition in lecture;
(E) learn to set goals and objectives and prioritize accordingly; and
(F) develop critical reading and writing 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) distinguish between guided research and independent research;
(B) use educational technology to conduct research;
(C) discover personal capacity to achieve at high academic levels;
(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
- STAAR Math and ELA
- Extra-curricular activity participation
- Community service participation reflection cards
- Personal/Interpersonal Skills Survey
- 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:**