Florida Department of Education
Curriculum Framework

Program Title: **Pre-Apprenticeship**
Program Type: **Career Preparatory**
Career Cluster: **Any Program within an Apprenticeship Occupation**

Secondary – Career Preparatory	
Program Number	8000100
CIP Number	1691010001
Grade Level	9-12, 30-31
Standard Length	6 credits
Teacher Certification	ANY VOCATIONAL FIELD OR COVERAGE
CTSO	Program Specific
SOC Codes (all applicable)	Discipline Specific
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Eligibility	16 Years of Age

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in the Apprenticeship Occupation career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Apprenticeship Occupation career cluster.

The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and the skills needed to operate and maintain a variety of related equipment and tools.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction to prepare students for initial employment who are disadvantaged or who have not otherwise had the opportunity to enter into the apprenticeship occupations or upward mobility employment. The program will include related instruction and may include paid on-the-job training, supervised by the employer and teacher/coordinator.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Apprenticeship industry: planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues; and health, safety, and environmental issues.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	8000110	Pre-Apprenticeship 1	1 credit	Discipline Specific
	8000120	Pre-Apprenticeship 2	1 credit	Discipline Specific
	8000130	Pre-Apprenticeship 3	1 credit	Discipline Specific
B	8000140	Pre-Apprenticeship 4	1 credit	Discipline Specific
	8000150	Pre-Apprenticeship 5	1 credit	Discipline Specific
	8000160	Pre-Apprenticeship 6	1 credit	Discipline Specific

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Pre-Apprenticeship.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Pre-Apprenticeship.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Pre-Apprenticeship.
04.0   Identify apprenticeship occupations.
05.0   Identify and properly use subparts in the Occupational Safety and Health Administration's regulations (29 CFR).
06.0   Achieve certifications.
07.0   Demonstrate appropriate communication skills.
08.0   Demonstrate and apply appropriate math and reading skills.
09.0   Demonstrate awareness of drug-free workplace initiatives.
10.0   Use technology, tools, equipment and supplies safely and correctly.
11.0   Read and interpret appropriate technical references and manuals.
12.0   Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Pre-Apprenticeship.
13.0   Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Pre-Apprenticeship.
14.0   Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Pre-Apprenticeship.
15.0   Apply designated occupational standards.
16.0   Demonstrate understanding of employability skills.
17.0   Demonstrate understanding of entrepreneurship.
18.0   Demonstrate the skills acquired through on-the-job training.
19.0   Demonstrate leadership and organizational skills.
20.0   Develop a professional portfolio.

Florida Department of Education
Student Performance Standards

Course Title: Pre-Apprenticeship 1
Course Number: 8000110
Course Credit: 1

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Pre-Apprenticeship.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas	
01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	

Florida Standards			Correlation to CTE Program Standard #
		LAFS.910.RST.3.7	
	01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
		LAFS.910.RST.3.8	
	01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
		LAFS.910.RST.3.9	
	01.04	Range of Reading and Level of Text Complexity	
	01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.	
		LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Pre-Apprenticeship.		
	02.01	Text Types and Purposes	
	02.01.1	Write arguments focused on discipline-specific content.	
		LAFS.910.WHST.1.1	
	02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
		LAFS.910.WHST.1.2	
	02.02	Production and Distribution of Writing	
	02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
		LAFS.910.WHST.2.4	
	02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
		LAFS.910.WHST.2.5	
	02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
		LAFS.910.WHST.2.6	
	02.03	Research to Build and Present Knowledge	
	02.03.1	Conduct short as well as more sustained research projects to answer a	

		question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
	02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
	02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
	02.04 Range of Writing		
	02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Pre-Apprenticeship.		
	03.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1		
	03.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1		
	03.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1		
	03.04 Model with mathematics. MAFS.K12.MP.4.1		
	03.05 Use appropriate tools strategically. MAFS.K12.MP.5.1		
	03.06 Attend to precision. MAFS.K12.MP.6.1		
	03.07 Look for and make use of structure. MAFS.K12.MP.7.1		
	03.08 Look for and express regularity in repeated reasoning. MAFS.K12.MP.8.1		

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Identify apprenticeship occupations – the student will be able to:		
04.01 Prepare a list of apprenticeship occupations in the student's area of interest.		
04.02 Collect and maintain information on the apprenticeship occupation in which the student has indicated an interest.		
04.03 Contact a representative of the chosen apprenticeship occupation and ask a minimum of ten (10) prepared questions.		
05.0 Identify and properly use subparts in the Occupational Safety and Health Administration's regulations (29 CFR) – the student will be able to:		
05.01 Describe how specific OSHA regulations relate to the student's area of interest.		
05.02 Apply OSHA regulations to work activities.		
05.03 Access and find information on the OSHA website: www.osha.gov.		
06.0 Achieve certifications – the student will be able to:		
06.01 Identify the appropriate areas for certifications (e.g., safety, first aid, CPR, required information) for the student's apprenticeship area.		
06.02 Prepare and test for appropriate certifications in the selected occupational area.		
07.0 Demonstrate appropriate communication skills – the student will be able to:		
07.01 Ask and answer questions coherently and concisely.		
07.02 Read and follow written instructions; listen to and follow verbal instructions.		
07.03 Give reports orally and in writing.		
07.04 Read and interpret reading materials related to the apprenticeship occupation.		
07.05 Find information from appropriate sources (e.g., a manufacturer's manual, regulatory requirements).		
07.06 Write logical and understandable statements or phrases; accurately fill out forms commonly used in the selected apprenticeship area.		
07.07 Communicate job-related information and coordinate with other trades.		
07.08 Demonstrate appropriate telephone communication skills.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.09 Demonstrate trade-related computer skills.		
07.10 Explain the culture of the selected occupation and identify the spoken and unspoken rules related to this occupation.		

Florida Department of Education
Student Performance Standards

Course Title: Pre-Apprenticeship 2
Course Number: 8000120
Course Credit: 1

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Pre-Apprenticeship.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas	
01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	

Florida Standards			Correlation to CTE Program Standard #
		LAFS.910.RST.3.7	
	01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
		LAFS.910.RST.3.8	
	01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
		LAFS.910.RST.3.9	
	01.04	Range of Reading and Level of Text Complexity	
	01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.	
		LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Pre-Apprenticeship.		
	02.01	Text Types and Purposes	
	02.01.1	Write arguments focused on discipline-specific content.	
		LAFS.910.WHST.1.1	
	02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
		LAFS.910.WHST.1.2	
	02.02	Production and Distribution of Writing	
	02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
		LAFS.910.WHST.2.4	
	02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
		LAFS.910.WHST.2.5	
	02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
		LAFS.910.WHST.2.6	
	02.03	Research to Build and Present Knowledge	
	02.03.1	Conduct short as well as more sustained research projects to answer a	

Florida Standards			Correlation to CTE Program Standard #
		question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
	02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
	02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing		
	02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Pre-Apprenticeship.		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1		
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1		
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1		
03.04	Model with mathematics. MAFS.K12.MP.4.1		
03.05	Use appropriate tools strategically. MAFS.K12.MP.5.1		
03.06	Attend to precision. MAFS.K12.MP.6.1		
03.07	Look for and make use of structure. MAFS.K12.MP.7.1		
03.08	Look for and express regularity in repeated reasoning. MAFS.K12.MP.8.1		

Abbreviations:
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Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.0 Demonstrate and apply appropriate math and reading skills – the student will be able to:		
08.01 Prepare a workbook that includes the formulas, practical guidelines, general knowledge, and mathematical principles related to the student's selected apprenticeship area.		
08.02 Solve problems related to the student's apprenticeship area using basic math, geometry, algebra, and trigonometry.		
09.0 Demonstrate awareness of drug-free workplace initiatives – the student will be able to:		
09.01 Describe the effects of drugs and alcohol on job performance and safety.		
09.02 Explain how an alcohol or drug conviction affects a person's ability to acquire employment.		
09.03 Describe the health-related effects of alcohol and drugs.		
10.0 Use technology, tools, equipment and supplies safely and correctly – the student will be able to:		
10.01 Correctly use tools and equipment appropriate to the selected apprenticeship occupation.		
10.02 Demonstrate the ability to wear, select, adjust, and maintain safety equipment.		
10.03 Determine whether safety equipment is serviceable.		
10.04 Read safety warnings on equipment, chemicals, tools and work sites; correctly interpret and apply the necessary precautions.		
10.05 Read the procedures for servicing equipment and accurately complete the required actions.		
10.06 Determine the safety of the equipment used in the apprenticeship occupation.		
11.0 Read and interpret appropriate technical references and manuals – the student will be able to:		
11.01 Use charts, graphs and tables to solve problems related to the chosen apprenticeship occupation.		
11.02 Design solutions for work problems using data from appropriate manuals.		
11.03 Use Internet resources to acquire technical information for job-related problems.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.04 Read and use the appropriate manuals to complete work assignments; demonstrate understanding of the material through correct procedures and application.		
11.05 Accomplish specified tasks.		

Florida Department of Education
Student Performance Standards

Course Title: Pre-Apprenticeship 3
Course Number: 8000130
Course Credit: 1

Florida Standards	Correlation to CTE Program Standard #
12.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Pre-Apprenticeship.	
12.01 Key Ideas and Details	
12.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
12.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
12.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
12.02 Craft and Structure	
12.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
12.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
12.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	
12.03 Integration of Knowledge and Ideas	
12.03.1 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	

Florida Standards		Correlation to CTE Program Standard #
	12.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
	12.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
12.04	Range of Reading and Level of Text Complexity	
	12.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	12.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
13.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Pre-Apprenticeship.	
13.01	Text Types and Purposes	
	13.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
	13.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
13.02	Production and Distribution of Writing	
	13.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
	13.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
	13.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
13.03	Research to Build and Present Knowledge	
	13.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow	

		or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
	13.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
	13.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
	13.04	Range of Writing	
	13.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
14.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Pre-Apprenticeship.		
	14.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
	14.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
	14.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
	14.04	Model with mathematics. MAFS.K12.MP.4.1	
	14.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	
	14.06	Attend to precision. MAFS.K12.MP.6.1	
	14.07	Look for and make use of structure. MAFS.K12.MP.7.1	
	14.08	Look for and express regularity in repeated reasoning. MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
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Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
15.0 Apply designated occupational standards – the student will be able to:		
15.01 Perform assigned tasks to the appropriate level of competency.		
15.02 Select and apply correct standards for a given task.		
16.0 Demonstrate understanding of employability skills – the student will be able to:		
16.01 Demonstrate productive work habits and positive attitudes.		
16.02 Identify the ethical and responsible practices expected of apprenticeship trainees.		
16.03 Demonstrate acceptable personal hygiene habits and a professional appearance.		
16.04 Apply the principles of time management, work simplification, and teamwork to perform and complete assigned tasks.		
16.05 Explain the importance of taking pride in the quality of work performed.		
16.06 Explain the importance of maintaining a good driving record and explain the ramifications of a poor driving record on employment.		
16.07 Demonstrate knowledge of the Federal Hazard Communication Regulation (29 CFR 1910.1200).		
16.08 Secure information about a job.		
16.09 Identify the documents that may be required to apply for an apprenticeship program.		
16.10 Complete a job application form.		
16.11 Demonstrate competence in job interview techniques.		
16.12 Demonstrate appropriate knowledge of how to make job changes.		
16.13 Discuss the need to balance work and family.		
17.0 Demonstrate an understanding of entrepreneurship – the student will be able to:		
17.01 Define *entrepreneurship*.		
17.02 Describe the importance of entrepreneurship to the economy; identify the role of small business in a free enterprise system.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
17.03 Discuss the advantages and disadvantages of business ownership.		
17.04 Discuss the risks involved in business ownership.		
17.05 Identify the personal characteristics of a successful entrepreneur.		
17.06 Identify the business and computer skills needed to operate an entrepreneurial business efficiently and effectively.		
18.0 Demonstrate the skills acquired through on-the job training – the student will be able to:		
18.01 Keep a daily log of on-the-job activities; include the number of hours worked, skills learned, safety equipment used and hazardous materials used.		
19.0 Demonstrate leadership and organizational skills – the student will be able to:		
19.01 Define and practice *brainstorming*.		
19.02 Identify and use resource and time management skills.		
19.03 Identify the characteristics of a leader and team members.		
19.04 Identify professional and youth organizations related to the apprenticeship occupation.		
19.05 Identify the purposes and functions of student organizations related to the selected apprenticeship occupation.		

Florida Department of Education
Student Performance Standards

Course Title: Pre-Apprenticeship 4
Course Number: 8000140
Course Credit: 1

Florida Standards	Correlation to CTE Program Standard #
12.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Pre-Apprenticeship.	
12.01 Key Ideas and Details	
12.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
12.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
12.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
12.02 Craft and Structure	
12.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
12.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
12.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	
12.03 Integration of Knowledge and Ideas	
12.03.1 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	

Florida Standards		Correlation to CTE Program Standard #
	12.03.2 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
	12.03.3 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
12.04 Range of Reading and Level of Text Complexity		
	12.04.1 By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	12.04.2 By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
13.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Pre-Apprenticeship.		
13.01 Text Types and Purposes		
	13.01.1 Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
	13.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
13.02 Production and Distribution of Writing		
	13.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
	13.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
	13.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
13.03 Research to Build and Present Knowledge		
	13.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow	

Florida Standards	Correlation to CTE Program Standard #
or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
13.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
13.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
13.04 Range of Writing	
13.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
14.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Pre-Apprenticeship.	
14.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
14.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
14.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
14.04 Model with mathematics. MAFS.K12.MP.4.1	
14.05 Use appropriate tools strategically. MAFS.K12.MP.5.1	
14.06 Attend to precision. MAFS.K12.MP.6.1	
14.07 Look for and make use of structure. MAFS.K12.MP.7.1	
14.08 Look for and express regularity in repeated reasoning. MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.0 Demonstrate the skills acquired through on-the job training – the student will be able to:		
18.02 Maintain a daily log of on-the-job activities; include the number of hours worked, skills learned, safety equipment used and hazardous materials used.		

Florida Department of Education
Student Performance Standards

Course Title: **Pre-Apprenticeship 5**
Course Number: **8000150**
Course Credit: **1**

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
20.0 Develop a professional portfolio – the student will be able to:		
20.01 Include career and educational goals.		
20.02 Provide a copy of social security card and other required documents.		
20.03 Provide an autobiography, picture, references and a résumé (traditional and digital).		

Florida Department of Education
Student Performance Standards

Course Title: **Pre-Apprenticeship 6**
Course Number: **8000160**
Course Credit: **1**

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
20.0 Develop a portfolio – the student will be able to:		
20.04 Present picture identification, letters of recommendation, and a completed job application.		
20.05 Provide a history of work and volunteer activities.		

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

The intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills is discipline specific. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified

for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Course Title: **Orientation to Career Clusters**
Course Type: **Orientation/Exploratory**

Secondary – Middle School	
Course Number	8000400
CIP Number	1498999907
Grade Level	6 – 8
Standard Length	Semester
Teacher Certification	ANY VOCATIONAL FIELD OR COVERAGE
CTSO	Any CTSO as appropriate
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the seventeen career clusters. This course is a compilation of modules for each of the seventeen career clusters and is designed to provide flexibility in course offerings. Any number of modules can be selected to comprise a course that meets the needs of the students.

The content includes, but is not limited to, the orientation of students to career pathways in the career and technical education field. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. This course is recommended for students in the sixth grade, but not required.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Refer to http://www.careertech.org/ for additional information and resources.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or

interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Standards

After successfully completing this course, the student will be able to perform the following:

01.0   Identify Florida's seventeen career clusters.
02.0   Identify and explore careers in the Agriculture, Food & Natural Resources cluster.
03.0   Identify and explore careers in the Architecture & Construction cluster.
04.0   Identify and explore careers in the Arts, A/V Technology & Communication cluster.
05.0   Identify and explore careers in the Business Management & Administration cluster.
06.0   Identify and explore careers in the Education & Training cluster.
07.0   Identify and explore careers in the Energy cluster.
08.0   Identify and explore careers in the Finance cluster.
09.0   Identify and explore careers in the Government & Public Administration cluster.
10.0   Identify and explore careers in the Health Science cluster.
11.0   Identify and explore careers in the Hospitality and Tourism cluster.
12.0   Identify and explore careers in the Human Services cluster.
13.0   Identify and explore careers in the Information Technology cluster.
14.0   Identify and explore careers in the Law, Public Safety & Security cluster.
15.0   Identify and explore careers in the Manufacturing cluster.
16.0   Identify and explore careers in the Marketing, Sales & Service cluster.
17.0   Identify and explore careers in the Engineering and Technology Education cluster.
18.0   Identify and explore careers in the Transportation, Distribution & Logistics cluster.
19.0   Describe leadership skills.

Florida Department of Education
Student Performance Standards

Course Title: **Orientation to Career Clusters 1**
Course Number: **8000400**
Course Credit: **Semester**

Course Description:

This course is a broad overview of the seventeen career clusters offered in Florida. This course provides hands-on introductory activities for each career cluster as well as opportunities to acquire and demonstrate beginning leadership skills.

CTE Standards and Benchmarks
01.0   Identify Florida's seventeen career clusters – the student will be able to:
01.01   List Florida's seventeen career clusters.
01.02   Research the national career clusters website: http://www.careertech.org/.
01.03   Identify the Career and Technical Student Organizations (CTSO) appropriate for Career and Technical Education (CTE) programs.
01.04   Explain the purpose of a CTSO.
02.0   Identify and explore careers in the Agriculture, Food & Natural Resources cluster – the student will be able to:
02.01   Identify the pathways in the Agriculture, Food & Natural Resources career cluster and the careers in each pathway.
02.02   Describe the types of places that employ individuals who have careers in the Agriculture, Food & Natural Resources career cluster.
02.03   Describe the variety of tasks performed by individuals who have careers in the Agriculture, Food & Natural Resources career cluster.
02.04   List the skills, abilities, and talents needed for careers in the Agriculture, Food & Natural Resources career cluster.
02.05   Identify the level of training and education required for careers in the Agriculture, Food & Natural Resources career cluster.
02.06   Research a career in the Agriculture, Food & Natural Resources career cluster and present findings to the class.
02.07   Apply math, science, and reading skills in the completion of a project or activity related to the Agriculture, Food & Natural Resources career cluster.

CTE Standards and Benchmarks
03.0   Identify and explore careers in the Architecture & Construction cluster – the student will be able to:
03.01   Identify the pathways in the Architecture & Construction career cluster and the careers in each pathway.
03.02   Describe the types of places that employ individuals who have careers in the Architecture & Construction career cluster.
03.03   Describe the variety of tasks performed by individuals who have careers in the Architecture & Construction career cluster.
03.04   List the skills, abilities, and talents needed for careers in the Architecture & Construction career cluster.
03.05   Identify the level of training and education required for careers in the Architecture & Construction career cluster.
03.06   Research a career in the Architecture & Construction career cluster and present findings to the class.
03.07   Apply math, science, and reading skills in the completion of a project or activity related to the Architecture & Construction career cluster.
04.0   Identify and explore careers in the Arts, A/V Technology & Communication cluster – the student will be able to:
04.01   Identify the pathways in the Arts, A/V Technology & Communication career cluster and the careers in each pathway.
04.02   Describe the types of places that employ individuals who have careers in the Arts, A/V Technology & Communication career cluster.
04.03   Describe the variety of tasks performed by individuals who have careers in the Arts, A/V Technology & Communication career cluster.
04.04   List the skills, abilities, and talents needed for careers in the Arts, A/V Technology & Communication career cluster.
04.05   Identify the level of training and education required for careers in the Arts, A/V Technology & Communication career cluster.
04.06   Research a career in the Arts, A/V Technology & Communication career cluster and present findings to the class.
04.07   Apply math, science, and reading skills in the completion of a project or activity related to the Arts, A/V Technology & Communication career cluster.
05.0   Identify and explore careers in the Business, Management & Administration cluster – the student will be able to:
05.01   Identify the pathways in the Business, Management & Administration career cluster and the careers in each pathway.
05.02   Describe the types of places that employ individuals who have careers in the Business Management & Administration career cluster.
05.03   Describe the variety of tasks performed by individuals who have careers in the Business Management & Administration career cluster.

CTE Standards and Benchmarks		
	05.04	List the skills, abilities, and talents needed for careers in the Business Management & Administration career cluster.
	05.05	Identify the level of training and education required for careers in the Business Management & Administration career cluster.
	05.06	Research a career in the Business Management & Administration career cluster and present findings to the class.
	05.07	Apply math, science, and reading skills in the completion of a project or activity related to the Business Management & Administration career cluster.
06.0	Identify and explore careers in the Education & Training cluster – the student will be able to:	
	06.01	Identify the pathways in the Education & Training career cluster and the careers in each pathway.
	06.02	Describe the types of places that employ individuals who have careers in the Education & Training career cluster.
	06.03	Describe the variety of tasks performed by individuals who have careers in the Education & Training career cluster.
	06.04	List the skills, abilities, and talents needed for careers in the Education & Training career cluster.
	06.05	Identify the level of training and education required for careers in the Education & Training career cluster.
	06.06	Research a career in the Education & Training career cluster and present findings to the class.
	06.07	Apply math, science, and reading skills in the completion of a project or activity related to the Education & Training career cluster.
07.0	Identify and explore careers in the Energy cluster – the student will be able to:	
	07.01	Identify the pathways in the Energy career cluster and the careers in each pathway.
	07.02	Describe the types of places that employ individuals who have careers in the Energy career cluster.
	07.03	Describe the variety of tasks performed by individuals who have careers in the Energy career cluster.
	07.04	List the skills, abilities, and talents needed for careers in the Energy career cluster.
	07.05	Identify the level of training and education required for careers in the Energy career cluster.
	07.06	Research a career in the Energy career cluster and present findings to the class.
	07.07	Apply math, science, and reading skills in the completion of a project or activity related to the Energy career cluster.
08.0	Identify and explore careers in the Finance cluster – the student will be able to:	
	08.01	Identify the pathways in the Finance career cluster and the careers in each pathway.

