PROFESSIONAL AND TECHNICAL HIGH SCHOOL

2024-2025
Curriculum Guide

Professional & Technical High School
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2025 Cohort - PATHS Seniors

Credits:
4 English
4 Math (Algebra 1, Geometry, and higher)
3 Science (Biology and one of the other courses must have a laboratory component)
1 World History
1 U.S. History
.5 Economics (semester course)
.5 U.S. Government (semester course)
1 HOPE
1 Fine, Performing or Practical Arts course
8 Electives
*Two years of a World Language are not required for graduation but are required for a Bright Futures Scholarship and entrance to a 4-year college.

Testing:
EOC: Algebra I (must pass with a Level 3 or higher and it counts as 30% of your final grade)
EOC: Geometry, Biology, U.S. History (EOC counts as 30% of your final grade)
FSA ELA: Level 3 or higher on the 10th grade test

Important this year:
1. Continue participating in extracurricular activities and working on community service hours.
2. Make sure that you are on track for a Bright Futures Scholarship.
3. Watch College/Career Fair dates and admissions deadlines.
4. Check to see if you have met college admission requirements (ACT/SAT/GPA)

Bright Futures Scholarship Requirements (Florida Based Scholarship)

FAS - Florida Academic Scholarship: 3.5 core GPA, 100 community service hours, 1330 SAT (Math and Verbal) or 29 ACT (composite), Math courses must be Algebra 1 or higher, 2 years of the same World Language

FMS - Florida Medallion Scholarship: 3.0 core GPA, 75 community service hours, 1210 SAT (Math and Verbal) or 25 ACT (composite), Math courses must be Algebra 1 or higher, 2 years of the same World Language

GSV- Gold Seal Vocational 3.0 core GPA, take at least 3 full credits in a single Career and Technical Education Program, 3.5 GPA in Career Education courses, 30 community service hours

Core GPA includes English, Math, Science, Social Studies, and World Language Requirements are subject to change, see the PATHS website for details.

You can find also additional information at www.floridastudentfinancialaidsg.org

2026 Cohort - PATHS Juniors

Credits:
4 English
4 Math (Algebra 1, Geometry, and higher)
3 Science (Biology and one of the other courses must have a laboratory component)
1 World History
1 U.S. History
.5 Economics (semester course)
.5 U.S. Government (semester course)
1 PE (Personal Fitness and .5 PE elective)
1 Fine, Performing or Practical Arts course
8 Electives
*Two years of a World Language are not required for graduation, but are required for a Bright Futures Scholarship and entrance to a 4-year college.

Testing:
EOC: Algebra I (must pass with a Level 3 or higher and it counts as 30% of your final grade)
EOC: Geometry, Biology, U.S. History (EOC counts as 30% of your final grade)
FSA ELA: Level 3 or higher on the 10th grade test

Important this year
1. Register for the ACT and/or SAT tests this year.
2. Research college and career options and their requirements.
3. Continue participating in extracurricular activities and working on community service hours.
4. Track your Bright Futures Scholarship progress/status.

Bright Futures Scholarship Requirements (Florida Based Scholarship)

FAS - Florida Academic Scholarship: 3.5 core GPA, 100 community service hours, 1330 SAT (Math and Verbal) or 29 ACT (composite), Math courses must be Algebra 1 or higher, 2 years of the same World Language

FMS - Florida Medallion Scholarship: 3.0 core GPA, 75 community service hours, 1210 SAT (Math and Verbal) or 25 ACT (composite), Math courses must be Algebra 1 or higher, 2 years of the same World Language

GSV- Gold Seal Vocational 3.0 core GPA, take at least 3 full credits in a single Career and Technical Education Program, 3.5 GPA in Career Education courses, 30 community service hours

Core GPA includes English, Math, Science, Social Studies, and World Language
Requirements are subject to change, see the PATHS website for details.

You can find also additional information at www.floridastudentfinancialaidsg.org

2027 Cohort - PATHS Sophomores

Credits:
4 English
4 Math (Algebra 1, Geometry, and higher)
3 Science (Biology and one of the other courses must have a laboratory component)
1 World History
1 U.S. History
.5 Economics (semester course)
.5 U.S. Government (semester course)
1 PE (Personal Fitness and .5 PE elective)
1 Fine, Performing or Practical Arts course
0.5 Financial Literacy Course
8 Electives
*Two years of a World Language are not required for graduation, but are required for a Bright Futures Scholarship and entrance to a 4-year college.

