



Path-College/Career IV

PEIMS Code: N1290054
Abbreviation: PATHCC4
Grade Level(s): 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 12. Recommended prerequisites: Path-College/Career I, Path-College/Career II, and Path-College/Career III. 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, through the application of previous critical thinking practice, improves the ability to ask clarifying questions, to analyze arguments, to solve problems, and to think reasonably. The student is expected to:
 - (A) 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;
 - (B) apply the creative-problem solving process and critical-thinking strategies related to real-world situations;
 - (C) apply problem-solving techniques and strategies to locate declarative and procedural information in problems from each core content area; and
 - (D) defend an argument through logical reasoning.
- (2) **College/Career Planning.** The student will begin the college and career application process. The student is expected to:
 - (A) compare the differences among all of the college entrance exams and participate in at least one college entrance exam;
 - (B) prepare resume, complete college applications and essays, and conduct a presentation promoting who the student is;
 - (C) investigate available scholarships and grants;
 - (D) create an outline of steps for needed information in the Free Application for Federal Student Aid (FAFSA); and
 - (E) conduct a comparative analysis between selected colleges by analyzing tuition, housing, dining, fees, and amenities.
- (3) **Ethical Codes of Conduct.** The student applies the decision-making model to various community issues and participates in an individual community service project. The student is expected to:
 - (A) identify theories of social responsibility and compare to personal experiences;
 - (B) analyze and resolve ethical problems in various career fields;
 - (C) explain how community involvement can affect one's perception of serving others such as happiness, peace, pleasure, and purpose; and
 - (D) create a personal community service project to refine the student's affective, creative, cognitive, and ethical development.
- (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 is expected to:
 - (A) apply goal-setting techniques as a personal management strategy with the goal of high-level achievement and performance;
 - (B) identify techniques to help manage anxiety and stress;
 - (C) practice impartiality and avoid personal prejudice in group problem-solving activities;
 - (D) apply resolution strategies to manage conflict; and

- (E) create a personal ledger and build a budget.
- (5) Academic Behaviors. The student analyzes personal management and learning practices to evaluate personal effectiveness in various situations. The student is expected to:
- (A) organize and attend study group sessions;
 - (B) practice the use of planners and calendars;
 - (C) engage active listening skills to recognize key notes in different types of presentations such as lecture, video, or audio;
 - (D) create and implement goal setting and prioritization;
 - (E) evaluate the effectiveness of note-taking methods; and
 - (F) select the appropriate critical reading and writing strategy in various situations such as in group discussions or for a particular audience member or presenter.
- (6) Research Skills. The student conducts advanced research on a selected topic using qualitative and/or quantitative methods of inquiry and presents the 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) analyze similarities across time, disciplines, locations, and/or cultures;
 - (C) complete a research product, abstract, process record, and presentation of professional quality;
 - (D) participate in research that delineates the potential impact the findings will have on the individual and society at large;
 - (E) analyze and evaluate the effectiveness of a presentation;
 - (F) use peer feedback to adjust the research presentation; and
 - (G) listen critically and respond accordingly to audience feedback and questions.

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>.

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

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 IV:

- High school degree plan
- College/Career records file
- Post-secondary “Course-of-Study” Plan
- Individual community service project
- SAT and/or ACT

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
- Socratic Seminars and/or debates
- Creative problem-solving activities
- College applications, essays, etc.
- Resumes
- Create/implement an individual community service project

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Teacher qualifications:

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

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.