CTE Standards and Benchmarks		
	08.02	Describe the types of places that employ individuals who have careers in the Finance career cluster.
	08.03	Describe the variety of tasks performed by individuals who have careers in the Finance career cluster.
	08.04	List the skills, abilities, and talents needed for careers in the Finance career cluster.
	08.05	Identify the level of training and education required for careers in the Finance career cluster.
	08.06	Research a career in the Finance career cluster and present findings to the class.
	08.07	Apply math, science, and reading skills in the completion of a project or activity related to the Finance career cluster.
09.0	Identify and explore careers in the Government & Public Administration cluster – the student will be able to:	
	09.01	Identify the pathways in the Government & Public Administration career cluster and the careers in each pathway.
	09.02	Describe the types of places that employ individuals who have careers in the Government & Public Administration career cluster.
	09.03	Describe the variety of tasks performed by individuals who have careers in the Government & Public Administration career cluster.
	09.04	List the skills, abilities, and talents needed for careers in the Government & Public Administration career cluster.
	09.05	Identify the level of training and education required for careers in the Government & Public Administration career cluster.
	09.06	Research a career in the Government & Public Administration career cluster and present findings to the class.
	09.07	Apply math, science, and reading skills in the completion of a project or activity related to the Government & Public Administration career cluster.
10.0	Identify and explore careers in the Health Science cluster – the student will be able to:	
	10.01	Identify the pathways in the Health Science career cluster and the careers in each pathway.
	10.02	Describe the types of places that employ individuals who have careers in the Health Science career cluster.
	10.03	Describe the variety of tasks performed by individuals who have careers in the Health Science career cluster.
	10.04	List the skills, abilities, and talents needed for careers in the Health Science career cluster.
	10.05	Identify the level of training and education required for careers in the Health Science career cluster.
	10.06	Research a career in the Health Science career cluster and present findings to the class.
	10.07	Apply math, science, and reading skills in the completion of a project or activity related to the Health Science career cluster.

CTE Standards and Benchmarks
11.0   Identify and explore careers in the Hospitality & Tourism cluster – the student will be able to:
11.01   Identify the pathways in the Hospitality & Tourism career cluster and the careers in each pathway.
11.02   Describe the types of places that employ individuals who have careers in the Hospitality & Tourism career cluster.
11.03   Describe the variety of tasks performed by individuals who have careers in the Hospitality & Tourism career cluster.
11.04   List the skills, abilities, and talents needed for careers in the Hospitality & Tourism career cluster.
11.05   Identify the level of training and education required for careers in the Hospitality & Tourism career cluster.
11.06   Research a career in the Hospitality & Tourism career cluster and present findings to the class.
11.07   Apply math, science, and reading skills in the completion of a project or activity related to the Hospitality & Tourism career cluster.
12.0   Identify and explore careers in the Human Services cluster – the student will be able to:
12.01   Identify the pathways in the Human Services career cluster and the careers in each pathway.
12.02   Describe the types of places that employ individuals who have careers in the Human Services career cluster.
12.03   Describe the variety of tasks performed by individuals who have careers in the Human Services career cluster.
12.04   List the skills, abilities, and talents needed for careers in the Human Services career cluster.
12.05   Identify the level of training and education required for careers in the Human Services career cluster.
12.06   Research a career in the Human Services career cluster and present findings to the class.
12.07   Apply math, science, and reading skills in the completion of a project or activity related to the Human Services career cluster.
13.0   Identify and explore careers in the Information Technology cluster – the student will be able to:
13.01   Identify the pathways in the Information Technology career cluster and the careers in each pathway.
13.02   Describe the types of places that employ individuals who have careers in the Information Technology career cluster.
13.03   Describe the variety of tasks performed by individuals who have careers in the Information Technology career cluster.
13.04   List the skills, abilities, and talents needed for careers in the Information Technology career cluster.
13.05   Identify the level of training and education required for careers in the Information Technology career cluster.

CTE Standards and Benchmarks
13.06 Research a career in the Information Technology career cluster and present findings to the class.
13.07 Apply math, science, and reading skills in the completion of a project or activity related to the Information Technology career cluster.
14.0 Identify and explore careers in the Law, Public Safety & Security cluster–The student will be able to:
14.01 Identify the pathways in the Law, Public Safety & Security career cluster and the careers in each pathway.
14.02 Describe the types of places that employ individuals who have careers in the Law, Public Safety & Security career cluster.
14.03 Describe the variety of tasks performed by individuals who have careers in the Law, Public Safety & Security career cluster.
14.04 List the skills, abilities, and talents needed for careers in the Law, Public Safety & Security career cluster.
14.05 Identify the level of training and education required for careers in the Law, Public Safety & Security career cluster.
14.06 Research a career in the Law, Public Safety & Security career cluster and present findings to the class.
14.07 Apply math, science, and reading skills in the completion of a project or activity related to the Law, Public Safety & Security career cluster.
15.0 Identify and explore careers in the Manufacturing cluster – the student will be able to:
15.01 Identify the pathways in the Manufacturing career cluster and the careers in each pathway.
15.02 Describe the types of places that employ individuals who have careers in the Manufacturing career cluster.
15.03 Describe the variety of tasks performed by individuals who have careers in the Manufacturing career cluster.
15.04 List the skills, abilities, and talents needed for careers in the Manufacturing career cluster.
15.05 Identify the level of training and education required for careers in the Manufacturing career cluster.
15.06 Research a career in the Manufacturing career cluster and present findings to the class.
15.07 Apply math, science, and reading skills in the completion of a project or activity related to the Manufacturing career cluster.
16.0 Identify and explore careers in the Marketing, Sales & Service cluster – the student will be able to:
16.01 Identify the pathways in the Marketing, Sales & Service career cluster and the careers in each pathway.
16.02 Describe the types of places that employ individuals who have careers in the Marketing, Sales & Service career cluster.
16.03 Describe the variety of tasks performed by individuals who have careers in the Marketing, Sales & Service career cluster.

CTE Standards and Benchmarks	
16.04	List the skills, abilities, and talents needed for careers in the Marketing, Sales & Service career cluster.
16.05	Identify the level of training and education required for careers in the Marketing, Sales & Service career cluster.
16.06	Research a career in the Marketing, Sales & Service career cluster and present findings to the class.
16.07	Apply math, science, and reading skills in the completion of a project or activity related to the Marketing, Sales & Service career cluster.
17.0 Identify and explore careers in Engineering and Technology Education – the student will be able to:	
17.01	Identify the pathways in Engineering and Technology Education.
17.02	Describe the types of places that employ individuals who have careers in Engineering and Technology Education.
17.03	Describe the variety of tasks performed by individuals who have careers in Engineering and Technology Education.
17.04	List the skills, abilities, and talents needed for careers in Engineering and Technology Education.
17.05	Identify the level of training and education required for careers in Engineering and Technology Education.
17.06	Research a career in Engineering and Technology Education and present findings to the class.
17.07	Apply math, science, and reading skills in the completion of a project or activity related to the Engineering and Technology Education.
18.0 Identify and explore careers in the Transportation & Logistics cluster – the student will be able to:	
18.01	Identify the pathways in the Transportation & Logistics career cluster and the careers in each pathway.
18.02	Describe the types of places that employ individuals who have careers in the Transportation & Logistics career cluster.
18.03	Describe the variety of tasks performed by individuals who have careers in the Transportation & Logistics career cluster.
18.04	List the skills, abilities, and talents needed for careers in the Transportation & Logistics career cluster.
18.05	Identify the level of training and education required for careers in the Transportation & Logistics career cluster.
18.06	Research a career in the Transportation & Logistics career cluster and present findings to the class.
18.07	Apply math, science, and reading skills in the completion of a project or activity related to the Transportation & Logistics career cluster.
19.0 Describe leadership skills – the student will be able to:	

CTE Standards and Benchmarks
19.01   Identify the Career and Technical Student Organization(s) that are appropriate for CTE programs in each of the career clusters.
19.02   Describe the leadership opportunities available to members of the CTSOs identified above.
19.03   Investigate the CTSOs at your school and/or in your school district (e.g., membership requirements, dues, activities, events).

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Technical Systems and Applications**
Program Type: **Career Preparatory**
Career Cluster: **Workforce Education**

Secondary – Career Preparatory	
Program Number	8002000
CIP Number	1400002000
Grade Level	9-12, 30, 31
Standard Length	1 credit
Teacher Certification	ANY VOCATIONAL FIELD OR COVERAGE
CTSO	Appropriate to field of study
SOC Codes (all applicable)	Appropriate to field of study
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in a diverse range of career clusters; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of a diverse range of career clusters.

The content includes, but is not limited to, the study of learning skills, problem solving, career assessment and the exploration of technical careers, computer applications, technical reading and writing, communications, and work ethics.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

Substitutions Meeting the Requirements For Technical Systems and Applications (1 Credit Course)

Program Number	CIP Number	Title
		Agriscience and Natural Resources Education
8103400	0101020410	Agriscience Foundations 1
8103200	0101020400	Agriscience Foundations 1
8116000	0101050100	Agriscience Foundations 1
8106800	0101039901	Agriscience Foundations 1
8106100	0102020100	Agriscience Foundations 1
8106200	0101030210	Agriscience Foundations 1
8112000	0101030300	Agriscience Foundations 1
8106400	0101030401	Agriscience Foundations 1
8103300	0101020310	Agriscience Foundations 1
8113000	0103010101	Agriscience Foundations 1
8121000	0101060601	Agriscience Foundations 1
8118300	0103049901	Agriscience Foundations 1
8123200	0101020600	Agriscience Foundations 1
8121300	0101060510	Agriscience Foundations 1
8112100	0103010100	Agriscience Foundations 1
8121600	0101060610	Agriscience Foundations 1
8106500	0102040100	Agriscience Foundations 1
8121400	0101060700	Agriscience Foundations 1
		Business Technology Education
8216100	0506090110	Business Systems and Technology 1 and 2
8203300	0507010101	Business Systems and Technology 1 and 2
8212400	0507040101	Business Systems and Technology 1 and 2
8206300	0507039901	Business Systems and Technology 1 and 2
8215100	0506040100	Business Systems and Technology 1 and 2
8218000	0507999900	Business Systems and Technology 1 and 2
8209500	0507080103	Business Systems and Technology 1 and 2
8212100	0507060401	Business Systems and Technology 1 and 2
8212200	0507060501	Business Systems and Technology 1 and 2
8207000	0507030400	Business Systems and Technology 1 and 2
8207200	0507030501	Business Systems and Technology 1 and 2
8207100	0507039900	Business Systems and Technology 1 and 2
8207300	0507030301	Business Systems and Technology 1 and 2
8207400	0510010100	Business Systems and Technology 1 and 2
8206400	0507039904	Business Systems and Technology 1 and 2

Diversified Education

8301600	10988640CP	Work Experience 1
8303000	10988610CP	Diversified Career Technology Principles
8300310	10988650PA	Workplace Essentials
8300330	10110101PA	Workplace Technology Applications

Family and Consumer Sciences

8500375	09200119PA	Blueprint for Professional Success

Health Science Education

8417130	0317029903	Health Science 2
8417140	0317010103	Health Science 2
8417150	0317019902	Health Science 2
8417160	0317020302	Health Science 2
8417170	0317020502	Health Science 2
8417180	0317051301	Health Science 2
8417190	0317040401	Health Science 2
8417200	0317030402	Health Science 2
8417210	0317060201	Health Science 2
8417230	0317070202	Health Science 2

Industrial Education

8709400	0647060405	Automotive Service Technology 1
8732100	0647010400	Computer Electronics Technology 1
8727200	0646030202	Electricity 1
8730000	0615030300	Electronic Technology 1
8722100	0646020105	Carpentry and Cabinetmaking 1
8720100	0648070302	Carpentry and Cabinetmaking 1
8754000	0648050302	Machining 1
8763000	0620040300	Commercial Foods and Culinary Arts 1
8730200	0647010301	Telecommunication Technology 1
8716000	0647010200	Commercial Business Machine Maintenance 1
8743000	0647030301	Engineering Assisting 1
8723000	0647020303	Intro to Heating, A/C, and Refrigeration Tech 1
8703030	0647019903	Electronic System Assembly 1
8709000	0647060300	Automotive Collision Repair and Refinishing 1
8742000	0647060501	Diesel Engine Service 1
8772000	0648020400	Commercial Photography Technology 1
8725000	0648010102	Drafting 1
8725200	0648010401	Drafting 1
8725100	0648010402	Drafting 1

8725300	0648010501	Drafting 1
8725500	0648010301	Drafting 1
8725400	0648010201	Drafting 1
8751300	0649030601	Boat and Yacht Repair
8754500	0648050802	Welding Technologies 1
8751000	0649030600	Marine Service 1
8700100	0647999901	Industrial Education Directed Study 1
8700300	06469999PA	Practical Technical and Industrial Occupations
8757200	0612040303	Grooming and Salon Services Core 1 WITH
8757200	0612040303	Cosmetology 2
8718000	0648020300	Commercial Art Technology 1
8751200	0649030300	Commercial Fishing 1

Marketing Education

8839100	0208070300	Marketing Essentials
8830300	0206070100	Marketing Essentials
8836100	0208100100	Marketing Essentials
8827200	0208089901	Marketing Essentials
8827100	02089999SP	Marketing Essentials
8824100	0208090500	Marketing Essentials
8821100	0208060100	Marketing Essentials
8827400	0208090105	Sports, Recreation, and Entertainment Essentials
8845100	0208110400	Introduction to Hospitality and Tourism
8806000	0208010200	Fashion Essentials
8812100	0208030100	Principles of Entrepreneurship
8800310	02080301PA	Practical Entrepreneurship Skills
8815100	0208040110	Financial Computing

Public Service Education
None

Technology Education

8600080	0821011800	Aerospace Technology 1
8607000	0821011700	Engineering Technology 1
8604000	0821011400	Production Technology 1
8601000	0821010600	Communications Technology 1
8600800	0821010300	Drafting/Illustrative Design Technology 1
8601100	0821010700	Material and Processes Technology 1
8600900	0821010400	Electronics Technology 1
8601200	0821010500	Power and Transportation Technology 1
8600700	0821010200	Construction Technology 1
8600100	0821010100	Technology Studies 1

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

<u>Standards</u>

After successfully completing this program, the student will be able to perform the following:

01.0   Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Technical Systems and Applications.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Technical Systems and Applications.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Technical Systems and Applications.
04.0   Identify and apply a variety of learning skills needed for success in a career.
05.0   Demonstrate the understanding and application of technological problem-solving techniques.
06.0   Explore technical careers, identify the characteristics and aptitudes required for employment, and develop a four-year course of study focused on post-secondary graduation plans.
07.0   Demonstrate the computer application competencies and skills related to career choices.
08.0   Demonstrate career-based reading and writing skills.
09.0   Utilize a variety of communication technologies.
10.0   Demonstrate professional work ethics.

Florida Department of Education
Student Performance Standards

Course Title: **Technical Systems and Applications**
Course Number: **8002000**
Course Credit: **1**

Course Description: This course provides students with the learning skills and work ethics required for career success. Students build problem-solving skills, explore career options and requirements, demonstrate computer application competencies, practice technical reading and writing skills, and utilize communication technologies.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Technical Systems and Applications.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	

Florida Standards			Correlation to CTE Program Standard #
	01.03	Integration of Knowledge and Ideas	
	01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
	01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
	01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
	01.04	Range of Reading and Level of Text Complexity	
	01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Technical Systems and Applications.		
	02.01	Text Types and Purposes	
	02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
	02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
	02.02	Production and Distribution of Writing	
	02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
	02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
	02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly	

Florida Standards	Correlation to CTE Program Standard #
and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge	
02.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing	
02.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Technical Systems and Applications.	
03.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04 Model with mathematics. MAFS.K12.MP.4.1	
03.05 Use appropriate tools strategically. MAFS.K12.MP.5.1	
03.06 Attend to precision. MAFS.K12.MP.6.1	
03.07 Look for and make use of structure. MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	

Florida Standards	Correlation to CTE Program Standard #
MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Identify and apply a variety of learning skills needed for success in a career – the student will be able to:		
04.01 Identify and use a variety of graphic organizers (e.g., graphic outlines, flowcharts).		
04.02 Demonstrate note-taking, outlining and listening skills in a technical occupation setting.		
04.03 Explain and apply a variety of strategies for knowledge retention of specific data and other information used in technical environments.		
04.04 Demonstrate and apply various reasoning skills (i.e., inductive and deductive).		
04.05 Differentiate between verifiable and non-verifiable information.		
04.06 Apply the strategies used in time management to increase productivity.		
04.07 Describe and apply unique study techniques needed to process complex information found in today's rapidly changing technical environment.		
05.0 Demonstrate the understanding and application of techniques used in technological problem-solving – the student will be able to:		
05.01 Demonstrate the need for problem-solving skills in the technical world of work by applying them to a specific career choice.		
05.02 Identify and apply the sequential steps used in the formal problem-solving process.		
05.03 Demonstrate the ability to use/design technological problem-solving and decision-making strategies.		
05.04 Apply research and development techniques to implement a plan of action for given problems.		
05.05 Apply problem-solving and decision-making strategies that relate to real-world situations while managing time and materials effectively in a variety of settings.		
05.06 Outline and execute a realistic problem solution as it relates to available resources, constraints, feasibility, and ultimate goals.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.07 Select and use appropriate mathematical processes to solve problem situations that are typical of technical systems and applications in a specific occupation.		
05.08 Demonstrate and apply the principle that not every problem can be solved, but can lead to solutions in other applications.		
06.0 Explore technical careers, identify the characteristics and aptitudes required for employment, and develop a four-year course of study focused on post-secondary graduation plans – the student will be able to:		
06.01 Complete a personal aptitude assessment test and relate the results to selected occupations.		
06.02 Match skills, aptitudes, personal values, and interests to occupations requiring specialized technical training that reflect local and global high-growth models.		
06.03 Identify traditional and nontraditional technical career options that match personal interests and abilities.		
06.04 Locate, evaluate, and interpret career information to assist in making career decisions.		
06.05 Develop a career plan/portfolio that includes results from career assessments, short and long term goals, secondary and postsecondary plans of study, job experiences/history, samples of work, résumés, and other activities related to career planning.		
06.06 Create a four-year high school course of study focused on post high school graduation plans (i.e., going to college or directly to work after high school).		
06.07 Describe specific characteristics and aptitudes required for careers in technical fields.		
07.0 Demonstrate computer application competencies and skills related to career choices – the student will be able to:		
07.01 Use computer applications including but not limited to word-processing, spreadsheets (bar/line/pie charts), graphics, databases, multimedia, and networking technologies.		
07.02 Use electronic communication tools (e.g., fax, e-mail, voice mail, instant messaging, digital images).		
07.03 Identify and utilize methods of information acquisition available for the research of employment opportunities (e.g., online, bulletin boards, WWW).		
07.04 Discuss and list advantages and disadvantages related to the utilization of computer applications in a selected technical career.		
07.05 Apply the safe, correct, and efficient use of tools, equipment, and procedures found in today's technical occupations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.06 Perform basic troubleshooting techniques for computer malfunctions.		
07.07 Select specific technologies appropriate to a given task.		
07.08 Work safely using a variety of technologies (hardware and software) found in computer-related technical systems.		
07.09 Describe the characteristics and scope of the application of technology used in a technical area of study.		
08.0 Demonstrate technical reading and writing skills – the student will be able to:		
08.01 Demonstrate an understanding of the differences between reading and writing in technical, formal, and informal formats.		
08.02 Demonstrate and apply strategies for reading and comprehending technical data.		
08.03 Read and follow a series of written directions in a technical journal in conjunction with a higher level hands-on task.		
08.04 Read and follow a series of technology-based graphic depictions in conjunction with a higher-level hands-on task.		
08.05 Prepare and test a series of audible directions that communicate verbal instructions for completion of a higher level hands-on technical task.		
08.06 Identify the use of the sequential steps required from start to finish in technical writing preparation.		
08.07 Create and test a series of written instructions that clearly communicate directions/instructions for completion of a higher level hands-on technical task.		
08.08 Prepare and evaluate a series of graphic based-documents that clearly communicate (through graphic depiction) directions/instructions for completion of a higher level hands-on technical task.		
08.09 Create and test a workplace technical system based on a chosen technical career.		
08.10 Explore and develop methods used to monitor and correct outcomes of technical writing and reading.		
09.0 Utilize a variety of communication technologies – the student will be able to:		
09.01 Identify and utilize appropriate communication technologies found in today's workplace.		
09.02 Demonstrate and present strategies to show how the design of a message is influenced by such factors as the intended audience,		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
medium, purpose, and nature of the message.		
09.03 Explore and develop methods to show that communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine.		
09.04 Prepare a series of projects that show how communication systems can be used to inform, persuade, entertain, control, manage, and educate in a technical field.		
09.05 Apply knowledge of communication technologies including the input, process, and output associated with sending and receiving information.		
09.06 Develop and present a model that demonstrates the understanding of a communication system composed of a source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.		
09.07 Discuss and apply technological knowledge and processes including how information is communicated using symbols, measurement, convention, icons, graphic images, and/or languages.		
09.08 Demonstrate and present how active listening strategies improve understanding and performance.		
09.09 Select and use modes of communication appropriate to specific technical workplace situations and environments.		
09.10 Demonstrate and apply listening, speaking, and nonverbal skills utilizing strategies to communicate effectively with supervisors, co-workers, and customers in a technical setting.		
10.0 Demonstrate professional work ethics – the student will be able to:		
10.01 Develop employability skills to seek, obtain, maintain, and change jobs (e.g., prepare résumés, complete job applications, prepare for an interview, and complete other documents required when applying for employment in a chosen technical career.		
10.02 Describe and apply codes of professional ethical conduct in the school workplace setting (i.e., plagiarism, copyright violations, and sexual harassment).		
10.03 Describe and demonstrate personal qualities related to employability (i.e., promptness, getting along with others, dependability, responsible behavior).		
10.04 Demonstrate and apply an awareness of quality service and the personal and professional standards required to establish an effective service-based culture.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.05 Explain and demonstrate the importance of cooperation (accepting criticism, managing conflict, and adjusting behavior appropriate to a situation) in the workplace.		
10.06 Explain and demonstrate the importance of self-management and initiative when minimum direction and supervision are provided; the concept of accepting responsibility for one's actions, while exhibiting a positive attitude.		
10.07 Describe and demonstrate the visible and transparent qualities of an effective leader.		
10.08 Demonstrate the importance of dependability, initiative, courtesy, integrity, respect, empathy, punctuality responsibility, fairness, and trustworthiness in school and describe how to transfer these traits to the workplace.		
10.09 Define and discuss issues involving gender equity, disability, special needs, age, sexual harassment, cultural courtesy, and diversity.		
10.10 Explain and demonstrate the importance of good personal hygiene, stress management, professional demeanor, and individual presentation.		
10.11 Describe and present the concept of using forward thinking and the ability to facilitate a trend setting vision and mission statement for a technology-oriented organization.		
10.12 Demonstrate employability skills such as working as a team member, problem-solving, and organizational skills.		
10.13 Apply academic and employability skills in work-based learning situations (e.g., internships, job shadowing, mentoring, on-the-job training).		

NOTES TO TEACHERS

Note to teachers (01.0): Leadership skills can have a significant positive impact on students during their lifetime and, thus are essential to career and personal success. It is important that the teacher instruct the students in learning strategies and their application. The students who understand how to learn effectively and can apply specific learned techniques to acquire new knowledge and skills will be well prepared for the challenges of the future. Learning skills need to have a balance of technical application and psychomotor relevance.