Testing:
EOC: Algebra I (must pass with a Level 3 or higher and it counts as 30% of your final grade)
EOC: Geometry, Biology, U.S. History (EOC counts as 30% of your final grade)
FSA ELA: Level 3 or higher on the 10th grade test

Important this year:
1. You must pass the 10th grade FSA ELA test in the Spring.
2. Make sure that you are involved in a club, and/or extracurricular activities.
3. Continue working on community service hours.
4. Interested in Dual Enrollment please see your Guidance Counselor

Bright Futures Scholarship Requirements (Florida Based Scholarship)

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GSV- Gold Seal Vocational 3.0 core GPA, take at least 3 full credits in a single Career and Technical Education Program, 3.5 GPA in Career Education courses, 30 community service hours

Core GPA includes English, Math, Science, Social Studies, and World Language
Requirements are subject to change, see the PATHS website for details.

You can find also additional information at www.floridastudentfinancialaidsg.org

2028 Cohort - PATHS Freshmen

Credits:
4 English
4 Math (Algebra 1, Geometry, and higher)
3 Science (Biology and one of the other courses must have a laboratory component)
1 World History
1 U.S. History
0.5 Economics (semester course)
0.5 U.S. Government (semester course)
1 PE (Personal Fitness and .5 PE elective)
1 Fine, Performing or Practical Arts course
8 Electives
0.5 Financial Literacy Course
*Two years of a World Language are not required for graduation, but are required for a Bright Futures Scholarship and entrance to a 4-year college.

Testing:
EOC: Algebra I (must pass with a Level 3 or higher and it counts as 30% of your final grade)
EOC: Geometry, Biology, U.S. History (EOC counts as 30% of your final grade)
FSA ELA: Level 3 or higher on the 10th grade test

Important for this year
1. This is an important year for your GPA; make sure that you are getting As, Bs, and Cs.
2. This is also a good time to start your community service hours for scholarships
3. It is important to get involved with your school; find a club, and/or extracurricular activity to become a part of your school
4. Listen to the upperclassmen, they will tell you to make every year count.

Bright Futures Scholarship Requirements (Florida Based Scholarship)

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Core Course Description

English: 4 Credits Required

1009400- AICE GENERAL PAPER for 9th Graders (1 Credit): The AICE General Paper for college credit class encourages students to begin thinking about what is happening around them, their community, the country, and the world. The course asks students to think critically, participate in discussions about issues that are important to humanity, and to learn how to write in a manner that effectively allows them to express arguments, ideas, and opinions in an academic manner. Students will study relevant issues from three main areas: economic, historical, moral, political, and social topics; science, including history, philosophy, ethics, general principles and applications, environmental issues, technology, and mathematical topics; and literature, language, the arts, crafts, and the media. (Prerequisite: Score of Level 4 or 5 on ELA and Mathematics State Testing.) General Paper will be offered second semester as part of the student's yearlong English 1 class.

10013200 - ENGLISH HONORS (1 Credit)
The purpose of this course is to promote academic excellence in Language Arts through enriched experiences in literature, writing, speaking, and listening. Course content includes a review of grammar usage and fundamentals of composition, critical analysis of the various literary forms in both oral and written assignments. *English Honors 1 is a yearlong course for all students.

10013500 - ENGLISH HONORS II (1 Credit)
The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to the following: using reading strategies to construct meaning from texts, acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study, using speaking, listening, and viewing strategies in formal presentations and informal discussions, understanding, and responding to a variety of literary forms by using language successfully. *English Honors 1 is a yearlong course for all students.

10013200 - ENGLISH III HONORS (1 Credit)
The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to the following: using reading strategies to construct meaning from texts, acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study, using speaking, listening, and viewing strategies in formal presentations and informal discussions, understanding, and responding to a variety of literary forms by language successfully to influence the reader.

