Texas Path-College/Career I

Grades 9-12

General Requirements. This course is recommended for students in grade 9 through 12. Students shall be awarded one credit for the successful completion of this course. A

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Introduction. B

1 **Through classroom applications of both contextual and non-contextual knowledge, students will demonstrate the mastery of 21st century 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.** B.1

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.** B.2

Knowledge and Skills. C

1 **Critical Thinking and Reasoning Skills. The student describes the mental processes of learning through the analysis and practice of skills and strategies. The student is expected to:** C.1

A describe the process of learning; C.1.A

B identify preferred approaches and strategies to learning; C.1.B

C engage in scholarly inquiry and dialogue; C.1.C

D apply specific memory strategies such as breaking down tasks, repetition, and mnemonic devices to particular tasks; C.1.D

E transfer appropriate memory processes to new situations; and C.1.E

F practice reflection and the monitoring of new learning. C.1.F

2 **College and Career Planning. The student examines college and career choices available and designs a personal action plan for a selected choice. The student is expected to:** C.2

A research interests, colleges, and careers and assemble relevant information; C.2.A

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B develop a career plan that includes needed training, education, and skills; C.2.B

C research personal interest pertaining to community service options and complete activities for the interest-based community service project; and C.2.C

D create an academic portfolio to record work. C.2.D

3 Ethical Codes of Conduct. The student demonstrates ethical behavior and personal character. The student is expected to: C.3

A identify and follow ethical codes of conduct found at the college/career level such as integrity, responsibility, discipline, respect, and team collaboration; C.3.A

B examine assumptions and beliefs about ethics; C.3.B

C define ethics and its relationship to attitudes and values; and C.3.C

D examine the relationship between integrity and character. C.3.D

4 Personal and Interpersonal Skills. The student identifies life skills necessary for positive interactions and communication. The student is expected to: C.4

A identify strengths, talents, and abilities through self-awareness activities; C.4.A

B follow directions or procedures independently; C.4.B

C identify negative attitudes, both personal and those of others, to help create positive outlooks; and C.4.C

D identify and use active listening strategies such as eye contact and vocal cueing. C.4.D

5 Academic Behaviors. The student associates personal responsibility with academic success by strengthening positive learning behaviors and altering ineffective habits. The student is expected to: C.5

A identify and manage time wasters such as social media, technology, perfectionism, or procrastination; C.5.A

B identify time management strategies; C.5.B

C identify personal learning style to improve study habits; C.5.C

D describe the differences between methods of notetaking including twocolumn, Cornell, flashcard, SQ3R (sentence, survey, question, read, recite, and review), and REDW (read, examine, decide, and write); C.5.D

E distinguish between main points, elaboration, example, and repetition in different types of presentations such as lecture, video, or audio; C.5.E

F explain the purpose of goal setting and prioritization; and C.5.F

G develop critical reading and writing skills across the curriculum. C.5.G

6 Research Skills. The student applies 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: C.6

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A distinguish between guided research and independent research; C.6.A

B identify and research an area of interest and passion; C.6.B

C use educational technology to conduct research; C.6.C

D determine, locate, and explore a variety of resources; C.6.D

E generate ideas and gather information relevant to the topic and purpose; C.6.E

F organize the information gathered; and C.6.F

G identify and employ effective communication and presentation skills. C.6.G