

Course: Path-College/Career Prep I-IV
PEIMS Code: N1290051, N1290052, N1290053, N1290054
Abbreviation: PATHCC1, PATHCC2, PATHCC3, PATHCC4
Grade Level(s): 9-12
Number of Credits: 1.0 per course

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:

Path I

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.

Path II

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:

(A) practice categorization skills that enable the classification of ideas;

(B) incorporate all relevant knowledge and insight into thought and behavior;

(C) use analytical skills to apply knowledge and select procedures; and

(D) 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.

Path III

(1) Critical Thinking & Reasoning Skills. The student improves his ability to ask clarifying questions, to analyze arguments, to solve problems, and to think reasonably. The student is expected to:

(A) recognize how evidence shapes belief and opinions in various texts;

(B) apply ideas and insights to new situations;

(C) practice deductive reasoning and inductive reasoning to problems in each core content area;

(D) understand the differences between formal and informal logic in the analysis and interpretation of an argument; and

(E) demonstrate the understanding of 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) review high school transcript and compare to personal high school graduation plan to maintain on-track status;

- (B) research the funding of a college education;
- (C) maintain extra-curricular activity and community service;
- (D) prepare for college readiness and college entrance exams;
- (E) meet with college representatives; and
- (F) conduct a comparative analysis of selected colleges/careers.

(3) Ethical Codes of Conduct. The student continues to apply the decision-making model to real-world and work-place issues. The student will develop community awareness and gain personal awareness by participating in group community service activities. The student will be able 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) explore complex ethical issues found in real-world situations; and
- (E) enhance the affective, creative, cognitive, and ethical development through the active participation of a group community service project.

(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) understand and apply various forms of the decision-making process in order to make appropriate decisions;
- (B) learn the principles of negotiation and how to deal with conflict;
- (C) apply self management skills in various situations; and
- (D) practice networking skills and cooperative learning.

(5) Academic Behaviors. The student analyzes 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) understand the concept of group norms in study group settings;

- (B) use note-reviewing processes and learn the importance of study groups;
- (C) practice time management strategies;
- (D) manage negative emotions in order to improve study habits;
- (E) identify and practice key note-taking symbols and abbreviations during lecture;
- (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 conducts advanced research on a selected topic using qualitative and/or quantitative methods of inquiry. The student presents his research results in written and visual or oral format. The student is expected to:

- (A) take intellectual risks in developing and participating in original research;
- (B) complete a research product, abstract, process record, and presentation;
- (C) prepare for a question-and-answer session pertaining to research;
- (D) consider other diverse points of view in compiling research;
- (E) perform research outside of the traditional curriculum;
- (F) receive critiques from individuals other than the classroom teacher; and
- (G) investigate the steps needed to gain a performance acknowledgement.

Path IV

(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:

- (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) practice 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) 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.

Description of specific student needs this course is designed to meet:

Through performances that apply both contextual and non-contextual knowledge, students must demonstrate the mastery of the following 21st century skills:

- collaboration
- critical thinking
- problem solving
- creative expression through positive self-efficacy
- effective written and oral communication
- time management
- project management
- conflict resolution
- ethical decision-making

Major resources and materials:

College Board Pre-AP and AP Strategies and Support

Textbook: College Board. CollegeEd®

Textbook: Sherfield, R.M. and Moody, P.G. (2011). Keys To Effective Learning: Study Skills and Habits for Success (ISBN 978-0-13-700757-8).

Textbook: Carter, C. and Bishop, J. and Kravits, S.L. (2011). Creating Success Through Positive Change (ISBN 978-0-13-700750-9)

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

Suggested 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:

Path I:

Advanced Course enrollment and completion

STAAR Math and ELA

Extra-curricular activity participation

Community service participation reflection cards

Personal/Interpersonal Skills Survey

Course grades

Path II:

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

Path III:

Advanced Course enrollment and completion
Extra-curricular activity participation
Community service participation reflection cards
taking AP exam
passing at least one AP exam
AP exams with a 3 or higher
TSI in Math
TSI in ELA
graduating on Distinguished Plan
completing at least 1 Performance Acknowledgement
Course Grades

Path IV:

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
completing 3 Performance Acknowledgements prior to March of senior year

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

Desire to teach a Path course
Effective communication and collaboration skills
Willing and able to disaggregate student data to guide pedagogy

Additional information:

AP Training through the College Board

Pre-AP Training can be obtained through the College Board or NMSI (National Math Science Institute)

Capturing Kids Hearts training information: <http://www.flippengroup.com/education/ckh.html>

30 Hours of Foundational training in the 5 subject strands of gifted education: Nature/Needs, Social/Emotional Needs, Identification/Assessment, Differentiated Curriculum, and Creativity/Instructional Strategies: <http://tagtondemand.com/>

District designed training in the Path courses for teachers. Interested districts can contact Cynthia Galindo at pathccr@gmail.com for suggestions.