10014100 - ENGLISH IV HONORS (1 Credit)
This course's purpose is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using the reading process to construct meaning using technical, informative, and imaginative texts, using writing processes for various purposes with attention to style and format, using the research

process and individual inquiry to locate, analyze, and evaluate information, using effective listening, speaking, and viewing strategies in informal and formal situations understanding the power of language as it impacts the audience, understanding and analyzing literary texts responding critically and aesthetically to literature.

1001430- AP ENGLISH LITERATURE and COMPOSITION (1 Credit)

The focus of this course is to engage students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, styles and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.
Grades: 12 Prerequisite: English 3 Honors/Freshman Comp 1

Mathematics: 4 Credits Required

12003200 - ALGEBRA I HONORS (1 Credit)

This course provides students with the foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Course content includes sets, variables, real number systems, equations and inequalities, relations and functions, graphs, rational and irrational numbers, and radicals. This course is more in-depth and at an advanced pace. Students are required to pass an End of Course (EOC) exam to meet graduation requirement. Algebra EOC exam will count towards 30% of student's overall grade. *This is a yearlong course for all students enrolled in Algebra 1 Honors.

12063200 - GEOMETRY HONORS (1 Credit)

This course provides a rigorous in-depth study of geometry, with emphasis on methods of proof and the formal language of mathematics. Content includes the structure of geometry, separation properties, angle concepts, triangles, quadrilaterals, proofs, similar polygons, circles and spheres, volume and transformational geometry. Geometry EOC exam will count towards 30% of student's overall grade.

12003400 - ALGEBRA II HONORS (1Credit)

This course presents an in-depth study of the topics of Algebra II, with emphasis on theory, proof, and development of formulas and their application. This is a rigorous study of functions, graphs, and the tools needed to study advanced mathematics.

1200710- MATH FOR COLLEGE ALGEBRA (1 Credit)

In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

12103200 -ADVANCED PLACEMENT STATISTICS (1 Credit)

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.

1202340 AP PRE-CALCULUS: (1 Credit)

This course provides the foundational knowledge necessary for the study of calculus. Calculator-based, the course uses real-life problems to enhance the students' understanding of mathematical concepts which include: functions theory; graphing polynomials and rational functions; trigonometry, polar coordinates, conics, series and sequences, exponential and logarithmic functions. Successful completion of the AP examination may result in college credit. Grades: 10-12 Prerequisite: Algebra 2 Honors

Science: 3 Credits Required

20003200 - BIOLOGY I HONORS (1 Credit)

This course is designed for honor students and includes the study of scientific method and measurement, laboratory safety and use of apparatus, biochemistry, cell biology, cell reproduction, genetics, classification, taxonomy, and ecological relationships. Biology EOC exam will count towards 30% of student's overall grade.

20033500 - CHEMISTRY I HONORS (1 Credit)

This course provides students with a rigorous study of the composition, properties, and changes associated with matter. Content includes atomic structure, bonding, the periodic table, formulas, stoichiometry, phase changes, specific heat, equilibrium, solutions, acids, bases, and slats, nuclear chemistry, gas laws, and organic chemistry. There is an emphasis on tests in this class, and a research project is required.

20003600 - ANATOMY AND PHYSIOLOGY HONORS (1 Credit)

This course provides students with exploratory and advanced activities in the structure and function of the components of the human body. Content includes cellular processes and tissues, the skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and reproductive systems, and special senses.

20003400/20004400 - ADVANCED PLACEMENT BIOLOGY/GENETICS HONORS (1 Credit)

This course provides a study of the facts, principles, and processes of biology and the collection, interpretation, and formulation of hypotheses from available data. The A.P. Program specifies content. College credit can be earned by successful performance (3 or above) on the Advanced Placement exam administered in May. Double block class – 2.0 credits Grade: 10-12 Prerequisite: Successful completion of Biology I Honors and a score of a level 3 on state tests.

20024800- FORENSIC SCIENCE (1 Credit)

This course examines the latest forensic techniques and innovations used to solve crimes. It also focuses on basic scientific principles and laboratory processes used in the field, such as DNA testing, toxicology, and

material analysis. Investigative experiences for students include spectrometry, electrophoresis, and evidence analysis techniques. Students also study crime scene processing and evidence collection during crime scene investigations (CSI). Prerequisite: Biology & Algebra 1

Social Studies: 3 Credits Required

21034000- AP HUMAN GEOGRAPHY (1 Credit)

None The purpose of this course is to enable students to develop higher level concepts and skills related to Human Geography. The content will include the following: regions, population studies, cultural concepts and spatial representations, political geography, land use, urbanization, issues related to space, place, and scale, and economic geography.