CAREER STUDENT ORGANIZATIONS (CSO's)

Business Professionals of America, Inc. (BPA)
Cooperative Education Clubs of Florida, Inc. (CECF)
DECA, Inc., An Association of Marketing Students, Secondary
DEX, Inc., An Association of Marketing Students, Postsecondary
Florida FFA Association
Florida Future Homemakers of America/Florida Family, Career and Community Leaders of America
Florida Public Service Association, Inc. (FPSA)
Future Business Leaders of America/Phi Beta Lambda, Inc. (FBLA/PBL)
Health Occupations Students of America (HOSA)
SkillsUSA-VICA
Technology Student Association (TSA)

Note to teachers (02.0): Setting an activity in context is one of the most important characteristics of technological problem solving. A problem should be chosen based on its ability to address relevant standards that students need to learn. The context should not be fanciful or farfetched; rather, it should be based on current technology content. The idea behind using technological problem-solving as a method of instruction is that students are provided the opportunity to apply, analyze, synthesize, and evaluate what was presented during previous activities. Managing and assessing student activities based on accepted design/technological problem solving models is recommended. Utilizing this method enables students the opportunity to discover new knowledge, develop critical-thinking skills, and manage their own learning. Also, it is a practical method for teaching abstract concepts from such disciplines as science and mathematics. The teacher is charged with facilitating deep inner-thinking skills to solve complex problems while showing the relevance of academic applications in formulating a solution.

Note to teachers (03.0): Students need to learn two things at the beginning of their career planning: (1) who they are and (2) what they want to do with their lives. It is also important that they understand how their education relates to achieving their future goals. Career assessment goal identification should include interests and aptitudes, as well as personality and value assessments. Students can explore careers based on their interests, abilities, and opportunities. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite. On-line interest assessments, skill checklists, career and education exploration, financial aid, and other available career planning tools can be found in the *Choices* program (available in every public school in Florida).

Note to teachers (04.0): To live, learn, and work successfully in an increasingly complex and information-rich society, students must be competent in computer applications. Successful learning activities depend on teachers being prepared to empower students with the advantages this type of technology can bring. Programs must have up-to-date equipment, and must provide real-world connections, primary source materials, and sophisticated data-gathering and analysis tools. These are just a few of the resources that enable teachers to provide opportunities for conceptual understanding and learning in a high technologically fast advancing area.

Note to teachers (05.0): We now live in a time when virtually everything is a product, function, or effect of a technological system. Never before has there been such a need to succeed in technical reading and writing. The process is completely formal, but the exposition needs to be highly readable, precise, and interweave intuition with formal description. One method to pursue this outcome is to address a solid technical problem, and then carefully, with great attention, infuse a logical sequence of steps within which to present a solution. This approach will provide a clear thinking path for the solution. It will also present a formal structure that makes use of a stepwise refinement that introduces facts for the reader in manageable pieces. Conflicts and conflict resolution will serve well as a means to understand key concepts and as a way to illustrate which concept might or might not confuse the reader.

Note to teachers (06.0): People have long used various technologies to communicate over distances. The invention of movable type provided the means for a transfer of knowledge to people all over the world. Although writing and printing have become visual means for communication, people did not typically consider them to be communications technologies, viewing them simply as technologies that met a particular need. A book was viewed as not having much in common with the telephone, or the phonograph with the fax machine. In the past couple of decades, such thinking has changed dramatically. Technologies that record, store, manipulate, analyze, and transmit data have developed into important communication areas, allowing students to step outside of the box and grasp the power of communications.

Note to teachers (07.0): There is much information available on the topic of work ethics. Keep in mind that ethical decision making and work ethics are a process. There are many instances where simple answers are not available to resolve complex ethical issues. In addition, it is impossible to prescribe how workers should act in all situations, and each specific application must take into account the context in which it is being considered and the possibility of conflicts among the employees' values, principles, and standards. But teachers are charged with providing the tools and skills necessary to allow the students to make positive decisions and choices, and to consider how the issues would be judged in a peer review process where the ethical standards of the occupation would be applied.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml.

Florida Department of Education
Curriculum Framework

Course Title: **Diversified Education Directed Study**
Career Cluster: **Diversified Education**

Secondary – Career Preparatory	
Course Number	8300100
CIP Number	1098999901
Grade Level	11-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE
CTSO	CECF/BPA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Diversified Education cluster(s) that will enhance opportunities for employment in the career field chosen by the student.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this career cluster. A student may earn multiple credits in this course.

The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor.

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

<u>Standards</u>

After successfully completing this program, the student will be able to perform the following:

01.0   Demonstrate expertise in a specific occupation contained within the career cluster.
02.0   Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare a presentation to defend results.
03.0   Apply enhanced leadership and professional career skills.
04.0   Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study.

Florida Department of Education
Student Performance Standards

Course Title: **Diversified Education Directed Study**
Course Number: **8300100**
Course Credit: **Multiple**

CTE Standards and Benchmarks
01.0 Demonstrate expertise in a specific occupation within the career cluster – the student will be able to:
01.01 The benchmarks will be selected from the appropriate curriculum frameworks and determined by the instructor based upon the individual student's assessed needs.
02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare a presentation to defend results – the student will be able to:
02.01 Select investigative study referencing prior research and knowledge.
02.02 Collect, organize and analyze data accurately and precisely.
02.03 Develop procedures to test the research.
02.04 Report, display and defend the results of investigations to an audience that might include professionals and technical experts.
03.0 Apply enhanced leadership and professional career skills – the student will be able to:
03.01 Develop and present a professional presentation offering potential solutions to a current issue.
03.02 Enhance leadership and career skills through work-based learning including job placement, job shadowing, entrepreneurship, internship, or a virtual experience.
03.03 Participate in leadership development opportunities available through the appropriate student organization and/or other professional organizations.
03.04 Enhance written and oral communications through the development of presentations, public speaking, and live and/or virtual interviews.
04.0 Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study – the student will be able to:
04.01 Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation.
04.02 Read and interpret information relative to the chosen occupation.
04.03 Locate and evaluate key elements of oral and written information.

04.04	Analyze and apply data and/or measurements to solve problems and interpret documents.
04.05	Construct charts/tables/graphs using functions and data.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Career Education Clubs of Florida/Business Professionals of America (CECF/BPA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

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Additional Resources

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Florida Department of Education
Curriculum Framework

Program Title: **Workplace Essentials**
Program Type: **Career Preparatory**
Career Cluster: **Diversified Education**

Secondary – Career Preparatory	
Program Number	8300310
CIP Number	10988650CP
Grade Level	9-12, 30, 31
Standard Length	.5 credit
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE
CTSO	ANY
SOC Codes (all applicable)	N/A
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This course offers coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Diversified Education career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in their chosen occupational field.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of .5 credit.

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and

language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

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1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Workplace Essentials.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Workplace Essentials.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Workplace Essentials.
04.0   Describe the human relations skills necessary for success in the workforce.
05.0   Identify the communication skills necessary for successful employment.
06.0   Identify the mathematical skills necessary for successful employment.
07.0   Demonstrate knowledge and skills related to mathematics.
08.0   Demonstrate knowledge and skills related to science.
09.0   Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives.
10.0   Use oral and written communication skills to create, express, and interpret information and ideas.
11.0   Describe the duties and responsibilities of a successful employee.
12.0   Explain the importance of employability and entrepreneurship skills.
13.0   Use information technology tools.
14.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and identify the relationship of these systems to organizational performance and regulatory compliance.
15.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
16.0   Describe the importance of professional ethics and legal responsibilities.
17.0   Demonstrate knowledge and skills related to language arts.
18.0   Solve problem using critical thinking skills, creativity, and innovation.
19.0   Demonstrate money-management concepts, procedures, and strategies.

**Florida Department of Education
Student Performance Standards**

Course Title: **Workplace Essentials**
Course Number: **8300310**
Course Credit: **.5**

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Workplace Essentials.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas	
01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information	

		expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
	01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
	01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
	01.04	Range of Reading and Level of Text Complexity	
	01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0		Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Workplace Essentials.	
	02.01	Text Types and Purposes	
	02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
	02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
	02.02	Production and Distribution of Writing	
	02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
	02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
	02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	

Florida Standards			Correlation to CTE Program Standard #
	02.03	Research to Build and Present Knowledge	
	02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
	02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
	02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
	02.04	Range of Writing	
	02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Workplace Essentials.		
	03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
	03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
	03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
	03.04	Model with mathematics. MAFS.K12.MP.4.1	
	03.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	
	03.06	Attend to precision. MAFS.K12.MP.6.1	
	03.07	Look for and make use of structure. MAFS.K12.MP.7.1	
	03.08	Look for and express regularity in repeated reasoning. MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Describe the human relations skills necessary for success in the workforce – the student will be able to:		
04.01 Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.		
04.02 Identify and discuss the role of an employee as a team member in the workplace.		
04.03 Describe the use of teams in the workplace to increase productivity and product quality.		
04.04 Discuss the importance of human relations to success in the workplace.		
04.05 Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.		
04.06 Explain the importance of working effectively with diverse populations.		
04.07 Explain importance of self-management when minimum direction and supervision are given.		
04.08 Describe ethical situations in the world of work.		
04.09 Describe importance and benefits of time management.		
04.10 Identify and demonstrate steps necessary for solving problems and making decisions.		
04.11 Analyze future consequences of current decisions.		
04.12 Discuss the value of emotional self-control in the workplace.		
04.13 Explain "conflict resolution" and "dispute resolution" techniques and apply to a simulated work related problem.		
04.14 Identify and practice stress management and relaxation techniques.		
04.15 Discuss importance of practicing positive customer service skills.		
05.0 Identify the communication skills necessary for successful employment – the student will be able to:		
05.01 Describe the importance of the proper use of grammar, vocabulary, and diction.		
05.02 Identify the appropriate way to address people.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.03 Identify appropriate conversation for work related settings.		
05.04 Describe listening, speaking, and nonverbal skills necessary to determine customer needs.		
05.05 List professional vocabulary appropriate for the work environment.		
05.06 Demonstrate ability to communicate in a multicultural setting.		
05.07 Identify and define commonly used customer service terms such as complaints, internal and external customers.		
05.08 Demonstrate the ability to listen to, follow, and provide directions.		
05.09 Demonstrate the placing/receiving of telephone calls in a businesslike manner.		
05.10 Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
06.0 Identify the mathematical skills necessary for successful employment – the student will be able to:		
06.01 Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.		
06.02 Compute different methods of monetary compensation (e.g., annual salary, hourly wage, commission, piecework).		
06.03 Calculate exemptions, deductions, and taxable income and use tax tables to prepare a federal income tax form.		
06.04 Prepare a balanced budget based on income and expenses.		
06.05 Describe importance of maintaining an accurate checkbook balance.		
06.06 Identify mathematical skills used by employees in a variety of career fields (e.g., electricians and apply electrical formulas to calculate watts, amps, ohms, or volts).		
07.0 Demonstrate knowledge and skills related to mathematics – the students will be able to:		
07.01 Demonstrate knowledge of arithmetic operations.		
07.02 Analyze and apply data and measurements to solve problems and interpret documents.		
07.03 Construct charts/tables/graphs using functions and data.		
08.0 Demonstrate knowledge and skills related to science – the students will be able to:		
08.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.		
09.0 Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
09.01 Employ leadership skills to accomplish organizational goals and objectives.		
09.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
09.03 Conduct and participate in meetings to accomplish work tasks.		
09.04 Employ mentoring skills to inspire and teach others.		
10.0 Use oral and written communication skills to create, express, and interpret information and ideas – the students will be able to:		
10.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
10.02 Locate, organize and reference written information from various sources.		
10.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
10.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
10.05 Apply active listening skills to obtain and clarify information.		
10.06 Develop and interpret tables and charts to support written and oral communications.		
10.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
11.0 Describe the duties and responsibilities of a successful employee – the student will be able to:		
11.01 Explain how to handle customer inquiries/complaints.		
11.02 Explain how to handle difficult internal and external customers.		
11.03 Explain how to interpret policies to internal and external customers.		
11.04 Classify customer services according to nature and characteristics of the activity.		
11.05 Review methods to resolve customer problems through clarifying and explaining policies and procedures.		
11.06 Explain the importance of stress management and relaxation techniques as they relate to job performance.		
11.07 Demonstrate an understanding of gender, age, disability, and cultural courtesy.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.08 Describe workplace codes of professional/business conduct.		
11.09 Explain the concepts of integrity, credibility, reliability, and perseverance.		
11.10 List the responsibilities an employer has for his/her employees (ethical, social, legal.		
12.0 Explain the importance of employability and entrepreneurship skills – the students will be able to:		
12.01 Identify and demonstrate positive work behaviors needed to be employable.		
12.02 Develop personal career plan that includes goals, objectives, and strategies.		
12.03 Examine licensing, certification, and industry credentialing requirements.		
12.04 Maintain a career portfolio to document knowledge, skills, and experience.		
12.05 Evaluate and compare employment opportunities that match career goals.		
12.06 Identify and exhibit traits for retaining employment.		
12.07 Identify opportunities and research requirements for career advancement.		
12.08 Research the benefits of ongoing professional development.		
12.09 Examine and describe entrepreneurship opportunities as a career planning option.		
13.0 Use information technology tools – the students will be able to:		
13.01 Use personal information management (PIM) applications to increase workplace efficiency.		
13.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
13.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
13.04 Employ collaborative/groupware applications to facilitate group work.		
14.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and identify the relationship of these systems to organizational performance and regulatory compliance – the students will be able to:		
14.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
14.02 Explain emergency procedures to follow in response to workplace accidents.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
14.03 Create a disaster and/or emergency response plan.		
15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:		
15.01 Describe the nature and types of business organizations.		
15.02 Explain the effect of key organizational systems on performance and quality.		
15.03 List and describe quality control systems and/or practices common to the workplace.		
15.04 Explain the impact of the global economy on business organizations.		
16.0 Describe the importance of professional ethics and legal responsibilities – the students will be able to:		
16.01 Evaluate and justify decisions based on ethical reasoning.		
16.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
16.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
16.04 Interpret and explain written organizational policies and procedures.		
17.0 Demonstrate knowledge and skills related to language arts – the students will be able to:		
17.01 Locate, comprehend and evaluate key elements of oral and written information.		
17.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		
17.03 Present information formally and informally for specific purposes and audiences.		
18.0 Solve problems using critical thinking skills, creativity and innovation – the students will be able to:		
18.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
18.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
18.03 Identify and document workplace performance goals and monitor progress toward those goals.		
18.04 Conduct technical research to gather information necessary for decision-making.		
19.0 Demonstrate money-management concepts, procedures, and strategies – the students will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
19.01 Identify and describe the services and legal responsibilities of financial institutions.		
19.02 Describe the effect of money management on personal and career goals.		
19.03 Develop a personal budget and financial goals.		
19.04 Complete financial instruments for making deposits and withdrawals.		
19.05 Maintain financial records.		
19.06 Read and reconcile financial statements.		
19.07 Research, compare and contrast investment opportunities.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

After successfully completing this course, there is an occupational completion point (OCP) reported based on the occupational area the student is employed in:

A. Agriculture, Food and Natural Resources
B. Architecture and Construction
C. Arts, Audio/Video Technology and Communications
D. Business, Management and Administration
E. Education and Training
F. Finance
G. Government and Public Administration
H. Health Science
I. Hospitality and Tourism
J. Human Services
K. Information Technology
L. Law, Public Safety and Security
M. Manufacturing
N. Marketing, Sales and Service
O. Science, Technology, Engineering and Mathematics
P. Transportation, Distribution, and Logistics Services

Note: Courses taken in the Energy Cluster should be reported in the Architecture and Construction (Electrical Line Service and Repair), or Manufacturing Career Cluster.

Definitions for reporting the occupational areas of the OCP's above are:

Federal Career Cluster Title	Federal U.S. Department of Education (USDOE), Office of

	Vocational Technical Education (OVTE) Definition
Agriculture, Food and Natural Resources	Planning and managing agriculture, food, fiber, and natural resources systems. Production of agricultural commodities, including food, fiber, wood products, horticultural crops, and other plant and animal products. Financing, processing, and marketing and distribution of agricultural products; farm production and supply and service industries; horticulture and landscaping services, and the use and conservation of land and water resources; development and maintenance of recreational resources. It also includes mining and extraction operations and related environmental management services.
Architecture and Construction	Designing, planning, managing, building, and maintaining physical structures and the larger built environment including roadways and bridges and industrial, commercial and residential facilities and building.
Arts, Audio/Video Technology and Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
Business, Management and Administration	Planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services.
Education and Training	Planning, managing and providing education and training services, and related learning support services including assessment and library and information services.
Finance	Planning, managing and providing banking, investment, financial planning, and insurance services.
Government and Public Administration	Planning, managing and providing government legislative and administrative and regulatory services and related general purpose government services at the federal, state, and local levels.
Health Science	Planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care.
Hospitality and Tourism	Planning, managing, and providing lodging, food, recreation, convention and tourism, and related planning and support services such as travel-related services.
Human Services	Planning, managing, and providing human services including social and related community services.
Information Technology	Designing, developing, managing and supporting hardware, software, multimedia and systems integration services.
Law, Public Safety and	Planning, managing, and providing judicial, legal, and

Security	protective services including professional and technical support services in the fire protection and criminal justice systems.
Manufacturing	Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
Marketing, Sales and Service	Planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.
Science, Technology, Engineering and Mathematics	Planning, managing, and providing scientific research and professional and technical services (i.e., physical science, social science, engineering) including laboratory and testing services, and research and development services.
Transportation, Distribution, and Logistics Services	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

NOTE: There is a **Cooperative Education Manual** available on-line with guidelines for workplace experiences. It can be accessed on the DOE Website at http://www.fldoe.org/core/fileparse.php/3/urlt/steps-manual.pdf.

Career and Technical Student Organization (CTSO)

Any CTSO is an intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional

methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

**Florida Department of Education
Curriculum Framework**

Program Title: **Practical Arts General**
Program Type: **Non Career Preparatory**
Career Cluster: **Diversified Education**

Secondary – Non Career Preparatory	
Program Number	8300320
CIP Number	10988660PA
Grade Level	9-12, 30, 31
Standard Length	1 credit
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE
CTSO	ANY
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this course is to provide students with general practical skills. The content of this course will consist of the content contained in two or more existing practical arts courses.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

<u>Standards</u>

After successfully completing this program, the student will be able to perform the following:

01.0   Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Practical Arts General.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Practical Arts General.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Practical Arts General.
04.0   Demonstrate knowledge and skills related to mathematics.
05.0   Demonstrate knowledge and skills related to science.
06.0   Use oral and written communication skills to create, express, and interpret information and ideas.
07.0   Demonstrate knowledge and skills related to language arts.
08.0   Solve problems using critical thinking skills, creativity and innovation.
09.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance.
10.0   Use information technology tools.
11.0   Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives.
12.0   Demonstrate money-management concepts, procedures, and strategies.
13.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
14.0   Describe the importance of professional ethics and legal responsibilities.
15.0   Explain the importance of employability and entrepreneurship skills.

**Florida Department of Education
Student Performance Standards**

Course Title: **Practical Arts General**
Course Number: **8300320**
Course Credit: **1**

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Practical Arts General.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas	
01.03.1 Translate quantitative or technical information expressed in words in a	

		text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
	01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
	01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity		
	01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Practical Arts General.		
02.01	Text Types and Purposes		
	02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
	02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.02	Production and Distribution of Writing		
	02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
	02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
	02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	

Florida Standards			Correlation to CTE Program Standard #
		LAFS.910.WHST.2.6	
	02.03	Research to Build and Present Knowledge	
	02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		LAFS.910.WHST.3.7	
	02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
		LAFS.910.WHST.3.8	
	02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.910.WHST.3.9	
	02.04	Range of Writing	
	02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Practical Arts General.		
	03.01	Make sense of problems and persevere in solving them.	
		MAFS.K12.MP.1.1	
	03.02	Reason abstractly and quantitatively.	
		MAFS.K12.MP.2.1	
	03.03	Construct viable arguments and critique the reasoning of others.	
		MAFS.K12.MP.3.1	
	03.04	Model with mathematics.	
		MAFS.K12.MP.4.1	
	03.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1	
	03.06	Attend to precision.	
		MAFS.K12.MP.6.1	
	03.07	Look for and make use of structure.	
		MAFS.K12.MP.7.1	
	03.08	Look for and express regularity in repeated reasoning.	
		MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
04.0	Demonstrate knowledge and skills related to mathematics – the students will be able to:		
	04.01 Demonstrate knowledge of arithmetic operations.		
	04.02 Analyze and apply data and measurements to solve problems and interpret documents.		
	04.03 Construct charts/tables/graphs using functions and data.		
05.0	Demonstrate knowledge and skills related to science – the students will be able to:		
	05.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.		
	05.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.		
06.0	Use oral and written communication skills to create, express, and interpret information and ideas – the students will be able to:		
	06.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
	06.02 Locate, organize and reference written information from various sources.		
	06.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
	06.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
	06.05 Apply active listening skills to obtain and clarify information.		
	06.06 Develop and interpret tables and charts to support written and oral communications.		
	06.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
07.0	Demonstrate knowledge and skills related to language arts – the students will be able to:		
	07.01 Locate, comprehend and evaluate key elements of oral and written information.		
	07.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.03 Present information formally and informally for specific purposes and audiences.		
08.0 Solve problems using critical thinking skills, creativity and innovation – the students will be able to:		
08.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
08.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
08.03 Identify and document workplace performance goals and monitor progress toward those goals.		
08.04 Conduct technical research to gather information necessary for decision making.		
09.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance – the students will be able to:		
09.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
09.02 Explain emergency procedures to follow in response to workplace accidents.		
09.03 Create a disaster and/or emergency response plan.		
10.0 Use information technology tools – the students will be able to:		
10.01 Use personal information management (PIM) applications to increase workplace efficiency.		
10.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
10.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
10.04 Employ collaborative/groupware applications to facilitate group work.		
11.0 Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
11.01 Employ leadership skills to accomplish organizational goals and objectives.		
11.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
11.03 Conduct and participate in meetings to accomplish work tasks.		
11.04 Employ mentoring skills to inspire and teach others.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.0 Demonstrate money-management concepts, procedures, and strategies – the students will be able to:		
12.01 Identify and describe the services and legal responsibilities of financial institutions.		
12.02 Describe the effect of money management on personal and career goals.		
12.03 Develop a personal budget and financial goals.		
12.04 Complete financial instruments for making deposits and withdrawals.		
12.05 Maintain financial records.		
12.06 Read and reconcile financial statements.		
12.07 Research, compare and contrast investment opportunities.		
13.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:		
13.01 Describe the nature and types of business organizations.		
13.02 Explain the effect of key organizational systems on performance and quality.		
13.03 List and describe quality control systems and/or practices common to the workplace.		
13.04 Explain the impact of the global economy on business organizations.		
14.0 Describe the importance of professional ethics and legal responsibilities – the students will be able to:		
14.01 Evaluate and justify decisions based on ethical reasoning.		
14.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
14.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
14.04 Interpret and explain written organizational policies and procedures.		
15.0 Explain the importance of employability and entrepreneurship skills – the students will be able to:		
15.01 Identify and demonstrate positive work behaviors needed to be employable.		
15.02 Develop personal career plan that includes goals, objectives, and strategies.		
15.03 Examine licensing, certification, and industry credentialing requirements.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
15.04 Maintain a career portfolio to document knowledge, skills, and experience.		
15.05 Evaluate and compare employment opportunities that match career goals.		
15.06 Identify and exhibit traits for retaining employment.		
15.07 Identify opportunities and research requirements for career advancement.		
15.08 Research the benefits of ongoing professional development.		
15.09 Examine and describe entrepreneurship opportunities as a career planning option.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The typical length for this course for the average achieving student is 150 hours.

