



Path-College/Career III

PEIMS Code: N1290053
Abbreviation: PATHCC3
Grade Level(s): 11–12
Award of Credit: 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 advance 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 develop personal, interpersonal, and cognitive skills that are essential to productivity in both the collegiate and business worlds.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grade 11 through 12. Prerequisites: Path I and Path II. Students shall be awarded one credit for the successful completion of this course.
- (b) Introduction.
 - (1) Through classroom applications of both contextual and non-contextual knowledge, students will demonstrate the mastery of 21st college and career skills including collaboration, critical thinking, problem solving, effective written and oral communication, time management, project management, conflict resolution, and ethical decision-making.
 - (2) 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 advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas.
- (c) Knowledge and Skills.

- (1) **Critical Thinking & Reasoning Skills.** The student improves the ability to ask clarifying questions, to analyze arguments, to solve problems, and to think reasonably. The student is expected to:
 - (A) identify how evidence shapes belief and opinions in various texts;
 - (B) apply ideas and insights to new situations;
 - (C) apply deductive reasoning and inductive reasoning to problems in each core content area;
 - (D) explain the differences between formal and informal logic in the analysis and interpretation of an argument; and
 - (E) identify 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) describe how high school course choices and grades may affect college and career options;
 - (B) research the financial future implications from career choice and level of education;
 - (C) participate in extra-curricular activity and community service;
 - (D) prepare for college entrance exams;
 - (E) discuss the society and culture of a college or career with college or industry representatives; and
 - (F) conduct a comparative analysis of selected colleges and careers.
- (3) **Ethical Codes of Conduct.** The student applies the decision-making model through community awareness and participates in group community service activities. The student is expected 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) evaluate complex ethical issues found in real-world situations; and
 - (E) participate in a group community service project to enhance the student's affective, creative, cognitive, and ethical development.
- (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) apply various forms of the decision-making process in order to make appropriate decisions;
 - (B) learn the principles of negotiation and conflict;
 - (C) apply self-management skills in various situations; and
 - (D) identify networking skills to assist with cooperative learning.

- (5) Academic Behaviors. The student analyzes the structure of a meeting and practices collaborative teaching and learning strategies. The student is expected to:
- (A) evaluate and apply the concept of group norms in study group settings;
 - (B) use note-reviewing processes and discuss the importance of study groups;
 - (C) apply time management strategies;
 - (D) manage negative emotions in order to improve study habits;
 - (E) identify and practice key note-taking symbols and abbreviations during different types of presentations such as lecture, video, audio;
 - (F) use the appropriate method of note-taking; and
 - (G) analyze the importance of critical reading and writing strategies.
- (6) Research Skills. The student conducts advanced research on a selected topic and presents the research results in written and visual or oral format. The student is expected to:
- (A) create, develop, and participate in original research while taking intellectual risks;
 - (B) complete a research product, abstract, process record, and presentation;
 - (C) plan and deliver focused and coherent presentations;
 - (D) prepare for a question-and-answer session pertaining to research;
 - (E) identify other diverse points of view in compiling research;
 - (F) analyze research from a variety of sources and explain the connections;
 - (G) use peer feedback to make adjustments to the research plan; and
 - (H) evaluate audience feedback.

Recommended Resources and Materials:

Textbooks:

Carter, C., Bishop, J., & Kravits, S. L. (2011). Keys to effective learning: developing habits for success. Boston: Pearson Allyn & Bacon.

Covey, S. (2019). The 7 habits of highly effective teens: the ultimate teenage success guide. New York, NY: Simon & Schuster Paperbacks.

Sherfield, R. M., & Moody, P. G. (2011). Cornerstone: creating success through positive change. Boston, MA: Pearson/Allyn & Bacon.

Suggested Resources:

Bill & Melinda Gates Foundation, Afton Partners, The Eli & Edythe Broad Foundation, et.al. (n.d.). A Working Definition of Personalized Learning. Retrieved from <https://www.newclassrooms.org/wp-content/uploads/2018/08/personalized-learning-working-definition-1.pdf>.

Covey, S. (2013). The 7 habits of highly effective teens: with companion workbook. New York: Simon & Schuster.

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CollegeBoard. (n.d.). BigFuture. Retrieved from <https://bigfuture.collegeboard.org/>.

College Board: Pre-AP and AP Strategies and Support. Pearson. (n.d.). MyLab Foundational Skills. Retrieved from <https://www.pearsonmylabandmastering.com/northamerica/myfoundationslab/>.

Recommended Course Activities:

ALL LEVELS:

- Active participation in tutorial sessions
- Enrollment in advanced level course(s)
- Career Guidance, Exploration, and Planning System (e.g. Career Cruising, Kuder, ASVAAB, Big Future)
- College Campus Visits (in-person, digital, or presentation by a college representative)

Recommended Path III:

- High school degree plan
- College/Career records file
- Post-secondary “Course-of-Study” Plan
- Path group community service project
- SAT and/or ACT
- TSI (if needed)

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

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
- Create/implement a group community service project
- Socratic Seminars and/or debates

Teacher qualifications:

An assignment for Path College/Career I-IV is allowed with a valid certificate appropriate to the grade level of assignment.

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Recommended:

- College Board Institute Training
- GT 30-hour foundational training

Additional information:

Interested districts can contact Kathleen Plott at kplott@kleinisd.net for example of district designed training.