21093200 - WORLD HISTORY HONORS (1 Credit)

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. The content includes the following: prehistory, rise of civilization, development of religion and the impact of religious thought, evolution of political systems and philosophies, influence of significant historical figures and events, and contemporary world affairs.

21094200 - ADVANCED PLACEMENT WORLD HISTORY (1 Credit)

This course is designed to include the chronological period from 600 C.E. to the present with a general analysis of developments before that time. Students will develop a knowledge and understanding of the cultures of the continents and how they interacted with the world today. Content is the content specified by the Advanced Placement Program. This course uses college-level textbooks and requires considerable work outside of the classroom including outside reading and research. College credit can be earned by successful performance (3 or above) on the Advanced Placement exam administered in May.

21003200 U.S. HISTORY HONORS (1 Credit)

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

2102320- ECONOMICS HONORS (.5 Credit)

The purpose of this 12th grade course is to provide students with an in-depth knowledge and decision-making tools necessary for understanding how society organized its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers.
Prerequisite: American History

21063100 – U.S. GOVERNMENT HONORS (.5 Credit)
This 12th grade course provides students with the opportunity to acquire an understanding of American government and political behavior. Content includes an understanding of the evolving role of political parties and interest groups in determining government policy, how the rights and responsibilities of citizens in a democratic state have evolved and been interpreted, and the importance of civic participation in the democratic political process.

Elective Course Descriptions

I. Career and Technical Programs:

PLTW BIOMEDICAL SCIENCES (CTE): This is a four-course career pathway program; students who enroll in Biomed will complete all four courses. The PLTW program is designed to serve high school students of diverse backgrounds, helping them all to become college and career ready, from those already interested in STEM-related fields to those who are more inspired by the application of STEM than they are by traditional math and science courses. Students can earn a Biotechnician Assistant Credentialing Exam (BACE) after the third course (Medical Interventions).

8708110- PRINCIPLES OF THE BIOMEDICAL SCIENCES (1 Credit)
In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

8708120- HUMAN BODY SYSTEMS (1 Credit)
Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries.

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting

conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

8708130- MEDICAL INTERVENTIONS (1 Credit)

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

B708140- BIOMEDICAL INNOVATON (1 Credit)

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They will have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution.

8812110 - PRINCIPLES OF ENTREPRENEURSHIP (1 Credit)

This course provides instruction in the basic principles of entrepreneurship including the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business. All students will take the Entrepreneur and Small Business certification test and the Design for Delight certification test at the end of the course.

0200335 -AP COMPUTER SCIENCE PRINCIPLES (1 Credit)

In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

I. GENERAL ELECTIVES

2107360- AICE Psychology (1 Credit)

This college level course is designed to enable students to develop a greater knowledge and understanding of psychological research, think independently and make informed judgments on ethical issues, and apply their knowledge to novel situations and current debates. Students will be asked to analyze core studies with consideration for the following key concepts: nature versus nurture, ethics in psychological research, choice of

psychological research methods, the idea that no single view in psychology is definitive, and the relevance of psychology in contemporary society. Students will explore a variety of approaches and core studies.

3026010 – HOPE (1 Credit)
The purpose of this course is to develop healthy behaviors that influence lifestyle choices for students. The content includes fitness and health concepts, wellness and nutrition plans, safety, and injury prevention, mental and emotional health, stress management, disease prevention, tobacco, alcohol, drug use and abuse, and teen pregnancy prevention.

15024100/15024200 - INDIVIDUAL AND DUAL SPORTS I and II (0.5 Credit)
The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve personal fitness. The content includes the following safety practices, rules, terminology, and etiquette, history, biomechanical and physiological principles, techniques and strategies, and fitness assessment.

15033500/15033600 - TEAM SPORTS I and II (0.5 Credit)
This provides students with opportunities to acquire knowledge of team sports play, develop skills in selected team sports and maintain or improve personal fitness. Content includes rules and safety practices necessary to participate in selected team sports.