Career and Technical Student Organization (CTSO)

Any CTSO is an intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified

for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Workplace Technology Applications**
Program Type: **Non Career Preparatory**
Career Cluster: **Diversified Education**

Secondary – Non Career Preparatory	
Program Number	8300330
CIP Number	10110101PA
Grade Level	9-12, 30, 31
Standard Length	.5 credit
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE
CTSO	ANY
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of technology, how it works, and its uses in the workplace.

The content includes, but is not limited to, the knowledge and skills related to the technology, how it works, and its uses in the workplace.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes

and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Workplace Technology Applications.
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Workplace Technology Applications.
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Workplace Technology Applications.
04.0 Explain the past, present, and future importance of technology in the workplace.
05.0 Define the basic terminology associated with technology in the workplace.
06.0 Describe components of emerging technology.
07.0 Describe ways technology is used by business to satisfy the needs and wants of customers.
08.0 Describe and demonstrate the uses of computers.
09.0 Demonstrate selected workplace software application programs.
10.0 Describe applications of technology in the workplace.
11.0 Discuss employment opportunities in the field of technology.
12.0 Demonstrate knowledge of telecommunications.
13.0 Identify legal and ethical issues related to technology in the workplace.
14.0 Demonstrate mathematics knowledge and skills.
15.0 Demonstrate science knowledge and skills.
16.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
17.0 Demonstrate language arts knowledge and skills.
18.0 Solve problems using critical thinking skills, creativity and innovation.
19.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
20.0 Use information technology tools.
21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
22.0 Demonstrate personal money-management concepts, procedures, and strategies.
23.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
24.0 Describe the importance of professional ethics and legal responsibilities.
25.0 Explain the importance of employability and entrepreneurship skills.

Florida Department of Education
Student Performance Standards

Course Title: **Workplace Technology Applications**
Course Number: **8300330**
Course Credit: **.5**

Common Core State Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Workplace Technology Applications.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas	
01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information	

Common Core State Standards	Correlation to CTE Program Standard #
expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity	
01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Workplace Technology Applications.	
02.01 Text Types and Purposes	
02.01.1 Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.02 Production and Distribution of Writing	
02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	

Common Core State Standards	Correlation to CTE Program Standard #
02.03 Research to Build and Present Knowledge	
02.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing	
02.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Workplace Technology Applications.	
03.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04 Model with mathematics. MAFS.K12.MP.4.1	
03.05 Use appropriate tools strategically. MAFS.K12.MP.5.1	
03.06 Attend to precision. MAFS.K12.MP.6.1	
03.07 Look for and make use of structure. MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning. MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Explain the past, present, and future importance of technology in the workplace – the student will be able to:		
04.01 Summarize development of technology and response of technology to changing needs.		
04.02 List uses of technology in the business community.		
04.03 Describe ways technology helps employees do their job.		
04.04 Contrast ways employees perform their jobs today using technology with the methods used 20 years ago.		
04.05 Describe how technology can be used to enhance the employee's ability to meet the needs of business and industry.		
04.06 Explain the importance of keyboarding in the use of technology.		
04.07 Explain the concept of programming languages.		
04.08 Describe ergonomic principles important to the configuration of a workstation.		
04.09 Participate in a group presentation discussing if electronic storage transmission of information will lead to the "paperless office."		
04.10 Provide several examples of how technology might be used in the future and its possible impact on the workplace (e.g., voice recognition dictation).		
05.0 Define the basic terminology associated with technology in the workplace – the student will be able to:		
05.01 Define and describe the term *hardware*.		
05.02 Define and describe the term *program*.		
05.03 Define and describe the term *programming language*.		
05.04 Define and describe the term *operating system*.		
05.05 Define and describe the terms *systems software* and *applications software*.		
05.06 Define and describe the concept of *computer literacy*.		

	05.07	Define and describe the terms *mainframe computer*, *minicomputers*, and *microcomputers*.		
	05.08	Define and describe the term *microprocessor*.		
	05.09	Define and describe the term *Graphical User Interface (GUI)*.		
	05.10	Explain the difference between data and information.		
	05.11	Define and describe the term *modem*.		
	05.12	Define and describe the terms *Internet*, *World Wide Web (www)*, *FTP*, *intranet*, and *extranet*.		
	05.13	Define and describe *Universal Resource Locator* (URL) and the associated extensions.		
	05.14	Identify a variety of Internet search engines.		
06.0	Describe components of emerging technology – the student will be able to:			
	06.01	List ten (10) examples of emerging technologies.		
	06.02	Identify and define multi-media technology.		
	06.03	Identify techniques for designing effective multi-media presentations.		
	06.04	Identify and describe the various information systems (e.g., OIS, MIS, DSS, IIS) available in today's business environment.		
	06.05	Identify the basic functions of each of the above information systems.		
	06.06	Discuss management of above listed information systems.		
07.0	Describe ways technology is used by business to satisfy the needs and wants of customers – the student will be able to:			
	07.01	Identify information provided to a consumer on a sample computerized receipt and invoice.		
	07.02	Describe advantages of computers in the workplace.		
	07.03	Describe disadvantages of computers in the workplace.		
	07.04	Describe how a word processor helps businesses benefit the customers.		
	07.05	Describe how a database helps businesses benefit the customers.		
	07.06	Describe how a spreadsheet helps businesses benefit the customers.		

	07.07	Describe how sophisticated programs such as graphics and desktop publishing help businesses benefit their customers.		
	07.08	Describe how businesses use the world wide web and web pages to reduce costs, improve communication, and market products or images.		
	07.09	Discuss how teleconferencing can save time and money.		
	07.10	Compare and contrast the use of pagers and cellular telephones.		
08.0	Describe and demonstrate the uses of computers – the student will be able to:			
	08.01	Define and describe the three components of computer hardware: input device, central processing unit, and output device.		
	08.02	Demonstrate "booting" and "power off" procedures for a computer.		
	08.03	Explain use of machine specific commands and keyboard functions.		
	08.04	Demonstrate use of a mouse.		
	08.05	Demonstrate use of a printer.		
	08.06	Demonstrate various methods for storing information.		
	08.07	Describe use of electronic mail.		
	08.08	Describe use of a scanner.		
	08.09	Describe use of a digital camera.		
	08.10	Describe use of a video camera and/or images		
	08.11	Define and describe processing and multi-tasking		
	08.12	Describe at least two methods of compressing files.		
	08.13	Describe the use of hypertext links using "mail to" and "url."		
	08.14	Describe a method of setting up a self-extracting file transfer.		
	08.15	Describe the use of two different types of electronic video.		
	08.16	Explain two methods of constructing a document in a hybrid platform.		
	08.17	Describe a method of converting a web graphic for GIF to JPG.		
	08.18	Demonstrate the relationship of programming language, input, memory (storage), arithmetic and logic, control, and output (distribution).		

	08.19	Describe importance of care and handling of a computer and peripherals and systems maintenance.		
	08.20	Describe typical computer component and peripheral problems.		
09.0	Demonstrate selected workplace software applications – the student will be able to:			
	09.01	List the brand names of computers used by several businesses in the community.		
	09.02	List the names of application software being used by several businesses in the community.		
	09.03	Compare and contrast types of technology and software being used in the business community with what is available at your school.		
	09.04	Describe how one software package is being used (applied) in a sample workplace.		
	09.05	Prepare a business letter and envelope using an integrated software application package.		
	09.06	Demonstrate a method to produce mailing labels using computer software.		
	09.07	Develop a sample database to integrate with a business letter.		
	09.08	Develop a sample spreadsheet to integrate with a business letter.		
	09.09	Develop a sample computer-generated graph to represent collected data.		
	09.10	Develop a sample presentation using PowerPoint or comparable software application.		
	09.11	Demonstrate the use of a computer system in processing information and resources.		
	09.12	Evaluate appropriateness of various peripherals for specific applications.		
10.0	Describe applications of technology in the workplace – the student will be able to:			
	10.01	Describe the uses of Computer-Aided Design (CAD), Computer-Aided Manufacturing (CAM), and Computer Numeric Control (CNC).		
	10.02	Describe the uses of computer cash registers.		
	10.03	Explain the use of computers in manufacturing.		
	10.04	Explain the use of computers in government.		
	10.05	Explain the use of computers in communications.		
	10.06	Explain the use of computers in transportation.		
	10.07	Explain the use of computers in education.		

	10.08 Explain the use of computers in science and engineering.		
	10.09 Explain the use of computers in medicine.		
	10.10 Explain the use of computers in banking and investing.		
	10.11 Explain the use of computers in customer service.		
	10.12 Explain the use of computers in the arts and music.		
	10.13 Describe transdisciplinary computer literacy and computer-based technological applications.		
	10.14 Identify kinds and levels of work and job opportunities related to transdisciplinary computer technology.		
	10.15 Describe the uses of databases in the workplace.		
	10.16 Explain a method to back-up and maintain files and a computer system.		
	10.17 Describe current and emerging telecommunications systems.		
	10.18 Summarize present and potential diverse applications of technology including robotics.		
11.0	Discuss employment opportunities in the field of technology – the student will be able to:		
	11.01 List 10 different types of employment opportunities available in the technology field (e.g., systems analyst, operator, repair specialist, salesperson, web page designer).		
	11.02 Prepare and deliver an oral report on one of the jobs available including necessary education and training, pay, positions available, advancement opportunities.		
	11.03 Interview individuals currently employed in the technology field.		
	11.04 Create an electronic résumé that could be used to apply for a technology-related position.		
12.0	Demonstrate knowledge of telecommunications – the student will be able to:		
	12.01 Identify the basic functions of telecommunications.		
	12.02 Define and describe Local Area Networks (LANS).		
	12.03 Define and describe Wide Area Networks (WANS).		
	12.04 Define and describe electronic mail (e-mail) capabilities and functions.		
	12.05 Define and describe facsimile (fax).		
	12.06 Define and describe voice messaging.		

	12.07 Define and describe networking cabling requirements.		
	12.08 Discuss the emergence of the Internet and electronic bulletin boards as means of transmitting information.		
	12.09 Describe the process for arranging a teleconference.		
13.0	Identify legal and ethical issues related to technology in the workplace – the student will be able to:		
	13.01 Discuss the impact of technology and related trends on society and the environment.		
	13.02 Identify ethical issues resulting from technological advances (e.g., hacking, computer viruses, copyright infringement).		
	13.03 Discuss copyright laws and their impact on technology.		
	13.04 Research ways to promote confidentiality for messages transmitted via technology.		
	13.05 Participate in a group presentation discussing legal and ethical issues pertaining to the use of technology in the workplace (e.g., personal privacy, security).		
14.0	Demonstrate mathematics knowledge and skills – the students will be able to:		
	14.01 Demonstrate knowledge of arithmetic operations.		
	14.02 Analyze and apply data and measurements to solve problems and interpret documents.		
	14.03 Construct charts/tables/graphs using functions and data.		
15.0	Demonstrate science knowledge and skills – the students will be able to:		
	15.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.		
	15.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.		
16.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:		
	16.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
	16.02 Locate, organize and reference written information from various sources.		
	16.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
	16.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
	16.05 Apply active listening skills to obtain and clarify information.		

	16.06 Develop and interpret tables and charts to support written and oral communications.		
	16.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
17.0	Demonstrate language arts knowledge and skills – the students will be able to:		
	17.01 Locate, comprehend and evaluate key elements of oral and written information.		
	17.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		
	17.03 Present information formally and informally for specific purposes and audiences.		
18.0	Solve problems using critical thinking skills, creativity and innovation – the students will be able to:		
	18.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
	18.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
	18.03 Identify and document workplace performance goals and monitor progress toward those goals.		
	18.04 Conduct technical research to gather information necessary for decision-making.		
19.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the students will be able to:		
	19.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
	19.02 Explain emergency procedures to follow in response to workplace accidents.		
	19.03 Create a disaster and/or emergency response plan.		
20.0	Use information technology tools – the students will be able to:		
	20.01 Use personal information management (PIM) applications to increase workplace efficiency.		
	20.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.		
	20.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
	20.04 Employ collaborative/groupware applications to facilitate group work.		
21.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		

	21.01	Employ leadership skills to accomplish organizational goals and objectives.		
	21.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
	21.03	Conduct and participate in meetings to accomplish work tasks.		
	21.04	Employ mentoring skills to inspire and teach others.		
22.0	Demonstrate personal money-management concepts, procedures, and strategies – the students will be able to:			
	22.01	Identify and describe the services and legal responsibilities of financial institutions.		
	22.02	Describe the effect of money management on personal and career goals.		
	22.03	Develop a personal budget and financial goals.		
	22.04	Complete financial instruments for making deposits and withdrawals.		
	22.05	Maintain financial records.		
	22.06	Read and reconcile financial statements.		
	22.07	Research, compare and contrast investment opportunities.		
23.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:			
	23.01	Describe the nature and types of business organizations.		
	23.02	Explain the effect of key organizational systems on performance and quality.		
	23.03	List and describe quality control systems and/or practices common to the workplace.		
	23.04	Explain the impact of the global economy on business organizations.		
24.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:			
	24.01	Evaluate and justify decisions based on ethical reasoning.		
	24.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
	24.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
	24.04	Interpret and explain written organizational policies and procedures.		

25.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:		
	25.01 Identify and demonstrate positive work behaviors needed to be employable.		
	25.02 Develop personal career plan that includes goals, objectives, and strategies.		
	25.03 Examine licensing, certification, and industry credentialing requirements.		
	25.04 Maintain a career portfolio to document knowledge, skills, and experience.		
	25.05 Evaluate and compare employment opportunities that match career goals.		
	25.06 Identify and exhibit traits for retaining employment.		
	25.07 Identify opportunities and research requirements for career advancement.		
	25.08 Research the benefits of ongoing professional development.		
	25.09 Examine and describe entrepreneurship opportunities as a career planning option.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Any CTSO is an intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

<u>Additional Resources</u>

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Course Title: **Cooperative Diversified Education - OJT**
Course Type: **Career Preparatory**
Career Cluster: **Diversified Education**

Secondary – Cooperative Education - OJT	
Course Number	8300420
CIP Number	10988620CP
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	ANY FIELD BA OR HIGHER ANY VOC FIELD OR COV COOP TEACH @7 COOR DCT @4 @7 COOR WK EXP @7 7G MKTG 1@2
CTSO	ANY
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Diversified Education cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Diversified Education cluster.

Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Cooperative Diversified Education OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

<u>Florida Standards for Technical Subjects</u>

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

<u>This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.</u>

<u>Florida Standards for English Language Development (ELD)</u>
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

<u>Standards</u>

After successfully completing this program, the student will be able to perform the following:

01.0   Perform designated job skills.
02.0   Demonstrate work ethics.

Florida Department of Education
Student Performance Standards

Program Title: Cooperative Diversified Education OJT
Secondary Number: 8300420

Standards and Benchmarks
01.0   Perform designated job skills – the student will be able to:
01.01   Perform tasks as outlined in the training plan.
01.02   Demonstrate job performance skills.
01.03   Demonstrate safety procedures on the job.
01.04   Maintain appropriate records.
01.05   Attain an acceptable level of productivity.
01.06   Demonstrate appropriate dress and grooming habits.
02.0   Demonstrate work ethics – the student will be able to:
02.01   Follow directions.
02.02   Demonstrate good human relations skills on the job.
02.03   Demonstrate good work habits.
02.04   Demonstrate acceptable business ethics.

Additional Information

Special Notes

The **Cooperative Education Manual** is available on-line and has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE Website at http://www.fldoe.org/core/fileparse.php/3/urlt/steps-manual.pdf.

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

Any CTSO is an intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities may need additional time (beyond the regular school year) to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Guided Workplace Learning (Internship)**
Program Type: **Career Preparatory**
Career Cluster: **Diversified Education**

Secondary – Career Preparatory	
Program Number	8300430
CIP Number	10988630CP
Grade Level	9-12, 30, 31
Standard Length	Multiple Credits
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE
CTSO	ANY
SOC Codes (all applicable)	N/A
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of career education. This program offers a broad foundation of knowledge and skills to prepare students for employment in the selected occupational area.

The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment.

To enroll in the internship, a student must be currently enrolled in or has completed a career course/program (including Technology Education). Students will be allowed a maximum of 450 total hours at the workplace-learning site, regardless of the number of credits earned.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Guided Workplace-Learning.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Guided Workplace-Learning.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Guided Workplace-Learning.
04.0   Demonstrate knowledge and skills related to mathematics.
05.0   Demonstrate knowledge and skills related to science.
06.0   Use oral and written communication skills to create, express, and interpret information and ideas.
07.0   Demonstrate knowledge and skills related to language arts.
08.0   Solve problems using critical thinking skills, creativity and innovation.
09.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance.
10.0   Use information technology tools.
11.0   Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives.
12.0   Demonstrate money-management concepts, procedures, and strategies.
13.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
14.0   Describe the importance of professional ethics and legal responsibilities.
15.0   Explain the importance of employability and entrepreneurship skills.

Florida Department of Education
Student Performance Standards

Course Title: **Guided Workplace-Learning**
Course Number: **8300430**
Course Credit: **Multiple**

Course Description:

The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Guided Workplace-Learning.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	

	01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
		LAFS.910.RST.2.6
01.03	Integration of Knowledge and Ideas	
	01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
		LAFS.910.RST.3.7
	01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
		LAFS.910.RST.3.8
	01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
		LAFS.910.RST.3.9
01.04	Range of Reading and Level of Text Complexity	
	01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.
		LAFS.910.RST.4.10
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Guided Workplace-Learning.	
02.01	Text Types and Purposes	
	02.01.1	Write arguments focused on discipline-specific content.
		LAFS.910.WHST.1.1
	02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
		LAFS.910.WHST.1.2
02.02	Production and Distribution of Writing	
	02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		LAFS.910.WHST.2.4
	02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most

	significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Guided Workplace-Learning.		
03.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1		
03.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1		
03.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1		
03.04 Model with mathematics. MAFS.K12.MP.4.1		
03.05 Use appropriate tools strategically. MAFS.K12.MP.5.1		

Florida Standards		Correlation to CTE Program Standard #
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate knowledge and skills related to mathematics – the students will be able to:		
04.01 Demonstrate knowledge of arithmetic operations.		
04.02 Analyze and apply data and measurements to solve problems and interpret documents.		
04.03 Construct charts/tables/graphs using functions and data.		
05.0 Demonstrate knowledge and skills related to science – the students will be able to:		
05.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.		
05.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.		
06.0 Use oral and written communication skills to create, express, and interpret information and ideas – the students will be able to:		
06.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
06.02 Locate, organize and reference written information from various sources.		
06.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
06.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
06.05 Apply active listening skills to obtain and clarify information.		
06.06 Develop and interpret tables and charts to support written and oral communications.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
07.0 Demonstrate knowledge and skills related to language arts – the students will be able to:		
07.01 Locate, comprehend and evaluate key elements of oral and written information.		
07.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		
07.03 Present information formally and informally for specific purposes and audiences.		
08.0 Solve problems using critical thinking skills, creativity and innovation – the students will be able to:		
08.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
08.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
08.03 Identify and document workplace performance goals and monitor progress toward those goals.		
08.04 Conduct technical research to gather information necessary for decision-making.		
09.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance – the students will be able to:		
09.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
09.02 Explain emergency procedures to follow in response to workplace accidents.		
09.03 Create a disaster and/or emergency response plan.		
10.0 Use information technology tools – the students will be able to:		
10.01 Use personal information management (PIM) applications to increase workplace efficiency.		
10.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.		
10.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
10.04 Employ collaborative/groupware applications to facilitate group work.		
11.0 Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	11.01 Employ leadership skills to accomplish organizational goals and objectives.		
	11.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
	11.03 Conduct and participate in meetings to accomplish work tasks.		
	11.04 Employ mentoring skills to inspire and teach others.		
12.0	Demonstrate money-management concepts, procedures, and strategies – the students will be able to:		
	12.01 Identify and describe the services and legal responsibilities of financial institutions.		
	12.02 Describe the effect of money management on personal and career goals.		
	12.03 Develop a personal budget and financial goals.		
	12.04 Complete financial instruments for making deposits and withdrawals.		
	12.05 Maintain financial records.		
	12.06 Read and reconcile financial statements.		
	12.07 Research, compare and contrast investment opportunities.		
13.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:		
	13.01 Describe the nature and types of business organizations.		
	13.02 Explain the effect of key organizational systems on performance and quality.		
	13.03 List and describe quality control systems and/or practices common to the workplace.		
	13.04 Explain the impact of the global economy on business organizations.		
14.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:		
	14.01 Evaluate and justify decisions based on ethical reasoning.		
	14.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
	14.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
	14.04 Interpret and explain written organizational policies and procedures.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
15.0 Explain the importance of employability and entrepreneurship skills – the students will be able to:		
15.01 Identify and demonstrate positive work behaviors needed to be employable.		
15.02 Develop personal career plan that includes goals, objectives, and strategies.		
15.03 Examine licensing, certification, and industry credentialing requirements.		
15.04 Maintain a career portfolio to document knowledge, skills, and experience.		
15.05 Evaluate and compare employment opportunities that match career goals.		
15.06 Identify and exhibit traits for retaining employment.		
15.07 Identify opportunities and research requirements for career advancement.		
15.08 Research the benefits of ongoing professional development.		
15.09 Examine and describe entrepreneurship opportunities as a career planning option.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

The internship must include the following components:

Pre-Placement Planning Conference: The student, teacher, and the workplace-learning site supervisor must participate in a pre-placement conference. It is also recommended that the parent/guardian of the student be included in the pre-placement planning conference. Pre-placement planning is essential in designing learning experiences that are appropriate for each individual's learning needs and career interests. Also, it is critical that all parties involved understand and agree on time schedules, expectations, training/learning activities, and evaluation methods. The internship agreement should be signed by the student, teacher/coordinator, parent/guardian, and the workplace-learning site supervisor.