1013000- 2-D STUDIO ART 1 (1 Credit)
The purpose of this course is to promote the enjoyment and appreciation of art as students experiment with the media and techniques used to create two-dimensional (2- D) artworks, including drawing, painting, printmaking, collage, and more.

1013100- 2-D STUDIO ART 2 (1 Credit)
The purpose of this intermediate level course is to promote the enjoyment and appreciation of art as students strengthen their use of media and techniques to create both teacher assigned and self-directed two-dimensional artwork, which may include drawing, painting, printmaking, collage, and more.

10073000- SPEECH I (1 Credit)
This course's purpose is to develop students' beginning awareness, understanding, and application of language arts as they apply oral communication concepts and strategies in a variety of settings.

1006300- JOURNALISM 1(1 Credit)
This course enables students to develop fundamental skills in print or electronic journalistic media production. The content should include, but not be limited to writing processes, production skills for varied media, history and ethics of journalism, applications and issues in photojournalism, organization and management techniques, technology for research, production, and dissemination, and analysis of journalistic media.

0400310 -THEATRE 1 (Credit)
Theatre 1 is a survey class in which students study a variety of theatrical aspects. The purpose of this course is to promote enjoyment and appreciation for the theatre world. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements.

0400370 - ACTING 1 (1 Credit)

Acting 1 focuses on laying the foundation for the craft of acting. This course enables students to develop fundamental acting skills and integrate them into individual and ensemble theatrical performances. The content includes acting techniques and character analysis; movement and vocal production; terminology; script analysis; artistic discipline; and roles and careers. Prerequisite: Theatre 1

World Languages

07083400 - SPANISH I (1 Credit)
This course will develop listening, speaking, reading, and writing skills, including pronunciation and oral communication in the Spanish language. After completing this course, the student will be able to understand a basic conversation with a nonnative Spanish speaker and be able to communicate simple and personal information, verbally and in writing. This course will empower the student with a basic knowledge of the Spanish culture.

07083500 - SPANISH II (1 Credit)
This course will reinforce the fundamental skills acquired by the students in Spanish I, including grammatical construction of the Spanish language. After completing this course, the student will be able to understand an intermediate conversation with a nonnative Spanish speaker and be able to communicate basic information verbally and in writing. This course will also empower the student with a general knowledge of the Spanish culture. Prerequisite: Successful completion of Spanish I

07083600 - SPANISH III Honors (1 Credit)
This course will enhance the skills acquired in Spanish I and II. After completing this course, the student will be able to understand an intermediate conversation with a native Spanish speaker and be able to communicate using structures that are more advanced verbally and in writing. Intensive use of vocabulary for comprehension is an integral part of this class.
Prerequisite: Successful completion of Spanish II or Teacher Assessment

07084000 - ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE (1 Credit)
The purpose of this course is to develop oral and written fluency in the language. The student will be able to understand a lecture in Spanish and participate actively in a discussion of a literary topic. Students will read

modern Spanish and Hispanic-American literature in all genres. In addition, students will analyze the form and content of literary work, critically, orally and in writing. College credit can be earned by successful performance (3 or better) on the Advanced Placement exam in May.
Prerequisite: Successful completion of Spanish III Honors

07084010 - ADVANCED PLACEMENT SPANISH LITERATURE & CULTURE (1 Credit)

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts. College credit can be earned by successful performance (3 or better) on the Advanced Placement exam in May. Prerequisite: Successful completion of AP Spanish Language and Culture

Resources for Success

If you are having difficulty in a class, please make sure that you speak with your teacher and use the following resources:

1) Lunch Period Tutoring/ After school Tutoring - See the PATHS website or inquire with your counselor.

2) FOCUS is a useful tool to check grades and upcoming assignments. Your username is your ID number and your password is your computer login for the student computers at PATHS.

3) Khan Academy – www.khanacademy.org

Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empowers learners to study at their own pace in and outside of the classroom. Khan Academy can assist students for SAT prep and math support, among many other subject areas.