Workplace-Learning Site: The following criteria should be met when choosing the workplace-learning site:

The workplace experience must allow experiences that utilize both skills and knowledge directly related to the student's career goal and the career and technical course/program in which the student is enrolled or has completed.
The workplace experience must provide opportunities for rotation through a wide variety of increasingly responsible experiences beyond routine activities.
The workplace experience must provide skilled workplace-learning site supervisors and/or mentors who are interested and willing to assist the student.
The workplace experience must provide a safe and ethically sound environment with up-to-date facilities and equipment. The workplace experience must adhere to all state and federal laws and rules regarding the employment of minors. The workplace experience must not displace a paid employee.
The student does not have to be paid.
Timecards documenting the time spent at the workplace-learning site must be maintained.

Job Experience: This component shall provide a match between the student's career goal and a work-based situation that will provide exposure to the broad aspects of the selected industry. The assigned tasks should allow for a progression of and rotation through experiences requiring a variety of skills and knowledge at increasingly higher levels as relates to the student's career major.

Workplace-Learning Plan: A workplace-learning plan must be developed and implemented for each student. The student performance standards of the workplace-learning plan should include an outline of learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. The workplace-learning plan must be signed by the student, teacher/coordinator, parent/guardian, and the workplace-learning site supervisor.

Weekly Class Or Seminar: Students in the Guided Workplace-Learning internship must meet a minimum of once per week for the purpose of related instruction and developmental activity. These seminars should provide a forum for students to share and learn from each other's experiences through discussion and group activities/projects. Faculty should also use this time to reinforce the application of subject matter in the workplace-learning setting. Students should be encouraged to reflect upon and personalize their experiences through individual journals and also through interaction with the teacher/coordinator and the workplace-learning site supervisor.

Supervision/Site Visits: Teacher/Coordinators of the Guided Workplace- Learning internship must monitor and support learning while students are in the field. Teacher/coordinators should visit the workplace-learning site as frequently as once every two weeks, but not less than once per month so that students may be observed performing all facets of their workplace-learning experiences. Students must also be evaluated a minimum of once per grading period the workplace-learning site supervisor. The evaluation should assess how well the student is progressing towards goals established by the student, teacher/coordinator, and workplace-learning site supervisor. Portfolio assessment is a recommended method of student assessment.

For every 20 students (or portion thereof) enrolled in Guided Workplace-Learning, the teacher/coordinator should be given one hour of coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

Career and Technical Student Organization (CTSO)

Any CTSO is an intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Work Experience**
Program Type: **Non Career Preparatory**
Career Cluster: **Diversified Education**

Secondary – Non Career Preparatory	
Program Number	8301600
CIP Number	10988640CP
Grade Level	9-12, 30, 31
Standard Length	Multiple Credits
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELORS OR HIGHER COOR WK EXP @7
CTSO	CECF/BPA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Diversified Education.

The content includes but is not limited to Diversified Education.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

The purpose of this program is to provide support for at-risk students. This support shall be provided through instruction in the methods of acquiring the necessary human relations skills, work ethic, and common knowledge required for successful employment and for selection of a career plan that will guide the transition from school-to-work. Concurrently, the student is to be engaged in paid, supervised part-time employment as a means of gaining experience in a bona-fide work environment in compliance with the Child Labor Law established by the U.S. Department of Labor.

The Federal Child Labor Regulation 3 allows 14 and 15 year old students to work during the school day, between 7 AM and 7 PM, for a maximum of 18 hours per week, and a maximum of 3 hours per day, in any occupation permitted by Florida Child Labor Law, the Fair Labor Standards Act (FLSA), and/or in any occupation for which a variance (Student Learner Exemption Agreement) has been obtained from the Department of Labor and Employment Security http://s.dol.gov/88.

Opportunities are to be provided for the student to obtain competencies and recognition through successful work experience and to satisfactorily complete a high school education.

A student may not enroll in a Work Experience class without concurrent enrollment in Work Experience-OJT (8301650). Also, a student may not enroll in Work Experience-OJT (8301650) without previous or concurrent enrollment in a Work Experience class. Each student enrolled in the Work Experience 1, 2, 3, or 4 courses may earn one credit. A minimum of 1 credit for on-the-job employment experiences may be earned for each year the student is enrolled in Work Experience-OJT.

The student must be paid for work performed and must be directly supervised. Supervised on-the-job activities may be continued as a summer learning experience without classroom instruction for students who previously participated successfully in the in-school and on-the-job instructional activities.

A beginning Work Experience student will be placed in the 8301610-Work Experience 1 course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Length	Level
8301610	Work Experience 1	1 credit	2
8301620	Work Experience 2	1 credit	2
8301630	Work Experience 3	1 credit	2
8301640	Work Experience 4	1 credit	2
8301650	Work Experience OJT	multiple credits	2

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Work Experience.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Work Experience.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Work Experience.
04.0   Explain the importance of employability and entrepreneurship skills.
05.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance.
06.0   Use oral and written communication skills to create, express, and interpret information and ideas.
07.0   Define, demonstrate proficiency, and analyze the ability to apply mathematical skills.
08.0   Define, demonstrate, and maintain personal hygiene and health.
09.0   Demonstrate money-management concepts, procedures, and strategies.
10.0   Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives.
11.0   Define, demonstrate, and assess techniques to maintain professionalism.
12.0   Define, demonstrate, and assess cognitive skills.
13.0   Define, demonstrate, and assess interpersonal and intrapersonal skills.
14.0   Use information technology tools.
15.0   Define, demonstrate, and evaluate understanding of economic and entrepreneurial principles.
16.0   Define, demonstrate, and assess the importance of determining career options.
17.0   Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Work Experience.
18.0   Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Work Experience.
19.0   Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Work Experience.
20.0   Explain the importance of employability and entrepreneurship skills.
21.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance.
22.0   Use oral and written communication skills to create, express, and interpret information and ideas.
23.0   Define, demonstrate proficiency, and analyze the ability to apply mathematical skills.
24.0   Demonstrate money-management concepts, procedures, and strategies.
25.0   Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives.
26.0   Define, demonstrate, and assess techniques to maintain professionalism.
27.0   Define, demonstrate, and assess cognitive skills.
28.0   Define, demonstrate, and assess interpersonal and intrapersonal skills.
29.0   Use information technology tools.
30.0   Define, demonstrate, and assess the importance of determining career options.
31.0   Perform designated job skills.
32.0   Describe the importance of professional ethics and legal responsibilities.
33.0   Perform designated recordkeeping skills.

Florida Department of Education
Student Performance Standards

Course Title: **Work Experience 1**
Course Number: **8301610**
Course Credit: **1**

Course Description:

This course is designed to meet the minimum student performance standards as outlined in the program framework and to provide remedial instruction when needed. Students first entering the program begin with this course.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Work Experience.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	

Florida Standards	Correlation to CTE Program Standard #
LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas	
01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity	
01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Work Experience.	
02.01 Text Types and Purposes	
02.01.1 Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.02 Production and Distribution of Writing	
02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3 Use technology, including the Internet, to produce, publish, and update	

		individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
		LAFS.910.WHST.2.6	
	02.03	Research to Build and Present Knowledge	
	02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		LAFS.910.WHST.3.7	
	02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
		LAFS.910.WHST.3.8	
	02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.910.WHST.3.9	
	02.04	Range of Writing	
	02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Work Experience.		
	03.01	Make sense of problems and persevere in solving them.	
		MAFS.K12.MP.1.1	
	03.02	Reason abstractly and quantitatively.	
		MAFS.K12.MP.2.1	
	03.03	Construct viable arguments and critique the reasoning of others.	
		MAFS.K12.MP.3.1	
	03.04	Model with mathematics.	
		MAFS.K12.MP.4.1	
	03.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1	
	03.06	Attend to precision.	
		MAFS.K12.MP.6.1	
	03.07	Look for and make use of structure.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.		
	MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Explain the importance of employability and entrepreneurship skills – the students will be able to:		
04.01 Identify and demonstrate positive work behaviors needed to be employable.		
04.02 Develop personal career plan that includes goals, objectives, and strategies.		
04.03 Examine licensing, certification, and industry credentialing requirements.		
04.04 Maintain a career portfolio to document knowledge, skills, and experience.		
04.05 Evaluate and compare employment opportunities that match career goals.		
04.06 Identify and exhibit traits for retaining employment.		
04.07 Identify opportunities and research requirements for career advancement.		
04.08 Research the benefits of ongoing professional development.		
04.09 Examine and describe entrepreneurship opportunities as a career planning option.		
05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance – the students will be able to:		
05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
05.02 Explain emergency procedures to follow in response to workplace accidents.		
05.03 Create a disaster and/or emergency response plan.		
06.0 Use oral and written communication skills to create, express, and interpret information and ideas – the students will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
06.02 Locate, organize and reference written information from various sources.		
06.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
06.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
06.05 Apply active listening skills to obtain and clarify information.		
06.06 Develop and interpret tables and charts to support written and oral communications.		
06.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
07.0 Define, demonstrate proficiency, and analyze the ability to apply mathematical skills – the student will be able to:		
07.01 Compute weekly and annual wages.		
07.02 Compute wages when overtime is worked.		
07.03 Determine wages for jobs when piecework or tips are involved.		
07.04 Compute annual salary.		
07.05 Use rounding to determine salary in a pay period.		
07.06 Use percentages and decimals to compute commissions.		
07.07 Identify differences between gross and net pay.		
07.08 Change prices from cents to dollars and from dollars to cents.		
07.09 Compute the cost of single and multiple items.		
07.10 Compute change and count back correctly.		
07.11 Use information on coupons to determine the cost of an item when a coupon is used.		
07.12 Create a coupon.		
07.13 Compute and compare unit prices.		
07.14 Complete a 1040EZ federal income tax form.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.0 Define, demonstrate, and maintain personal hygiene and health – the student will be able to:		
08.01 Identify advantages of a healthy life style.		
08.02 Identify factors that influence wellness.		
08.03 Assess importance of emotional mental health.		
08.04 Demonstrate types of exercises designed to enhance health/wellness.		
08.05 Identify benefits of good nutrition, proper rest, and exercise.		
09.0 Demonstrate money-management concepts, procedures, and strategies – the students will be able to:		
09.01 Identify and describe the services and legal responsibilities of financial institutions.		
09.02 Describe the effect of money management on personal and career goals.		
09.03 Develop a personal budget and financial goals.		
09.04 Complete financial instruments for making deposits and withdrawals.		
09.05 Maintain financial records.		
09.06 Read and reconcile financial statements.		
09.07 Research, compare and contrast investment opportunities.		
10.0 Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
10.01 Employ leadership skills to accomplish organizational goals and objectives.		
10.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
10.03 Conduct and participate in meetings to accomplish work tasks.		
10.04 Employ mentoring skills to inspire and teach others.		
11.0 Define, demonstrate, and assess techniques to maintain professionalism – the student will be able to:		
11.01 Identify items to be included in an employment orientation.		
11.02 Identify work-related terminology.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.03 Role-play the importance of respect for the rights of others in the maintenance of a positive working environment.		
11.04 Demonstrate methods of displaying a positive work attitude.		
11.05 Explain initiative and resourcefulness.		
11.06 Demonstrate appropriate workplace social behavior including ability to remain calm and in control in challenging situations.		
11.07 Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy, respect, responsibility, self-discipline, and trustworthiness.		
12.0 Define, demonstrate, and assess cognitive skills – the student will be able to:		
12.01 Describe the importance of time management to complete tasks accurately and on time.		
12.02 Outline strategies for effective time management.		
12.03 Describe role and relationship between values, aptitudes, abilities, goal setting, and attainment of academic and occupational skills.		
12.04 Set personal goals and develop a plan of action to achieve those goals.		
12.05 Identify problems and consequences of meeting goals.		
12.06 Describe ways to deal with success and failure.		
12.07 Exhibit awareness of and respect for others.		
12.08 Demonstrate ways to improve test-taking skills, including preparing for standardized tests.		
13.0 Define, demonstrate, and assess interpersonal and intrapersonal skills – the student will be able to:		
13.01 Describe the basic nature of self-understanding.		
13.02 Identify and demonstrate positive personality traits.		
13.03 Using interpersonal skills, demonstrate the ability to appropriately express feelings, reactions, ideas, opinions, wants, and needs.		
13.04 Role-play behaviors that will promote effective human relations.		
13.05 Practice the skills of communicating with customers to identify their needs and expectations.		
13.06 Practice the ability to work cooperatively with others as a team member.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.07 Demonstrate ability to adjust one's behavior to fit the dynamics of a situation.		
13.08 Demonstrate respect for the opinions, customs, and individual differences of others.		
13.09 Interact in a socially appropriate manner.		
13.10 Practice assuming responsibility for decisions and actions.		
13.11 Channel and control emotional reactions professionally.		
13.12 Practice setting personal priorities.		
13.13 Identify the differences between assertiveness and aggressiveness.		
13.14 Describe acceptable ways to deal with success and failure.		
14.0 Use information technology tools – the students will be able to:		
14.01 Use personal information management (PIM) applications to increase workplace efficiency.		
14.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.		
14.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
14.04 Employ collaborative/groupware applications to facilitate group work.		
16.0 Define, demonstrate, and assess the importance of determining career options – the student will be able to:		
16.01 Use a variety of sources and methods to determine career interests and abilities.		
16.02 Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.		
16.03 Identify non-traditional career options.		
16.04 Debate how educational level affects career choice.		
16.05 Explain importance of networking when researching occupations.		
16.06 Identify advantages of attending a trade or technical school.		
16.07 Identify career training available in the military services.		

Florida Department of Education
Student Performance Standards

Course Title: **Work Experience 2**
Course Number: **8301620**
Course Credit: **1**

Course Description:

This course is designed for the second year returning Work Experience student and will provide remediation when needed.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Work Experience.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	

Florida Standards			Correlation to CTE Program Standard #
		LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas		
	01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
	01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
	01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity		
	01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Work Experience.		
02.01	Text Types and Purposes		
	02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
	02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.02	Production and Distribution of Writing		
	02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
	02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
	02.02.3	Use technology, including the Internet, to produce, publish, and update	

Florida Standards	Correlation to CTE Program Standard #
individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge	
02.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing	
02.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Work Experience.	
03.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04 Model with mathematics. MAFS.K12.MP.4.1	
03.05 Use appropriate tools strategically. MAFS.K12.MP.5.1	
03.06 Attend to precision. MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.7.1	
03.08	Look for and express regularity in repeated reasoning.	
	MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
04.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:		
	04.01 Identify and demonstrate positive work behaviors needed to be employable.		
	04.02 Develop personal career plan that includes goals, objectives, and strategies.		
	04.03 Examine licensing, certification, and industry credentialing requirements.		
	04.04 Maintain a career portfolio to document knowledge, skills, and experience.		
	04.05 Evaluate and compare employment opportunities that match career goals.		
	04.06 Identify and exhibit traits for retaining employment.		
	04.07 Identify opportunities and research requirements for career advancement.		
	04.08 Research the benefits of ongoing professional development.		
	04.09 Examine and describe entrepreneurship opportunities as a career planning option.		
05.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance – the students will be able to:		
	05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
	05.02 Explain emergency procedures to follow in response to workplace accidents.		
	05.03 Create a disaster and/or emergency response plan.		
06.0	Use oral and written communication skills to create, express, and interpret information and ideas – the students will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
06.02 Locate, organize and reference written information from various sources.		
06.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
06.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
06.05 Apply active listening skills to obtain and clarify information.		
06.06 Develop and interpret tables and charts to support written and oral communications.		
06.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
07.0 Define, demonstrate proficiency, and analyze the ability to apply mathematical skills – the student will be able to:		
07.15 Interpret quantitative information from tables, charts, and graphs as related to the workplace.		
07.16 Compute ratios and percentages as related to the workplace.		
07.17 Calculate distance, weight, area, volume, and/or time problems as related to the workplace.		
07.18 Determine costs, time, and resources needed to complete a task within the workplace.		
07.19 Use an advertisement to determine the total cost of several items with different quantities.		
08.0 Define, demonstrate, and maintain personal hygiene and health – the student will be able to:		
08.06 Plan a menu that includes all the major food groups.		
08.07 Identify available counseling and community services.		
08.08 Summarize need for preventive medical practices.		
08.09 Identify the physiological and social implications of personal hygiene practices.		
08.10 Demonstrate knowledge of basic first aid for self-care.		
09.0 Demonstrate money-management concepts, procedures, and strategies – the students will be able to:		
09.01 Identify and describe the services and legal responsibilities of financial institutions.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
09.02 Describe the effect of money management on personal and career goals.		
09.03 Develop a personal budget and financial goals.		
09.04 Complete financial instruments for making deposits and withdrawals.		
09.05 Maintain financial records.		
09.06 Read and reconcile financial statements.		
09.07 Research, compare and contrast investment opportunities.		
10.0 Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
10.01 Employ leadership skills to accomplish organizational goals and objectives.		
10.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
10.03 Conduct and participate in meetings to accomplish work tasks.		
10.04 Employ mentoring skills to inspire and teach others.		
11.0 Define, demonstrate, and assess techniques to maintain professionalism – the student will be able to:		
11.08 Demonstrate ability to take direction, accept constructive criticism, and adjust behavior to fit the dynamics of a situation.		
11.09 Define *ethics* as applicable to the workplace.		
11.10 Establish a personal code of ethics.		
11.11 Explain importance of maintaining quality standards, regular work habits, and pride in work accomplished.		
11.12 Demonstrate ability to work cooperatively in a group to resolve challenges and make decisions.		
11.13 Identify how individuals from diverse backgrounds offer unique contributions.		
12.0 Define, demonstrate, and assess cognitive skills – the student will be able to:		
12.09 Explain the steps involved in decision-making.		
12.10 Identify the process involved in problem-solving.		
12.11 Develop an action plan for solving problems and making decisions using critical thinking skills.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.12 Identify strategies for building self-esteem and enhancing decision-making skills.		
12.13 Demonstrate knowledge of the planning process.		
13.0 Define, demonstrate, and assess interpersonal and intrapersonal skills – the student will be able to:		
13.15 Demonstrate the ability to offer and accept constructive criticism.		
13.16 Identify areas where personal change and adjustment may be necessary.		
13.17 Exhibit open-mindedness towards ideas and opinions different from your own.		
14.0 Use information technology tools – the students will be able to:		
14.01 Use personal information management (PIM) applications to increase workplace efficiency.		
14.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.		
14.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
14.04 Employ collaborative/groupware applications to facilitate group work.		
15.0 Define, demonstrate, and evaluate understanding of economic and entrepreneurial principles – the student will be able to:		
15.01 Define economy, free enterprise, producers, consumers, and marketplace.		
15.02 Debate why prices fluctuate as a result of supply and demand, production costs, and competition.		
15.03 Explain the impact of unemployment and underemployment on the economy.		
15.04 Define entrepreneur and entrepreneurship.		
15.05 Evaluate available types of business opportunities compatible with your skills and career interests.		
15.06 List advantages and disadvantages of entrepreneurship.		
15.07 Identify the behaviors and attitudes commonly found in entrepreneurs.		
15.08 Explain the primary means of going into business.		
15.09 Describe the different legal forms of business ownership.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
15.10 Identify key factors in selecting a business location.		
15.11 Compare and contrast owning a business with being an employee.		
16.0 Define, demonstrate, and assess the importance of determining career options – the student will be able to:		
16.08 Select an occupational area and identify its career opportunities, employment prospects, educational requirements, and advancement opportunities.		
16.09 Evaluate personal strengths and weaknesses in relation to the selected occupational area.		
16.10 Explain the influence of life roles on career choice.		
16.11 Analyze changes occurring in the workplace.		
16.12 Identify and locate local employment agencies and web-based job search sites.		
16.13 Review the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.		

Florida Department of Education
Student Performance Standards

Course Title: **Work Experience 3**
Course Number: **8301630**
Course Credit: **1**

Course Description:

This course is designed for the third year returning Work Experience student and will provide remediation when needed.

Florida Standards	Correlation to CTE Program Standard #
17.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Work Experience.	
17.01 Key Ideas and Details	
17.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
17.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
17.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
17.02 Craft and Structure	
17.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
17.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
17.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	

Florida Standards	Correlation to CTE Program Standard #
17.03 Integration of Knowledge and Ideas	
17.03.1 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
17.03.2 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
17.03.3 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
17.04 Range of Reading and Level of Text Complexity	
17.04.1 By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
17.04.2 By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
18.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Work Experience.	
18.01 Text Types and Purposes	
18.01.1 Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
18.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
18.02 Production and Distribution of Writing	
18.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
18.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
18.02.3 Use technology, including the Internet, to produce, publish, and update	

Florida Standards	Correlation to CTE Program Standard #
individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
18.03 Research to Build and Present Knowledge	
18.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
18.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
18.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
18.04 Range of Writing	
18.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
19.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Work Experience.	
19.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
19.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
19.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
19.04 Model with mathematics. MAFS.K12.MP.4.1	
19.05 Use appropriate tools strategically. MAFS.K12.MP.5.1	
19.06 Attend to precision. MAFS.K12.MP.6.1	
19.07 Look for and make use of structure.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.7.1	
19.08 Look for and express regularity in repeated reasoning.		
	MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
20.0 Explain the importance of employability and entrepreneurship skills – the students will be able to:		
20.01 Identify and demonstrate positive work behaviors needed to be employable.		
20.02 Develop personal career plan that includes goals, objectives, and strategies.		
20.03 Examine licensing, certification, and industry credentialing requirements.		
20.04 Maintain a career portfolio to document knowledge, skills, and experience.		
20.05 Evaluate and compare employment opportunities that match career goals.		
20.06 Identify and exhibit traits for retaining employment.		
20.07 Identify opportunities and research requirements for career advancement.		
20.08 Research the benefits of ongoing professional development.		
20.09 Examine and describe entrepreneurship opportunities as a career planning option.		
21.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance – the students will be able to:		
21.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
21.02 Explain emergency procedures to follow in response to workplace accidents.		
21.03 Create a disaster and/or emergency response plan.		
22.0 Use oral and written communication skills to create, express, and interpret information and ideas – the students will be able to:		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	22.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
	22.02 Locate, organize and reference written information from various sources.		
	22.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
	22.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
	22.05 Apply active listening skills to obtain and clarify information.		
	22.06 Develop and interpret tables and charts to support written and oral communications.		
	22.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
23.0	Define, demonstrate proficiency, and analyze the ability to apply mathematical skills – the student will be able to:		
	23.20 Calculate the areas of surface and complete an accurate estimate of the cost of materials for covering those surfaces.		
	23.21 Use ratios, proportions, and a scale to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.		
	23.22 Explain the "Renter's Rule."		
	23.23 List the costs associated with buying a home.		
	23.24 Explain the "Banker's Rule."		
	23.25 Identify several different types of home mortgage loans.		
24.0	Demonstrate money-management concepts, procedures, and strategies – the students will be able to:		
	24.01 Identify and describe the services and legal responsibilities of financial institutions.		
	24.02 Describe the effect of money management on personal and career goals.		
	24.03 Develop a personal budget and financial goals.		
	24.04 Complete financial instruments for making deposits and withdrawals.		
	24.05 Maintain financial records.		
	24.06 Read and reconcile financial statements.		
	24.07 Research, compare and contrast investment opportunities.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
25.0 Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
25.01 Employ leadership skills to accomplish organizational goals and objectives.		
25.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
25.03 Conduct and participate in meetings to accomplish work tasks.		
25.04 Employ mentoring skills to inspire and teach others.		
26.0 Define, demonstrate, and assess techniques to maintain professionalism – the student will be able to:		
26.14 Demonstrate ways to improve service to internal and external customers.		
26.15 Identify ways to develop and improve skills and traits important to the job and to the organization.		
26.16 Role-play types and methods of dealing with peer pressure.		
26.17 Demonstrate self-control when minimum direction and supervision are provided.		
26.18 Debate importance of planning to meet deadlines.		
26.19 Maintain quality standards, regular work habits, and pride in one's work.		
27.0 Define, demonstrate, and assess cognitive skills – the student will be able to:		
27.14 Demonstrate ability to think creatively and generate new ideas.		
27.15 Demonstrate the ability to conduct a systematic analysis of personal strengths and weaknesses.		
27.16 Analyze managerial skills necessary for decision making in different work related situations.		
28.0 Define, demonstrate, and assess interpersonal and intrapersonal skills – the student will be able to:		
28.18 Demonstrate appropriate etiquette.		
28.19 Practice stress management techniques.		
28.20 Demonstrate loyalty to the team and show commitment to the team's growth and improvement.		
28.21 Help fellow team members accomplish their tasks.		
29.0 Use information technology tools – the students will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
29.01 Use personal information management (PIM) applications to increase workplace efficiency.		
29.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.		
29.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
29.04 Employ collaborative/groupware applications to facilitate group work.		
30.0 Define, demonstrate, and assess the importance of determining career options – the student will be able to:		
30.14 Identify sources of financial assistance for postsecondary education and training.		
30.15 Describe the requirements and procedures for obtaining different types of financial assistance.		
30.16 Discuss the role of professional organizations in workforce development.		
30.17 Describe apprenticeship programs.		
30.18 Develop an education and career plan.		

Florida Department of Education
Student Performance Standards

Course Title: **Work Experience 4**
Course Number: **8301640**
Course Credit: **1**

Course Description:

This course is designed for the fourth year returning Work Experience students and will provide remediation when needed.

Florida Standards	Correlation to CTE Program Standard #
17.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Work Experience.	
17.01 Key Ideas and Details	
17.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
17.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
17.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
17.02 Craft and Structure	
17.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
17.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
17.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	

Florida Standards			Correlation to CTE Program Standard #
	17.03	Integration of Knowledge and Ideas	
		17.03.1 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
		17.03.2 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
		17.03.3 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
	17.04	Range of Reading and Level of Text Complexity	
		17.04.1 By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
		17.04.2 By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
18.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Work Experience.		
	18.01	Text Types and Purposes	
		18.01.1 Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
		18.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
	18.02	Production and Distribution of Writing	
		18.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
		18.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
		18.02.3 Use technology, including the Internet, to produce, publish, and update	

Florida Standards	Correlation to CTE Program Standard #
individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
18.03 Research to Build and Present Knowledge	
18.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
18.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
18.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
18.04 Range of Writing	
18.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
19.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Work Experience.	
19.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
19.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
19.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
19.04 Model with mathematics. MAFS.K12.MP.4.1	
19.05 Use appropriate tools strategically. MAFS.K12.MP.5.1	
19.06 Attend to precision. MAFS.K12.MP.6.1	
19.07 Look for and make use of structure.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.7.1	
19.08 Look for and express regularity in repeated reasoning.		
	MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance – the students will be able to:		
21.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
21.02 Explain emergency procedures to follow in response to workplace accidents.		
21.03 Create a disaster and/or emergency response plan.		
22.0 Use oral and written communication skills to create, express, and interpret information and ideas – the students will be able to:		
22.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
22.02 Locate, organize and reference written information from various sources.		
22.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
22.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
22.05 Apply active listening skills to obtain and clarify information.		
22.06 Develop and interpret tables and charts to support written and oral communications.		
22.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
23.0 Define, demonstrate proficiency, and analyze the ability to apply mathematical skills – the student will be able to:		
23.26 Compute payments for purchases of items, including comparing and computing regular price, discount rate, and sale price.		
23.27 Use elapsed time to determine date of payment.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
23.28 Read maps and compute distances.		
23.29 Compute travel fares and hotel expenses.		
23.30 Find the exchange rate between the U.S. dollar and a variety of foreign currencies.		
23.31 Compute cost of car rentals and parking charges.		
23.32 Compare time in different time zones.		
23.33 Calculate flight times between different time zones.		
23.34 Demonstrate how to complete an expense account form.		
23.35 Explain personal allowances, withholding, dependents, exemptions, and deductions per the Internal Revenue Service.		
23.36 Complete a 1040A and a 1040 federal income tax form.		
24.0 Demonstrate money-management concepts, procedures, and strategies – the students will be able to:		
24.01 Identify and describe the services and legal responsibilities of financial institutions.		
24.02 Describe the effect of money management on personal and career goals.		
24.03 Develop a personal budget and financial goals.		
24.04 Complete financial instruments for making deposits and withdrawals.		
24.05 Maintain financial records.		
24.06 Read and reconcile financial statements.		
24.07 Research, compare and contrast investment opportunities.		
25.0 Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
25.01 Employ leadership skills to accomplish organizational goals and objectives.		
25.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
25.03 Conduct and participate in meetings to accomplish work tasks.		
25.04 Employ mentoring skills to inspire and teach others.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
27.0 Define, demonstrate, and assess cognitive skills – the student will be able to:		
27.17 Gather and use data and other information to identify causes of problems and develop appropriate strategies for solutions.		
27.18 Identify and analyze the rule or principle underlying the relationship between two or more objects for use in future applications.		
27.19 Illustrate how the ability to learn is a lifelong skill.		
28.0 Define, demonstrate, and assess interpersonal and intrapersonal skills – the student will be able to:		
28.22 Demonstrate ability to work with individuals from different cultures.		
28.23 Explain importance of being socially flexible and receptive to new ideas.		
29.0 Use information technology tools – the students will be able to:		
29.01 Use personal information management (PIM) applications to increase workplace efficiency.		
29.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.		
29.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
29.04 Employ collaborative/groupware applications to facilitate group work.		
30.0 Define, demonstrate, and assess the importance of determining career options – the student will be able to:		
30.19 Discuss sex equity in terms of career choice.		
30.20 Assess differences in wages, annual income, and job opportunities based on geographic location, gender, ethnicity, and age.		
30.21 Explain the process for obtaining school transcripts.		
30.22 Demonstrate ability to make career decisions based on self-awareness and an awareness of various career clusters and occupations.		
30.23 Assess and use information to develop a lifelong career plan and identify problems that may interfere with the plan.		
30.24 Assess plan for gaining mentors and obtaining knowledge of opportunities for continuing education, cross-training, retraining, and additional certification and degrees.		

Florida Department of Education
Student Performance Standards

Course Title: **Work Experience OJT**
Course Number: **8301650**
Course Credit: **Multiple**

Course Description:

This course is designed to provide students with realistic on-the-job training experience to acquire and apply knowledge, skills, and attitudes in an occupational field. The respective cooperative teacher and employer provide on-the-job supervision. This on-the-job portion of the program may be repeated for credit. Specific job skills must be identified on a job skills form. Selected job skills will be evaluated a minimum of once during each grading period.

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
31.0 Perform designated job skills – the student will be able to:		
31.01 Demonstrate job performance skills as outlined on the job skills form.		
31.02 Apply safety procedures while on the job.		
31.03 Display an acceptable level of productivity and quality control.		
31.04 Demonstrate appropriate dress and grooming habits.		
31.05 Demonstrate reacting to feedback in a positive manner.		
31.06 Communicate effectively with customers, co-workers, and management.		
31.07 Demonstrate decision-making and problem-solving skills.		
31.08 Demonstrate punctuality and reliability by working as scheduled.		
31.09 Demonstrate pride in work by completing work correctly and quickly.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
31.10 Demonstrate personal management skills (self-directed and self-controlled) including intrinsic motivation.		
31.11 Display an understanding and appreciation for the dignity and worth of honest labor.		
31.12 Demonstrate flexibility, creativity, innovation, and adaptability.		
31.13 Demonstrate ability to interpret and comply with employer rules and regulations.		
31.14 Demonstrate an understanding of the organizational structure of the workplace.		
31.15 Demonstrate flexibility and the ability to perform a wide range of functions.		
32.0 Describe the importance of professional ethics and legal responsibilities – the students will be able to:		
32.01 Evaluate and justify decisions based on ethical reasoning.		
32.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
32.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
32.04 Interpret and explain written organizational policies and procedures.		
33.0 Perform designated recordkeeping skills – the student will be able to:		
33.01 List the job skills to be performed in the specified occupation.		
33.02 Maintain appropriate employment records (training agreement, time card, and job skills form).		

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The following criteria are to be used in the development of admission procedures for each student prior to entry into the program:

- The student has a truancy problem.
- The student needs to work in order to continue his/her education.
- The student is economically disadvantaged.
- The student is academically disadvantaged.
- The student has a negative attitude toward work, school, and/or society.
- The student has a poor self-concept.
- The student feels alienated.
- The student lacks self-discipline.
- The student has a limited attention span.
- The student is overage in grade level.
- The student has trouble relating to class work.
- The student has a lack of interest in school.
- The student needs to be supervised at the work location.
- Other (specify) _____.

An individual guidance plan identifying admission criteria should be developed for each student prior to entry into the program, and should include the Work Experience course number, school year, and date of entry. Job counseling sessions between the teacher/coordinator and each student should be documented for each grading period. Flexible scheduling can be implemented, as agreed upon by the teacher/coordinator and guidance personnel, when such scheduling is found to be needed to meet the student's needs.

Career and Technical Student Organization (CTSO)

Cooperative Education Clubs of Florida/Business Professionals of America (CECF/BPA) is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Diversified Career Technology**
Program Type: **Career Preparatory**
Career Cluster: **Diversified Education**

Secondary – Career Preparatory	
Program Number	8303000
CIP Number	10988610CP
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOC FIELD OR COVERAGE COOP TEACH @7 COOR DCT @4 @7 COOR WK EXP @7 7G MKTG 1@2
CTSO	CECF/BPA
SOC Codes (all applicable)	N/A
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Diversified Education career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Diversified Education career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in the selected occupational area.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of three occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
See page 37 for reporting purposes	8303010	Diversified Career Technology Principles	1 credit	N/A	2
	8300410	Diversified Career Technology - OJT	multiple credits	N/A	2
See page 37 for reporting purposes	8303020	Diversified Career Technology Applications	1 credit	N/A	2
See page 37 for reporting purposes	8303030	Diversified Career Technology Management	1 credit	N/A	2

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Diversified Career Technology.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Diversified Career Technology.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Diversified Career Technology.
04.0   Demonstrate knowledge and application of workplace employability skills.
05.0   Demonstrate, apply, and implement knowledge of environmental, health, and safety issues.
06.0   Demonstrate, apply, and implement an understanding of professional, legal, and ethical responsibilities.
07.0   Demonstrate, apply, and implement knowledge of financial skills and planning.
08.0   Demonstrate, apply, and implement leadership skills.
09.0   Demonstrate, apply, and implement proficiency in communication skills.
10.0   Demonstrate knowledge of human resources and labor issues as well as the social, legal, and economic aspects of employment.
11.0   Demonstrate an understanding of national and international economic principles.
12.0   Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
13.0   Demonstrate an understanding and application of technology in the workplace.
14.0   Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations.
15.0   Demonstrate and apply an understanding of entrepreneurship principles.
16.0   Demonstrate competencies in a specific career.
17.0   Demonstrate legal and ethical behavior within the role and scope of specific job responsibilities.
18.0   Perform designated recordkeeping skills.

Florida Department of Education
Student Performance Standards

Course Title: **Diversified Career Technology Principles**
Course Number: **8303010**
Course Credit: **1**

Course Description:

This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor skills; America's economic principles; entrepreneurship principles; relate planning methods to life and career goals; and use of industry/technology principles in the workplace. A first occupational completion point will be met upon completion of DCT Principles and one credit of DCT OJT - Data Codes: A through P (see Major Concepts/Content section for list).

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Diversified Career Technology.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	

Florida Standards			Correlation to CTE Program Standard #
		LAFS.910.RST.2.5	
	01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	
		LAFS.910.RST.2.6	
	01.03	Integration of Knowledge and Ideas	
	01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
		LAFS.910.RST.3.7	
	01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
		LAFS.910.RST.3.8	
	01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
		LAFS.910.RST.3.9	
	01.04	Range of Reading and Level of Text Complexity	
	01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.	
		LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Diversified Career Technology.		
	02.01	Text Types and Purposes	
	02.01.1	Write arguments focused on discipline-specific content.	
		LAFS.910.WHST.1.1	
	02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
		LAFS.910.WHST.1.2	
	02.02	Production and Distribution of Writing	
	02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
		LAFS.910.WHST.2.4	
	02.02.2	Develop and strengthen writing as needed by planning, revising, editing,	

		rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
	02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
	02.03	Research to Build and Present Knowledge	
	02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
	02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
	02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
	02.04	Range of Writing	
	02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Diversified Career Technology.		
	03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
	03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
	03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
	03.04	Model with mathematics. MAFS.K12.MP.4.1	
	03.05	Use appropriate tools strategically.	

Florida Standards	Correlation to CTE Program Standard #
MAFS.K12.MP.5.1	
03.06 Attend to precision.	
MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	
MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	
MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate knowledge and application of workplace employability skills – the student will be able to:		
04.01 Identify resources used in a job search (e.g., newspaper, Internet, networking).		
04.02 Discuss importance of drug tests and criminal background checks in identifying possible employment opportunities.		
04.03 Identify steps of the job application process including arranging for references and proper documentation (e.g., green card).		
04.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).		
04.05 Prepare a résumé (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.		
04.06 Demonstrate appropriate dress and grooming for employment.		
04.07 Demonstrate effective interviewing skills (behavioral).		
04.08 Describe methods for handling illegal interview and application questions.		
04.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).		
04.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.		
04.11 Describe importance of producing quality work and meeting performance standards.		
04.12 Identify qualities typically required for promotion (e.g., productivity, dependability,		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
responsibility).		
04.13 Identify how to prepare for job separation and re-employment.		
04.14 Write a job description that includes the responsibilities of an entry-level position.		
04.15 Prepare a classified ad for an entry-level position.		
04.16 Create a list of interview questions for an entry-level position.		
05.0 Demonstrate, apply, and implement knowledge of environmental, health, and safety issues – the student will be able to:		
05.01 Identify health and safety regulatory agencies responsible for overseeing the work environment and the functions they perform (e.g., OSHA, EPA).		
05.02 Describe importance of complying with federal, state, and local agency regulations.		
05.03 Explain purpose of Workers' Compensation.		
05.04 Identify types of hazards in the workplace.		
05.05 Describe types of personal protective equipment.		
05.06 Describe necessary emergency evacuation procedures.		
05.07 Identify hazardous chemicals and their characteristics.		
05.08 Define meaning of "drug-free workplace."		
05.09 Identify causes of accidents on the job (e.g., human error).		
05.10 Identify routine security precautions in the workplace.		
05.11 Report on violence in the workplace.		
05.12 Identify basic safety training techniques to deal with medical emergencies in the workplace.		
06.0 Demonstrate, apply, and implement an understanding of professional, legal, and ethical responsibilities – the student will be able to:		
06.01 Describe workplace codes of professional/business conduct.		
06.02 Identify ways to work cooperatively in various settings with diverse populations.		
06.03 Explain importance of self-control and initiative when minimum direction and supervision are given.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.04 Explain concepts of integrity, credibility, and reliability.		
06.05 Demonstrate such interpersonal skills as courtesy, loyalty, and being a team player.		
06.06 Define and discuss issues involving gender equity, disability, age, and sexual harassment.		
06.07 Demonstrate importance of adhering to schedules and deadlines.		
06.08 Define ethics and describe several ethical situations that could arise within a school or workplace setting.		
06.09 Identify and define friendliness, adaptability, empathy, and politeness as relates to group settings.		
06.10 Identify key ways a company can benefit its community.		
06.11 Describe importance of volunteerism.		
06.12 Describe importance of providing access for the physically challenged.		
07.0 Demonstrate, apply, and implement knowledge of financial skills and planning – the student will be able to:		
07.01 Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.		
07.02 Compute different methods of monetary compensation (e.g., annual salary, hourly wages, commission, piecework).		
07.03 Prepare a month's budget based on income and expenses.		
07.04 Describe importance of long-term personal financial planning.		
07.05 Evaluate various investment opportunities for financial growth.		
07.06 Calculate exemptions, deductions, and taxable income and use tax tables to prepare a federal income tax form.		
07.07 Describe importance of maintaining an accurate checkbook balance.		
07.08 Compare personal insurance costs using a variety of deductibles and coverages.		
07.09 Identify, compare, and contrast a variety of available housing options.		
07.10 Perform mathematical calculations appropriate to a specific occupation (e.g., ratios, proportions, scales).		
08.0 Demonstrate, apply, and implement leadership skills – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.01 Describe qualities of an effective leader.		
08.02 Describe different methods of leadership.		
08.03 Identify opportunities available for development of leadership skills in a career and technology student organization.		
08.04 Demonstrate use of workplace etiquette.		
08.05 Demonstrate use of parliamentary procedure.		
08.06 Identify purposes and functions of professional/trade and student organizations.		
08.07 Identify roles and responsibilities of organization members.		
08.08 Develop a list of qualities necessary for being an effective team player.		
08.09 Work cooperatively within a group to achieve organizational goals.		
09.0 Demonstrate, apply, and implement proficiency in communication skills – the student will be able to:		
09.01 Explain importance of effective written and verbal communication.		
09.02 Read and comprehend written communications.		
09.03 Compare and contrast different forms of written business communication as utilized in the workplace.		
09.04 Prepare a business letter, memorandum, fax, and e-mail.		
09.05 Identify and utilize methods to improve oral communication skills.		
09.06 Prepare and deliver an introductory speech to an audience.		
09.07 Identify and utilize methods to improve listening strategies.		
09.08 Identify means of nonverbal communication.		
09.09 Demonstrate proper businesslike methods of placing/receiving telephone calls and recording telephone messages.		
09.10 Demonstrate ability to listen to and follow directions.		
09.11 Discuss importance of developing networking skills to expand business contacts.		
09.12 Discuss importance of providing clear directions, descriptions, and explanations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
09.13 Demonstrate ability to locate, understand, and interpret information found in contracts, trade journals, manuals, graphs, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
10.0 Demonstrate knowledge of human resources and labor issues as well as the social, legal, and economic aspects of employment – the student will be able to:		
10.01 Explain importance of a written job description.		
10.02 Describe various work schedules (e.g., flex scheduling).		
10.03 Describe workplace usage of teams to increase productivity and product quality.		
10.04 Identify and discuss the role of the employee as a team member.		
10.05 Describe employee recognition systems for individuals and teams.		
10.06 Compare advantages and disadvantages of self-employment (independent contractor) and employment by a company.		
10.07 Explain the change in the role and purpose of labor unions from their inception in the early 1900's to the present day.		
11.0 Demonstrate an understanding of national and international economic principles – the student will be able to:		
11.01 Explain principles of America's economic system.		
11.02 Describe government's involvement in the economy.		
11.03 Identify and describe economic impact of employment.		
11.04 Explain interaction between supply and demand and its effect on the economy.		
11.05 Analyze and discuss the role of Social Security.		
11.06 Discuss impact of the economy on the stock market and private enterprise.		
11.07 Discuss examples of how the economy impacts business and industry.		
11.08 Describe elements and economic implications of the Consumer Price Index (CPI).		
12.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:		
12.01 Identify job skills and personal characteristics necessary for career success.		
12.02 Identify high skill/high wage occupations requiring specialized training with growth potential for future employment.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.03 Explain relationship between life roles and job and career roles.		
12.04 Differentiate between traditional and non-traditional career options.		
12.05 Explain how changes in one's personal and professional life affect career decisions.		
12.06 Explain importance of updating occupational skills and knowledge through continued education and training and the use of learning-to-learn techniques.		
12.07 Describe steps involved in planning for education, career, and life goals.		
12.08 List sources of career information.		
12.09 Complete and analyze a personal traits inventory and use the results to select a career goal.		
12.10 Match desires, abilities, temperaments, and assets to a career goal.		
13.0 Demonstrate an understanding and application of technology in the workplace – the student will be able to:		
13.01 Identify types of technology used in the workplace.		
13.02 Describe applications of technology in the workplace.		
13.03 Identify emerging technologies and market trend changes.		
13.04 Discuss ethical issues involving use of technology.		
13.05 Describe importance of acquiring, analyzing, and managing information efficiently and effectively.		
13.06 Discuss importance of cross-training.		
14.0 Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations – the student will be able to:		
14.01 Describe roles, functions, levels, and types of managers.		
14.02 Discuss evolution of management from the Industrial Revolution to current philosophies and theories.		
14.03 Identify a variety of management styles.		
14.04 Cite examples of how workers adjust to different management styles.		
14.05 Identify a variety of corporate organizational structures.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	14.06 Identify how a corporate "chain of command" works.		
	14.07 Describe significance of a company's "corporate culture."		
	14.08 Describe importance of achieving internal and external customer satisfaction.		
	14.09 Identify examples of how cultural diversity can affect the workplace.		
	14.10 List reasons why written policies are needed in the workplace.		
	14.11 Discuss role of ethics and morality in management.		
	14.12 Describe how a company's marketing efforts can affect employees and customers.		
15.0	Demonstrate and apply an understanding of entrepreneurship principles.		

Florida Department of Education
Student Performance Standards

Course Title: **Diversified Career Technology – OJT**
Course Number: **8300410**
Course Credit: **Multiple**

Course Description:

This course is designed to enable each student to demonstrate competencies in a specific career and to demonstrate legal and ethical behavior within the role and scope of job responsibilities through a realistic, on-the-job training experience. An individualized training plan is developed and utilized to ensure that training is provided which will develop the necessary competencies/skills in order for the student to become competent in the occupation for which he/she is being trained. The training plan is the "curriculum" for the on-the-job training and the time card is the attendance record. A first Occupational Completion Point will be met upon completion of DCT Principles and DCT OJT – Data Codes: A through P (see Major Concepts/Content section for list).