Advantages of Block Scheduling

At **PATHS** students are on a 4x4 block schedule. Much effort has gone into the study of block scheduling and its extensive impact on student learning. Researchers have conducted interviews with students, teachers, administrators, parents, and educators. They have administered surveys, both to collect data on individuals' perceptions, and to uncover the hard facts about block scheduling. As part of the inquiry process, researchers in the field have collected stories of real experiences:

• **IMPROVED TEACHING AND LEARNING**

With longer blocks, teachers have more time to complete lesson plans and to examine and re-evaluate practices. More class time is available to develop key concepts, incorporate creativity into instruction, and try a variety of classroom activities that address different learning styles. Longer time blocks allow for in-depth study, such as individual student projects, peer collaboration, and one-on one work between teachers and students (O'Neil, 1995; Eineder & Bishop, 1997).

• **ABILITY TO FOCUS ATTENTION**

The "less is more" philosophy espouses that student better understand and retain material when they have an opportunity to apply information to various contexts rather than merely cramming the facts (Rettig & Canady, 1996). With block scheduling, students, and teachers can focus on fewer subjects, and explore them in greater depth. Both teachers and students assert that this exploration allows them to become engrossed in the subject matter rather than moving rapidly through material. With a standard 4x4 block program, teachers have only three to four classes to teach in each semester, greatly reducing the number of students with whom they meet regularly.

• **FRAGMENTATION REDUCED**

With block scheduling, instructional time is not fragmented by frequent transitions between classes. Fewer distinct classes mean less time spent on classroom management activities, such as calling attendance and organizing and focusing the class. In addition, there are fewer opportunities for students to arrive late to class (Rettig & Canady, 1996).

• **STRONGER INTERPERSONAL RELATIONSHIPS**

The number of daily classes for which students and teachers must adjust and prepare is decreased, allowing students to develop the deeper interpersonal relationships that are integral to academic success (Rettig & Canady, 1996; Eineder & Bishop, 1997). Teachers get to know students more personally, which enables them to adapt lessons to their students' interests. This extensive personal interaction between teacher and student, frequently touted as the highest motivation for student learning, is strengthened through block scheduling (Center for Applied Research and Educational Improvement, 1995).

• **ACHIEVEMENT LEVELS INCREASE**

The results show that students' grades improve overall. There are fewer failed classes, a higher number of students on the honor roll, an increase in students' grade point averages, and fewer failing marks. Statistics reveal that fewer at-risk students drop out of a school with block scheduling. With a 4x4 model, students can have a fresh start at midyear or reenter school at the beginning of the second semester (O'Neil, 1995; Eineder & Bishop, 1997).

• **ATTITUDES AND COMPREHENSION IMPROVE**

Surveys indicate that teachers' and students' attitudes about their school improve. Students state that they get more done in class and learn more because they are better able to focus their attention on their studies. Teachers appreciate the inclusion of projects and activities that facilitate both learning and interpersonal communication. Classes address material in more depth, and teachers feel students are better able to comprehend and retain concepts learned in a block period (O'Neil, 1995; Eineder & Bishop, 1997).

• **IMPROVEMENT IN DISCIPLINE**

Most schools which introduce block schedules find that discipline problems on campus decrease, possibly because students are more challenged in class and are better known by their teachers. Decreasing the number of passing periods reduces opportunities for disruption. In addition, teachers of block classes feel more capable of handling behavior problems because they have adequate time to address these issues in class and have a stronger rapport with their students (O'Neil, 1995; Eineder & Bishop, 1997).

Scholar and Merit Diploma Designations

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet the following requirements:

Scholar Diploma Designation

- Earn 1 credit in Algebra II
- Pass the Geometry EOC
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology I EOC
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC
- Earn 2 credits in the same world language
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.
- A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student
- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

Merit Diploma Designation

- Attain one or more industry certifications.

Dual Enrollment Pathways

Career Dual Enrollment with Osceola Technical College

CAREER CERTIFICATE PROGRAMS

Architecture & Construction
- Building Construction Technology (St. Cloud Campus)
- Electricity
- Heating, Ventilation, Air-Conditioning/Refrigeration
- Plumbing
- Welding

Arts, A/V Technology & Communication
- Digital Design

Business Management & Administration
- Accounting Operations

Health Science
- Medical Assisting
- Medical Coder/Biller
- Pharmacy Technician
- Phlebotomy

Hospitality & Tourism
- Professional Culinary Arts & Hospitality

Information Technology
- Applied Cybersecurity
- Computer Systems & Information Technology (St. Cloud Campus)
- Network Support Services

Transportation, Distribution & Logistics
- Automotive Maintenance and Light Repair Technician
- Diesel Systems Technician (St. Cloud Campus)

***PATHS students are required to be in a career certification program.**

For more details about oTECH programs available, visit the oTECH website and the oTECH Program Overview document on the PATHS website under Career Dual Enrollment.