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Diversified Career Technology.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction	

Florida Standards	Correlation to CTE Program Standard #
force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas	
01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity	
01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Diversified Career Technology.	
02.01 Text Types and Purposes	
02.01.1 Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.02 Production and Distribution of Writing	
02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	

Florida Standards		Correlation to CTE Program Standard #
	02.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
	02.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
	02.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
	02.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
	02.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing	
	02.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Diversified Career Technology.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	

Florida Standards	Correlation to CTE Program Standard #
03.05 Use appropriate tools strategically. MAFS.K12.MP.5.1	
03.06 Attend to precision. MAFS.K12.MP.6.1	
03.07 Look for and make use of structure. MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning. MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.0 Demonstrate competencies in a specific career – the student will able to:		
16.01 Demonstrate job performance skills as outlined in training plan.		
16.02 Exhibit effective workplace safety practices including use of protective devices.		
16.03 Display an acceptable level of productivity and quality control.		
16.04 Demonstrate effective written and oral communication and listening skills when interacting with customers, co-workers, and managers.		
16.05 Demonstrate decision-making and problem-solving processes and techniques used in the workplace.		
16.06 Demonstrate acceptable work habits and conduct in the workplace as defined by company policy.		
16.07 Demonstrate an understanding of the company's vision and mission statements.		
16.08 Demonstrate an understanding of a company's goals and objectives.		
16.09 Demonstrate familiarity with the company's products and services.		
16.10 Demonstrate the ability to identify authority, rights, and responsibilities of both employers and employees.		
17.0 Demonstrate legal and ethical behavior within the role and scope of specific job responsibilities – the student will be able to:		

CTE Standards and Benchmarks			FS-M/LA	NGSSS-Sci
	17.01	Demonstrate legal and ethical behavior within the scope of job responsibilities.		
	17.02	Demonstrate the ability to resolve customer, employee, and employee/employer problems and concerns.		
	17.03	Follow policies and procedures affecting the safety, health, and well-being of all members of a workplace setting.		
	17.04	Exhibit behavior supporting and promoting cultural and ethnic diversity.		
	17.05	Recognize and report signs of substance abuse.		
	17.06	Demonstrate interpersonal skills, which enhance team productivity and foster positive work ethics.		
	17.07	Demonstrate appropriate dress and grooming habits for the workplace environment.		
18.0	Perform designated recordkeeping skills – the student will be able to:			
	18.01	Identify job tasks that presently are and will be in the future performed in the specified occupation (training plan).		
	18.02	Indicate on a training plan as competencies are mastered.		
	18.03	Maintain a record of employment hours and wages for auditing and budgetary purposes (e.g., time cards, budget sheets).		
	18.04	Maintain an up-to-date, signed training agreement.		

Florida Department of Education
Student Performance Standards

Course Title: **Diversified Career Technology Applications**
Course Number: **8303020**
Course Credit: **1**

Course Description:

This course is designed to enable each student to apply environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial management skills; leadership skills; social, legal, and economic aspects of employment; international economic principles; components of a business plan; decision-making skills to life and career goals; technical skills; and the functions of management. After successful completion of DCT Principles, DCT OJT, and DCT Applications, students will have met a second Occupational Completion Point - Data Codes: A through P (see Major Concepts/Content section for list).

Florida State Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Diversified Career Technology.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	

Florida State Standards			Correlation to CTE Program Standard #
		LAFS.910.RST.2.5	
	01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	
		LAFS.910.RST.2.6	
	01.03	Integration of Knowledge and Ideas	
	01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
		LAFS.910.RST.3.7	
	01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
		LAFS.910.RST.3.8	
	01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
		LAFS.910.RST.3.9	
	01.04	Range of Reading and Level of Text Complexity	
	01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.	
		LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Diversified Career Technology.		
	02.01	Text Types and Purposes	
	02.01.1	Write arguments focused on discipline-specific content.	
		LAFS.910.WHST.1.1	
	02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
		LAFS.910.WHST.1.2	
	02.02	Production and Distribution of Writing	
	02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
		LAFS.910.WHST.2.4	
	02.02.2	Develop and strengthen writing as needed by planning, revising, editing,	

Florida State Standards	Correlation to CTE Program Standard #
rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge	
02.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing	
02.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Diversified Career Technology.	
03.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04 Model with mathematics. MAFS.K12.MP.4.1	
03.05 Use appropriate tools strategically.	

Florida State Standards	Correlation to CTE Program Standard #
MAFS.K12.MP.5.1	
03.06 Attend to precision.	
MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	
MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	
MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate knowledge and application of workplace employability skills – the student will be able to:		
04.17 Develop a detailed strategy for applying for a job in a specific career.		
04.18 Create a portfolio of employment opportunities for a specific career (e.g., newspaper, Internet, magazines).		
04.19 Create a portfolio of documents for job placement (e.g., résumé, letters of recommendation, employer evaluations, awards, evidence of participation in school, community, volunteer activities).		
04.20 Explain importance of understanding corporate policy.		
04.21 Explain importance of staying up-to-date on social, technical, and economic changes.		
05.0 Demonstrate, apply, and implement knowledge of environmental, health, and safety issues – the student will be able to:		
05.13 Demonstrate knowledge of types of industrial waste streams and treatments (e.g., air emissions, hazardous wastes, recycling programs).		
05.14 Analyze safety and health precautions of a business.		
05.15 Identify potentially hazardous situations and apply appropriate solutions.		
05.16 Develop an action plan for participating in a health and recreation program.		
05.17 Explain importance of CPR and emergency first aid training.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.0 Demonstrate, apply, and implement an understanding of professional, legal, and ethical responsibilities – the student will be able to:		
06.13 Analyze and discuss codes of ethics for a workplace.		
06.14 Describe self-management techniques in both work and life roles.		
06.15 Describe methods used to encourage both ethical and social responsibility in an organization.		
06.16 Describe why the public's perception of a company is important.		
06.17 Report on a legal issue regarding a violation of ethical behavior using current resources.		
06.18 Identify an example of how a political decision can effect standard business practices.		
06.19 Describe importance of an EAP (Employee Assistance Program).		
06.20 Describe a will, health-care power of attorney, and living will.		
07.0 Demonstrate, apply, and implement financial skills and planning – the student will be able to:		
07.11 Identify and analyze various financial data located in current publications.		
07.12 Compute and discuss a variety of business-related financial calculations (e.g., payroll, interest rates, profit margins).		
07.13 Develop a cash flow projection of personal income and expenses.		
07.14 Identify various types of contracts (e.g., lease agreement, contract for purchase of real estate, bank loan application).		
07.15 Demonstrate knowledge of investing via a simulation activity (e.g., stocks, real estate, collectibles, IRA).		
07.16 Identify types of insurance applicable to the workplace.		
07.17 Describe importance of accounting in a business.		
07.18 Describe advantages and disadvantages to a business of granting credit.		
08.0 Demonstrate, apply, and implement leadership skills – the student will be able to:		
08.10 Create and communicate a vision/mission statement for a student organization.		
08.11 Demonstrate ability to use creative problem solving, decision making, and critical thinking strategies.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.12 Demonstrate effective team building skills.		
08.13 Demonstrate respect for opinions, customs, and individual differences of others.		
08.14 Participate in a community or school service project.		
08.15 Develop a public relations strategy to communicate the positive community impact of cooperative education.		
09.0 Demonstrate, apply, and implement proficiency in communication skills – the student will be able to:		
09.14 Design personal and business letterhead, memo, and fax forms.		
09.15 Interview and prepare a vitae of a community leader or business person.		
09.16 Evaluate a speech or sales presentation, identifying effective communication techniques.		
09.17 Identify obstacles to communication.		
09.18 Deliver a speech using visual aids.		
09.19 Demonstrate effective negotiation skills.		
09.20 Demonstrate conflict and dispute resolution techniques.		
10.0 Demonstrate knowledge of human resources and labor issues as well as the social, legal and economic aspects of employment – the student will able to:		
10.08 Describe training and development programs available in the workplace.		
10.09 Demonstrate an understanding of the business environment (e.g., corporate culture, goals, values).		
10.10 Describe the importance of cultural sensitivity.		
10.11 Define, compare, and contrast several company policies regarding raises and promotions.		
10.12 Compare and contrast roles and responsibilities of the union-member employee and the non-union manager.		
10.13 Explain the impact of worker productivity, downsizing, rightsizing, outsourcing, contract employment, and layoffs in terms of recent trends in employment.		
10.14 Analyze current labor market, its structure, its constituents, its level of unemployment and underemployment.		
10.15 Define risk management in terms of employer liability.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.16 Describe differences between today's typical employee benefit package and that of 25 years ago.		
10.17 Discuss the collective bargaining process and the issues negotiated between management and labor.		
11.0 Demonstrate an understanding of national and international economic principles – the student will be able to:		
11.09 List, describe, and compare the characteristics of selected global economic systems.		
11.10 List, describe, and compare the characteristics of diverse cultures and their impact on business.		
11.11 Identify reasons for and methods of promoting international trade.		
11.12 Explain the term "balance of trade" and its impact on a country's economy.		
11.13 Describe circular flow of economic activity.		
11.14 Identify environmental and social problems associated with economic growth.		
11.15 Identify, describe, and analyze role of regulatory agencies.		
12.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, and personal development, and life goals – the student will be able to:		
12.11 Prepare a five-year education and career development plan.		
12.12 Prepare a five-paragraph essay on a specific career.		
12.13 Interview and create a report on the career goals of an entry-level and of a management level employee.		
12.14 Analyze relationship between career planning and goal attainment.		
12.15 Shadow a professional in a specific career.		
12.16 Maintain a journal on specific career-related experiences.		
13.0 Demonstrate an understanding and application of technology in the workplace – the student will be able to:		
13.07 Prepare a document using database software.		
13.08 Prepare a document using spreadsheet software.		
13.09 Produce a report, which includes graphs, charts, and/or tables.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.10 Evaluate a specific company's policy for insuring security and protection of computerized data.		
13.11 Compare and contrast emerging technologies.		
14.0 Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations – the student will be able to:		
14.13 Explain impact on and uses of the Internet in marketing products and services.		
14.14 Describe differences between horizontally and vertically (traditionally) organized companies.		
14.15 Describe how a company organizes its departments/divisions.		
14.16 Differentiate between roles and responsibilities of top executives and those of lower-level managers.		
14.17 Identify and describe the four basic categories of resources management is responsible for coordinating (e.g., human, financial, material, information).		
14.18 Name and define functions of management (e.g., planning, organizing, staffing, directing, controlling).		
14.19 Analyze management techniques used by effective managers.		
14.20 Identify, compare, and contrast various employee motivational programs.		
14.21 Explain how motivation, leadership, and communication influence people within an organization.		
14.22 Describe methods used in training and development.		
14.23 Discuss importance of a manager's philosophy of management in creating a positive work environment.		
14.24 Discuss role and importance of a performance appraisal.		
14.25 Identify key components of a company's "mission statement."		
15.0 Demonstrate and apply an understanding of entrepreneurship principles – the student will able to:		
15.01 Define entrepreneurship and explain its role in the free enterprise system.		
15.02 Identify various types of business ownership and list the advantages and disadvantages of each.		
15.03 Identify and discuss the personality traits and abilities of a successful entrepreneur (e.g., versatility, adaptability).		
15.04 Interpret meaning of achievement motivation and the importance of independence to		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
the entrepreneur.		
15.05 Identify risks affecting the entrepreneur.		
15.06 Identify strategies and methods for generating a business idea.		
15.07 Identify principles of marketing, selling, financing, and pricing pertinent to entrepreneurship.		
15.08 Identify steps necessary to plan and start a business (e.g., evaluate need, site selection, marketing plan, financial plan, management plan).		
15.09 Identify resources available to assist the new entrepreneur [e.g., Small Business Administration (SBA), Service Corp. of Retired Executives (SCORE)]		
15.10 Identify types and sources of government regulations and taxes that may affect a business.		
15.11 Identify communication and technology skills used in entrepreneurship.		
15.12 Compare business failure/success rates in different industries.		

Florida Department of Education
Student Performance Standards

Course Title: **Diversified Career Technology Management**
Course Number: **8303030**
Course Credit: **1**

Course Description:

This course is designed to enable each student to implement competency and mastery in the areas of employability (human resource); environmental, health, and safety; professional, legal and ethical workplace responsibilities; financial planning; leadership skills; communication skills; labor and human resource issues related to the workplace; global and economic issues; a business plan; employability skills related to life and career goals; managerial/supervisory uses of technology; the five functions of management; the role of the manager; and technical and production skills. After successful completion of DCT Principles, DCT OJT, DCT Applications, and DCT Management, students will have met a third Occupational Completion Point - Data Codes: A through P (see Major Concepts/Content section for list).

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Diversified Career Technology.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction	

Florida Standards			Correlation to CTE Program Standard #
		force, energy).	
		LAFS.910.RST.2.5	
	01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	
		LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas		
	01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
		LAFS.910.RST.3.7	
	01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
		LAFS.910.RST.3.8	
	01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
		LAFS.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity		
	01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.	
		LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Diversified Career Technology.		
02.01	Text Types and Purposes		
	02.01.1	Write arguments focused on discipline-specific content.	
		LAFS.910.WHST.1.1	
	02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
		LAFS.910.WHST.1.2	
02.02	Production and Distribution of Writing		
	02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
		LAFS.910.WHST.2.4	

Florida Standards		Correlation to CTE Program Standard #
	02.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
	02.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
	02.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
	02.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
	02.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
	02.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Diversified Career Technology.		
03.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1		
03.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1		
03.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1		
03.04 Model with mathematics. MAFS.K12.MP.4.1		

Florida Standards		Correlation to CTE Program Standard #
03.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	
03.06	Attend to precision. MAFS.K12.MP.6.1	
03.07	Look for and make use of structure. MAFS.K12.MP.7.1	
03.08	Look for and express regularity in repeated reasoning. MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate knowledge and application of workplace employability skills – the student will be able to:		
04.22 Network with individuals in a specific career field and report findings.		
04.23 Write a job description, which includes the responsibilities of a managerial position.		
04.24 Prepare a classified ad for a managerial level position.		
04.25 Develop a list of criteria to evaluate applicant résumés.		
04.26 Prepare a form letter for a specific business listing application procedures for employment.		
04.27 Create a list of interview questions for a managerial-level position.		
04.28 Create an evaluation measurement tool to be used to rate applicants.		
04.29 Develop a company policy outlining dress and grooming standards.		
04.30 Create an evaluation form to rate employee performance.		
05.0 Demonstrate, apply, and implement knowledge of environmental, health, and safety issues – the student will be able to:		
05.18 Prepare a safety plan and checklist for a small business.		
05.19 Create a map designating emergency exits and evacuation routes for a small business.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.0 Demonstrate, apply, and implement an understanding of professional, legal, and ethical workplace responsibilities – the student will be able to:		
06.21 Develop a code of ethics for a workplace.		
06.22 Develop an outline explaining the role of an EAP (Employee Assistance Program) representative and list the services he/she might provide.		
07.0 Demonstrate, apply, and implement knowledge of financial skills and planning – the student will be able to:		
07.19 Prepare an analysis of a current business utilizing its annual report.		
07.20 Identify sources of funding for a business.		
07.21 Describe how a company estimates and bids for a contract.		
07.22 Describe importance of cost containment in a company.		
07.23 Evaluate insurance needs for a specific business.		
08.0 Demonstrate, apply, and implement leadership skills – the student will be able to:		
08.16 Plan, implement, and evaluate a fund raising event.		
08.17 Develop, implement, and evaluate a public relations project (e.g., student organization function, school-wide project, community project).		
09.0 Demonstrate, apply, and implement proficiency in communication skills – the student will be able to:		
09.21 Create a presentation using current technology.		
09.22 Create a measurement tool for evaluating telephone communications.		
09.23 Develop a company policy regarding employee use of company telecommunications (e.g., fax, e-mail, Internet).		
10.0 Demonstrate knowledge of human resources and labor issues as well as the social, legal, and economic aspects of employment – the student will be able to:		
10.18 Design an employee compensation schedule and benefits package.		
10.19 Compute economic value of a company paid benefit package.		
10.20 Create a job rotation schedule for a specific company.		
10.21 Develop a vision/mission statement for a company.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.0 Demonstrate an understanding of national and international economic principles – the student will be able to:		
11.16 Analyze current events concerning issues relevant to international business.		
11.17 Compute exchange rates and buying power of various foreign currencies including the Euro.		
11.18 Explain impacts of the aging populations of Western countries and the rapidly growing populations of developing countries.		
11.19 Discuss economic effects of the rate of growth in developed and developing nations.		
11.20 Explain movement toward globalization and the reasons behind this economic trend.		
13.0 Demonstrate an understanding and application of technology in the workplace – the student will be able to:		
13.12 Demonstrate uses of equipment to communicate instructions to employees.		
13.13 Demonstrate uses of equipment to process information (e.g., 10-key, electronic cash register, OCR scanner, financial calculator, computer).		
13.14 Research and compare currently available software packages.		
13.15 Create an employee database to be used for scheduling and payroll.		
13.16 Create a customer/client database (e.g., mail merge, labels).		
13.17 Create a project using an integrated software package.		
13.18 Create a presentation utilizing a multimedia software package.		
13.19 Demonstrate methods of using trouble-shooting techniques for technology-related problems.		
13.20 Determine costs, time, and resources needed to complete a task within the workplace.		
13.21 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs to create, revise, retrieve, and verify information.		
13.22 Analyze a "quality improvement process" for labor and/or equipment.		
14.0 Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations – the student will be able to:		
14.26 Identify and describe steps in the planning process.		
14.27 Define Management By Objectives (MBO).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
14.28 Develop an organization chart to illustrate line and staff relationships.		
14.29 Identify how to plan personnel needs and how to find employees for specific positions.		
14.30 Explain how a self-managing team interacts in manufacturing and service corporations (e.g., marketing, operations, finance, and human resources).		
14.31 Describe responsibilities for selecting, training, and appraising employees.		
14.32 Describe uses and effects of "job rotation," "job enlargement," "job enrichment," and "participative management."		
14.33 Identify steps for avoiding difficulties resulting from delegation.		
14.34 Define principles of *chain of command* and *span of control*.		
14.35 Justify the importance of accountability.		
14.36 Evaluate one theory of management and discuss its implementation in a particular workplace.		
14.37 Develop an outline explaining the role of the manager in conflict management.		
14.38 Design a potential management conflict resolution strategy for a specific workplace problem.		
14.39 Develop an employee motivational program for an organization.		
14.40 Evaluate effect of profit and loss on a business and how it affects the manager's productivity rating.		
14.41 Explain Total Quality Management (TQM) and the strategy of continuous improvement.		
14.42 Differentiate between data processing and Management Information Systems (MIS).		
14.43 Analyze types of data and reports utilized by supervisors and managers.		
14.44 Analyze data, draw conclusions, and present recommendations.		
14.45 Identify federal, state, and local government regulations with which management should be familiar.		
15.0 Demonstrate and apply an understanding of entrepreneurship principles – the student will be able to:		
15.13 Formulate a business plan to include a marketable product or service, a marketing management plan, a personnel management plan, a financial management plan, and an executive summary.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

The purpose of this program is to provide students with "student-centered" (as opposed to "teacher-centered") selected occupational skills through employment related instruction and paid, on-the-job training supervised by an employer and a teacher/coordinator. This method of delivery enables students to develop a variety of workplace competencies and transferable skills as well as develop students who will be motivated, self-disciplined individuals; caring, responsible, life-long learners; flexible and committed to technical competence; and skillful at social interactions, leadership, and problem-solving.

Employment related instruction is in-school instruction which develops competencies in health, safety, and environmental issues; professional, legal, and ethical issues; finance; leadership; communication; labor and human resources; economics; entrepreneurship; career planning; technology; management; and technical and production skills.

Supervised on-the-job training provides opportunities for planned instructional activities and student evaluations in a specified job setting. A student may not enroll in DCT-OJT (8300410) without previous completion of or concurrent enrollment in either DCT Principles or DCT Applications. DCT Principles does not require enrollment in a concurrent OJT course. However, at least one credit in OJT must be completed to enable the student to reach the first OCP. The student must be paid for work performed.

Listed below is the sequence of courses and three occupational completion points that comprise this program when offered at the secondary level. For reporting purposes choose the OCP that reflects the occupational area the student is employed in:

FIRST OCCUPATIONAL COMPLETION POINT
8303010 Diversified Career Technology Principles
8300410 Diversified Career Technology – OJT
DATA CODE: A through P

A. Agriculture Food and Natural Resources
B. Architecture and Construction
C. Arts, Audio/Video Technology and Communications

D. Business, Management and Administration
E. Education and Training
F. Finance
G. Government and Public Administration
H. Health Science
I. Hospitality and Tourism
J. Human Services
K. Information Technology
L. Law and Public Safety
M. Manufacturing
N. Retail/Wholesale Sales and Service
O. Scientific Research and Engineering
P. Transportation, Distribution, and Logistics Services

Note: Courses taken in the Energy Cluster should be reported in the Architecture and Construction (Electrical Line Service and Repair), or Manufacturing Career Cluster.

Definitions for reporting the occupational areas of the OCP's above are attached at the end of this document.

SECOND OCCUPATIONAL COMPLETION POINT
8303020 Diversified Career Technology Applications
DATA CODE: A through P (see list above)

THIRD OCCUPATIONAL COMPLETION POINT
8303030 Diversified Career Technology Management
DATA CODE: A through P (see list above)

NOTE for Reporting OCPs: After successfully completing each of the three occupational completion points, an OCP is reported based on the occupational area the student is employed in as listed below:

A. Agriculture, Food and Natural Resources
B. Architecture and Construction
C. Arts, Audio/Video Technology and Communications
D. Business, Management and Administration
E. Education and Training
F. Finance
G. Government and Public Administration
H. Health Science
I. Hospitality and Tourism
J. Human Services
K. Information Technology

L. Law, Public Safety and Security
M. Manufacturing
N. Marketing, Sales and Service
O. Science, Technology, Engineering and Mathematics
P. Transportation, Distribution, and Logistics Services

Federal Definitions of These OCP's are:

Federal Career Cluster Title	Federal U.S. Department of Education (USDOE), Office of Vocational and Adult Education (OVAE) Definition
Agriculture, Food and Natural Resources	Planning and managing agriculture, food, fiber, and natural resources systems. Production of agricultural commodities, including food, fiber, wood products, horticultural crops, and other plant and animal products. Financing, processing, and marketing and distribution of agricultural products; farm production and supply and service industries; horticulture and landscaping services, and the use and conservation of land and water resources; development and maintenance of recreational resources. It also includes mining and extraction operations and related environmental management services.
Architecture and Construction	Designing, planning, managing, building, and maintaining physical structures and the larger built environment including roadways and bridges and industrial, commercial and residential facilities and building.
Arts, Audio/Video Technology and Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
Business, Management and Administration	Planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services.
Education and Training	Planning, managing and providing education and training services, and related learning support services including assessment and library and information services.
Finance	Planning, managing and providing banking, investment, financial planning, and insurance services.
Government and Public	Planning, managing and providing government legislative

Administration	and administrative and regulatory services and related general purpose government services at the federal, state, and local levels.
Health Science	Planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care.
Hospitality and Tourism	Planning, managing, and providing lodging, food, recreation, convention and tourism, and related planning and support services such as travel-related services.
Human Services	Planning, managing, and providing human services including social and related community services.
Information Technology	Designing, developing, managing and supporting hardware, software, multimedia and systems integration services.
Law, Public Safety and Security	Planning, managing, and providing judicial, legal, and protective services including professional and technical support services in the fire protection and criminal justice systems.
Manufacturing	Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
Marketing, Sales and Service	Planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.
Science, Technology, Engineering and Mathematics	Planning, managing, and providing scientific research and professional and technical services (i.e., physical science, social science, engineering) including laboratory and testing services, and research and development services.
Transportation, Distribution, and Logistics Services	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Career and Technical Student Organization (CTSO)

The Cooperative Education Clubs of Florida/Business Professionals of America (CECF/BPA) is the the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Career Education for Students with Disabilities**
Program Type: **Career Preparatory**
Career Cluster: **Instructional Support Services**

Note: This program has been daggered and is slated to be deleted by the 2017-18 school year. There should be no new enrollments after the 2016-17 school year. All new enrollments should be in Program # 9603100.