Career Certificates (osceolaschools.net)

PATHS/oTECH Program Selection Process

Freshmen Year

9th graders will get introduced to and explore the oTECH programs through classroom presentations by their Leadership Skills teacher, oTECH students (Ambassadors), and school counselors throughout the year.

Sophomore Year

10th graders will have the opportunity to learn more about all the programs at oTECH and make a final informed decision regarding their program choices for the next school year by participating in a tour and an immersion session at oTECH. Students will spend time touring the different programs, classrooms and labs and will see the syllabus for the programs they chose. Instructors/teachers and Students will get involved by interacting with the visiting sophomores and answering questions they might have.

*(**Professional Culinary Arts & Hospitality** starts second semester of sophomore year)

Junior Year

11th graders will be starting the first year of their program at oTECH.
*(**Professional Culinary Arts & Hospitality** starts second semester of sophomore year)

Please note that some oTECH programs can be completed in a year, and therefore students would not be in a oTECH program senior year.

Senior Year

12th graders will be completing second year of their program at oTECH.

Please note that some programs cannot be completed prior to graduation. Your child may be required to enroll after high school graduation to complete the program and return as an adult. All high school students must meet graduation requirements to be considered an oTECH graduate and walk in the graduation ceremony by the end of their senior year in high school. These graduation requirements include grade point average (GPA), mandated test proficiency, credit attainment, and all course completion to be considered a program completer.

College Dual Enrollment
Valencia College

Students may be eligible to enroll at Valencia College while attending high school and take courses toward their AA degree. Students must have a 3.0 unweighted GPA to apply for Valencia Dual Enrollment and to take the PERT at PATHS (for eligible test scores).

Once students are accepted into Valencia Dual Enrollment, they will receive an orientation from PATHS Counseling Department. They will learn about policies & procedures of participating in the program and get resources for choosing courses.

Students taking dual enrollment are eligible to take any courses listed in the Dual Enrollment Course List (link: Approved Course List | Dual Enrollment Reference Booklet | Valencia College)

Certain courses can give the students credit toward their AA degree AND ALSO high school credit. The below list is just some of the dual-credit options PATHS students have taken. Students are encouraged to meet with their counselor each semester to discuss the courses they'll be searching for in their next semester in dual enrollment.

Course At Valencia	**High School Credit Earned**
Freshman Comp 1 (ENC1101) / English Comp 2 (ENC1102)	English 1 Credit (English 3 or English 4 substitute)
College Algebra (MAC1105)	Math 1 Credit
US Government (POS 2041)	US Government 0.5 credit
Biological Science (BSC1005C), General Biology (BSC1010C)	Science 1 full credit (Valencia course must have lab)

These are only a few of the options available, meant to serve as an example. If you have any questions about the courses your dual-enrolled student should take, please contact their assigned counselor to discuss course options for dual-credit.

For AA Degree planning, students can access their school counselor, but the department encourages students to contact either Dual Enrollment Advising or Valencia Advising to discuss specific pathways, AS Degrees, AA Degree requirement specifics for their entry year, etc. We can assist students with AA planning with the information we have at hand, but we are not qualified to confirm a student is ready to achieve their AA Degree.

Other College Dual Enrollment Options

The School District of Osceola County also partners with UF and UCF to offer dual enrollment programs to students. These programs have higher entry and eligibility requirements and offer less course options. These are usually used after students have exhausted the Valencia AA Degree options or if they'd like to enter and earn a few credits to add to their resume/college application. See your counselor for detailed information for each application cycle.

University of Florida Online Dual Enrollment - dualenrollment.dce.ufl.edu - Dual Enrollment - University of Florida

University of Central Florida Dual Enrollment - Dual Enrollment and Early Admission | UCF Undergraduate Admissions