Secondary – Career Preparatory	
Program Number	9001810
CIP Number	13990002SN
Grade Level	6-12, 30, 31
Standard Length	Variable credits
Teacher Certification	ANY VOCATIONAL FIELD OR COVERAGE
CTSO	N/A
SOC Codes (all applicable)	N/A
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a course that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.

This program provides specialized career education for students with disabilities. Competencies in job preparatory instruction are provided that will enable students to enter an occupation for which they have been trained. The program is individualized for each student through the Individual Educational Plan (IEP) process and includes selected competencies from one or more of the career areas.

The content includes but is not limited to determining employment goals, demonstrating employability skills, the use of technology, tools, equipment and supplies.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one course that may be repeated as designated on the IEP. When the student masters the individually determined student performance objectives in the IEP, the student is reported as a completer of OCP A. It is expected that upon completion of OCP A, the student will transition to employment. At some point in the future, should the individual need to re-enter the education system for training in a different occupational field or for advancement in the same field, the student may enroll in the program again with a new IEP. Upon mastering the student performance objectives in the new IEP, the student may be coded as a completer of OCP B.

A student may earn multiple credits. Multiple credits may be earned sequentially or simultaneously. The particular outcomes and student performance standards which the secondary student must master to earn credit must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan (Transition IEP). Documentation of mastery of the student performance standards must be maintained

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	9001810	Career Education for Students with Disabilities	VARIES	NA	NA

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and

teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Career Education for Students with Disabilities.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Career Education for Students with Disabilities.
03.0   Methods and strategies for using Florida Standards for grades 09-12 Mathematical Practices in Technical Subjects for student success in Career Education for Students with Disabilities.
04.0   Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Career Education for Students with Disabilities.
05.0   Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Career Education for Students with Disabilities
06.0   Demonstrate realistic employment goals.
07.0   Describe human relations skills necessary for success in the workforce.
08.0   Identify types of communication skills necessary for successful employment.
09.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
10.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
11.0   Describe the duties and responsibilities of a successful employee.
12.0   Demonstrate the competencies of employability and career development.
13.0   Use information technology tools.
14.0   Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
15.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment.
16.0   Describe the importance of professional ethics and legal responsibilities.
17.0   Solve problems using critical thinking skills, creativity and innovation.
18.0   Demonstrate personal money-management concepts, procedures and strategies.
19.0   Use appropriate equipment and supplies safely and correctly.
20.0   Demonstrate competencies identified for a specific program component.

OPTIONAL
21.0   Demonstrate acquired skills through On-The-Job training.
22.0   Describe the influences that societal, economic, and technological changes have on employment trends and future training.
23.0   Develop skills to locate, evaluate, and interpret career information.
24.0   Identify and demonstrate processes for making short and long term goals
25.0   Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
26.0   Understand the relationship between educational achievement and career choices/postsecondary options.
27.0   Identify a career cluster and related pathways that match career and education goals.
28.0   Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
29.0   Demonstrate knowledge of technology and its application in career fields/clusters.

Florida Department of Education
Student Performance Standards

Course Title: **Career Education for Students with Disabilities**
Course Number: **9001810**
Course Credit: **Multiple**

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Career Education for Students with Disabilities.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	

Florida Standards			Correlation to CTE Program Standard #
		LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas		
	01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
	01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
	01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity		
	01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Career Education for Students with Disabilities.		
02.01	Text Types and Purposes		
	02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
	02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
	02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02	Production and Distribution of Writing		
	02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
	02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most	

Florida Standards			Correlation to CTE Program Standard #
		significant for a specific purpose and audience.	
		LAFS.910.WHST.2.5	
	02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
		LAFS.910.WHST.2.6	
	02.03	Research to Build and Present Knowledge	
	02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		LAFS.910.WHST.3.7	
	02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
		LAFS.910.WHST.3.8	
	02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.910.WHST.3.9	
	02.04	Range of Writing	
	02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-12 Mathematical Practices in Technical Subjects for student success in Career Education for Students with Disabilities.		
	03.01	Make sense of problems and persevere in solving them.	
		MAFS.K12.MP.1.1	
	03.02	Reason abstractly and quantitatively.	
		MAFS.K12.MP.2.1	
	03.03	Construct viable arguments and critique the reasoning of others.	
		MAFS.K12.MP.3.1	
	03.04	Model with mathematics.	
		MAFS.K12.MP.4.1	
	03.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1	
	03.06	Attend to precision.	

Florida Standards			Correlation to CTE Program Standard #
		MAFS.K12.MP.6.1	
	03.07	Look for and make use of structure.	
		MAFS.K12.MP.7.1	
	03.08	Look for and express regularity in repeated reasoning.	
		MAFS.K12.MP.8.1	
04.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Career Education for Students with Disabilities.		
	04.01	Key Ideas and Details	
	04.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	
		LAFS.1112.RST.1.1	
	04.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	
		LAFS.1112.RST.1.2	
	04.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	
		LAFS.1112.RST.1.3	
	04.02	Craft and Structure	
	04.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	
		LAFS.1112.RST.2.4	
	04.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	
		LAFS.1112.RST.2.5	
	04.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	
		LAFS.1112.RST.2.6	
	04.03	Integration of Knowledge and Ideas	
	04.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.	
		LAFS.1112.RST.3.7	
	04.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	
		LAFS.1112.RST.3.8	

Florida Standards	Correlation to CTE Program Standard #
04.03.3 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
04.04 Range of Reading and Level of Text Complexity	
04.04.1 By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
04.04.2 By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
05.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Career Education for Students with Disabilities.	
05.01 Text Types and Purposes	
05.01.1 Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
05.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
05.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
05.02 Production and Distribution of Writing	
05.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
05.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
05.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
05.03 Research to Build and Present Knowledge	
05.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow	

Florida Standards		Correlation to CTE Program Standard #
	or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
05.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
05.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
05.04 Range of Writing		
05.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.0 Demonstrate realistic employment goals--The student will be able to:		
06.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.		
06.02 Match interests and abilities with potential careers.		
07.0 Describe human relations skills necessary for success in the workforce--The student will be able to:		
07.01 Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.		
07.02 Identify and discuss the role of an employee as a team member in the workplace.		
07.03 Describe the use of teams in the workplace to increase productivity and product quality.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	07.04 Discuss the importance of human relations to success in the workplace.		
	07.05 Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.		
	07.06 Explain the importance of working effectively with diverse populations.		
	07.07 Explain importance of self-management when minimum direction and supervision are given.		
	07.08 Describe ethical situations in the world of work		
	07.09 Describe importance and benefits of time management.		
	07.10 Identify and demonstrate steps necessary for solving problems and making decisions.		
	07.11 Analyze future consequences of current decisions.		
	07.12 Discuss the value of emotional self-control in the workplace		
	07.13 Explain "conflict resolution" and "dispute resolution" techniques and apply to a simulated work related problem.		
	07.14 Identify and practice stress management and relaxation techniques.		
	07.15 Discuss importance of practicing positive customer service skills.		
08.0	Identify types of communication skills necessary for successful employment--The student will be able to:		
	08.01 Describe the importance of the proper use of grammar, vocabulary, and diction.		
	08.02 Identify the appropriate way to address people.		
	08.03 Identify appropriate conversation for work related settings.		
	08.04 Describe listening, speaking, and nonverbal skills necessary to determine customer needs.		
	08.05 List professional vocabulary appropriate for the work environment		
	08.06 Demonstrate ability to communicate in a multicultural setting		
	08.07 Identify and define commonly used customer service terms such as complaints, internal and external customers.		
	08.08 Demonstrate the ability to listen to, follow, and provide directions		
	08.09 Demonstrate the placing/receiving of telephone calls in a businesslike manner.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.10 Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
09.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives--The students will be able to:		
09.01 Employ leadership skills to accomplish organizational goals and objectives.		
09.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
09.03 Conduct and participate in meetings to accomplish work tasks.		
09.04 Employ mentoring skills to inspire and teach others.		
10.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas--The students will be able to:		
10.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
10.02 Locate, organize and reference written information from various sources.		
10.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
10.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
10.05 Apply active listening skills to obtain and clarify information.		
10.06 Develop and interpret tables and charts to support written and oral communications.		
10.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
11.0 Describe the duties and responsibilities of a successful employee--The student will be able to:		
11.01 Explain how to handle customer inquiries/complaints.		
11.02 Explain how to handle difficult internal and external customers		
11.03 Explain how to interpret policies to internal and external customers.		
11.04 Classify customer services according to nature and characteristics of the activity.		
11.05 Review methods to resolve customer problems through clarifying and explaining policies and procedures.		
11.06 Explain the importance of stress management and relaxation techniques as they relate to job performance.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.07 Demonstrate an understanding of gender, age, disability, and cultural courtesy.		
11.08 Describe workplace codes of professional/business conduct.		
11.09 Explain the concepts of integrity, credibility, reliability, and perseverance.		
11.10 List the responsibilities an employer has for his/her employees (ethical, social, legal).		
12.0 Demonstrate the competencies of employability and career development –Explain the importance of employability skills and entrepreneurship skills--The student will be able to:		
12.01 Identify and demonstrate positive work behaviors needed to be employable.		
12.02 Develop personal career plan that includes goals, objectives, and strategies.		
12.03 Examine licensing, certification, and industry credentialing requirements.		
12.04 Maintain a career portfolio to document knowledge, skills, and experience.		
12.05 Evaluate and compare employment opportunities that match career goals.		
12.06 Identify and exhibit traits for retaining employment.		
12.07 Identify opportunities and research requirements for career advancement.		
12.08 Research the benefits of ongoing professional development.		
12.09 Examine and describe entrepreneurship opportunities as a career planning option.		
13.0 Use information technology tools--The students will be able to:		
13.01 Use personal information management (PIM) applications to increase workplace efficiency.		
13.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
13.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
13.04 Employ collaborative/groupware applications to facilitate group work.		
14.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance--The students will be able to:		
14.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
14.02 Explain emergency procedures to follow in response to workplace accidents.		
14.03 Create a disaster and/or emergency response plan.		
15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment--The students will be able to:		
15.01 Describe the nature and types of business organizations.		
15.02 Explain the effect of key organizational systems on performance and quality.		
15.03 List and describe quality control systems and/or practices common to the workplace.		
15.04 Explain the impact of the global economy on business organizations.		
16.0 Describe the importance of professional ethics and legal responsibilities--The students will be able to:		
16.01 Evaluate and justify decisions based on ethical reasoning.		
16.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
16.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
16.04 Interpret and explain written organizational policies and procedures.		
17.0 Solve Problems using critical thinking skills, creativity and innovation. The student will be able to:		
17.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
17.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
17.03 Identify and document workplace performance goals and monitor progress toward those goals.		
17.04 Conduct technical research to gather information necessary for decision-making.		
18.0 Demonstrate personal money-management concepts, procedures, and strategies--The students will be able to:		
18.01 Identify and describe the services and legal responsibilities of financial institutions.		
18.02 Describe the effect of money management on personal and career goals.		
18.03 Develop a personal budget and financial goals.		
18.04 Complete financial instruments for making deposits and withdrawals.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.05 Maintain financial records.		
18.06 Read and reconcile financial statements		
18.07 Research, compare and contrast investment opportunities.		
19.0 Use appropriate equipment and supplies safely and correctly--The student will be able to:		
19.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
20.0 Demonstrate competencies identified for a specific program component--The student will be able to:		
20.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
OPTIONAL		
21.0 Demonstrate acquired skills through On-The-Job training--The student will be able to:		
21.01 Display a positive attitude toward a job.		
21.02 Demonstrate job performance skills.		
21.03 Display expected level of productivity.		
21.04 Use evaluations to improve own performance.		
21.05 Identify, organize, plan and allocate resources.		
21.06 Work cooperatively with others.		
21.07 Acquire and use information including using computers.		
21.08 Work effectively within the context of complex interrelationships.		
21.09 Work with a variety of technologies.		
21.10 Perform basic computer operations.		
Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes. The student will be able to**:**		
22.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
23.0	Develop skills to locate, evaluate, and interpret career information.		
24.0	Identify and demonstrate processes for making short and long term goals.		
25.0	Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.		
26.0	Understand the relationship between educational achievement and career choices/postsecondary options.		
27.0	Identify a career cluster and related pathways that match career and education goals.		
28.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.		
29.0	Demonstrate knowledge of technology and its application in career fields/clusters.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

English Language Development ELD Standards Special Notes Section

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
http://www.cpalms.org/uploads/docs/standards/eld/la.pdf

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Vocational Employability Skills for Youth and Career Planning**
Program Type: **Non Career Preparatory**
Career Cluster: **Instructional Support Services**

Secondary – Non Career Preparatory	
Program Number	9001820
CIP Number	11990007CE
Grade Level	6-12, 30, 31
Standard Length	One Semester/.5
Teacher Certification	ANY VOCATIONAL FIELD OR COVERAGE ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER
CTSO	NA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a course that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.

The purpose of this program is to provide career and technical education competencies for youth being served by Department of Juvenile Justice programs. Basic practical and job preparatory instruction is provided in the competencies necessary for a better understanding of the world of work and for entry-level employment. The specific program content includes measurable components from any of the career and technical program areas with heavy emphasis on work ethics and employability skills.

The content includes but is not limited to employability and technical skills.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is intended to provide short-term occupational education for individuals being served by Department of Juvenile Justice programs. The objective is to provide a foundation of survival skills for a transition into entry-level employment and/or additional on-the-job training.

The following table illustrates the secondary program structure:

Course Number	Course Title	Length	Level
9001820	Vocational Employability Skills for Youth and Career Planning	Semester	NA

Career Planning

The requirements of section 1003.4156 (1) (e), Florida Statutes, have been integrated into this course. The statute requires that students take a career and education planning course that must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course requirements, go to http://www.fldoe.org/workforce/ced/.

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Vocational Employability Skills for Youth.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Vocational Employability Skills for Youth.
03.0   Methods and strategies for using Florida Standards for grades 09-12 Mathematical Practices in Technical Subjects for student success in Vocational Employability Skills for Youth.
04.0   Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Vocational Employability Skills for Youth.
05.0   Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Vocational Employability Skills for Youth.
06.0   Demonstrate realistic employment goals.
07.0   Describe human relations skills necessary for success in the workforce.
08.0   Identify types of communication skills necessary for successful employment.
09.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
10.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
11.0   Describe the duties and responsibilities of a successful employee.
12.0   Demonstrate the competencies of employability and career development.
13.0   Use information technology tools.
14.0   Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
15.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment.
16.0   Describe the importance of professional ethics and legal responsibilities.
17.0   Solve problems using critical thinking skills, creativity and innovation.
18.0   Demonstrate personal money-management concepts, procedures and strategies.
19.0   Use appropriate equipment and supplies safely and correctly.
20.0   Demonstrate competencies identified for a specific program component.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

21.0   Describe the influences that societal, economic, and technological changes have on employment trends and future training.
22.0   Develop skills to locate, evaluate, and interpret career information.
23.0   Identify and demonstrate processes for making short and long term goals.
24.0   Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
25.0   Understand the relationship between educational achievement and career choices/postsecondary options.
26.0   Identify a career cluster and related pathways through an interest assessment that match career and education goals.
27.0   Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

28.0   Demonstrate knowledge of technology and its application in career fields/clusters.

<u>OPTIONAL</u>

29.0   Demonstrate acquired skills through on-the-job training.

Florida Department of Education
Student Performance Standards

Course Title: **Vocational Employability Skills for Youth and Career Planning**
Course Number: **9001820**
Course Credit: **.5**

Course Description:

This course is designed to develop competencies in employability skills and to provide short-term occupational education for youth being served by Department of Juvenile Justice programs, usually for a duration of four (4) to twelve (12) months. The objective is to provide a foundation of survival skills for a transition into entry-level employment and/or additional on-the-job training.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Vocational Employability Skills for Youth and Career Planning.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question	

Florida Standards			Correlation to CTE Program Standard #
		the author seeks to address.	
		LAFS.910.RST.2.6	
	01.03	Integration of Knowledge and Ideas	
	01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
		LAFS.910.RST.3.7	
	01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
		LAFS.910.RST.3.8	
	01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
		LAFS.910.RST.3.9	
	01.04	Range of Reading and Level of Text Complexity	
	01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.	
		LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Vocational Employability Skills for Youth and Career Planning.		
	02.01	Text Types and Purposes	
	02.01.1	Write arguments focused on discipline-specific content.	
		LAFS.910.WHST.1.1	
	02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
		LAFS.910.WHST.1.2	
	02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	
		LAFS.910.WHST.1.3	
	02.02	Production and Distribution of Writing	
	02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
		LAFS.910.WHST.2.4	
	02.02.2	Develop and strengthen writing as needed by planning, revising, editing,	

Florida Standards			Correlation to CTE Program Standard #
		rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
	02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
	02.03	Research to Build and Present Knowledge	
	02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
	02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
	02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
	02.04	Range of Writing	
	02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-12 Mathematical Practices in Technical Subjects for student success in Vocational Employability Skills for Youth and Career Planning.		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1		
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1		
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1		
03.04	Model with mathematics. MAFS.K12.MP.4.1		
03.05	Use appropriate tools strategically.		

Florida Standards	Correlation to CTE Program Standard #
MAFS.K12.MP.5.1	
03.06 Attend to precision.	
MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	
MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	
MAFS.K12.MP.8.1	
04.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Vocational Employability Skills for Youth and Career Planning.	
04.01 Key Ideas and Details	
04.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	
LAFS.1112.RST.1.1	
04.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	
LAFS.1112.RST.1.2	
04.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	
LAFS.1112.RST.1.3	
04.02 Craft and Structure	
04.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	
LAFS.1112.RST.2.4	
04.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	
LAFS.1112.RST.2.5	
04.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	
LAFS.1112.RST.2.6	
04.03 Integration of Knowledge and Ideas	
04.03.1 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.	
LAFS.1112.RST.3.7	
04.03.2 Evaluate the hypotheses, data, analysis, and conclusions in a science or	

Florida Standards			Correlation to CTE Program Standard #
		technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
	04.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
04.04	Range of Reading and Level of Text Complexity		
	04.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	04.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
05.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Vocational Employability Skills for Youth and Career Planning.		
05.01	Text Types and Purposes		
	05.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
	05.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
	05.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
05.02	Production and Distribution of Writing		
	05.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
	05.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
	05.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	

Florida Standards	Correlation to CTE Program Standard #
05.03 Research to Build and Present Knowledge	
05.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
05.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
05.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
05.04 Range of Writing	
05.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.0 Demonstrate realistic employment goals--The student will be able to:		
06.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.		
06.02 Match interests and abilities with potential careers.		
07.0 Describe human relations skills necessary for success in the workforce--The student will be able to:		
07.01 Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.02 Identify and discuss the role of an employee as a team member in the workplace.		
07.03 Describe the use of teams in the workplace to increase productivity and product quality.		
07.04 Discuss the importance of human relations to success in the workplace.		
07.05 Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.		
07.06 Explain the importance of working effectively with diverse populations.		
07.07 Explain importance of self-management when minimum direction and supervision are given.		
07.08 Describe ethical situations in the world of work		
07.09 Describe importance and benefits of time management.		
07.10 Identify and demonstrate steps necessary for solving problems and making decisions.		
07.11 Analyze future consequences of current decisions.		
07.12 Discuss the value of emotional self-control in the workplace		
07.13 Explain "conflict resolution" and "dispute resolution" techniques and apply to a simulated work related problem.		
07.14 Identify and practice stress management and relaxation techniques.		
07.15 Discuss importance of practicing positive customer service skills.		
08.0 Identify types of communication skills necessary for successful employment--The student will be able to:		
08.01 Describe the importance of the proper use of grammar, vocabulary, and diction.		
08.02 Identify the appropriate way to address people.		
08.03 Identify appropriate conversation for work related settings.		
08.04 Describe listening, speaking, and nonverbal skills necessary to determine customer needs.		
08.05 List professional vocabulary appropriate for the work environment		
08.06 Demonstrate ability to communicate in a multicultural setting		
08.07 Identify and define commonly used customer service terms such as complaints, internal and external customers.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.08 Demonstrate the ability to listen to, follow, and provide directions		
08.09 Demonstrate the placing/receiving of telephone calls in a businesslike manner.		
08.10 Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
09.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives--The students will be able to:		
09.01 Employ leadership skills to accomplish organizational goals and objectives.		
09.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
09.03 Conduct and participate in meetings to accomplish work tasks.		
09.04 Employ mentoring skills to inspire and teach others.		
10.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas--The students will be able to:		
10.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
10.02 Locate, organize and reference written information from various sources.		
10.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
10.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
10.05 Apply active listening skills to obtain and clarify information.		
10.06 Develop and interpret tables and charts to support written and oral communications.		
10.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
11.0 Describe the duties and responsibilities of a successful employee--The student will be able to:		
11.01 Explain how to handle customer inquiries/complaints.		
11.02 Explain how to handle difficult internal and external customers		
11.03 Explain how to interpret policies to internal and external customers.		
11.04 Classify customer services according to nature and characteristics of the activity.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.05 Review methods to resolve customer problems through clarifying and explaining policies and procedures.		
11.06 Explain the importance of stress management and relaxation techniques as they relate to job performance.		
11.07 Demonstrate an understanding of gender, age, disability, and cultural courtesy.		
11.08 Describe workplace codes of professional/business conduct.		
11.09 Explain the concepts of integrity, credibility, reliability, and perseverance.		
11.10 List the responsibilities an employer has for his/her employees (ethical, social, legal).		
12.0 Demonstrate the competencies of employability and career development –Explain the importance of employability skills and entrepreneurship skills--The student will be able to:		
12.01 Identify and demonstrate positive work behaviors needed to be employable.		
12.02 Develop personal career plan that includes goals, objectives, and strategies.		
12.03 Examine licensing, certification, and industry credentialing requirements.		
12.04 Maintain a career portfolio to document knowledge, skills, and experience.		
12.05 Evaluate and compare employment opportunities that match career goals.		
12.06 Identify and exhibit traits for retaining employment.		
12.07 Identify opportunities and research requirements for career advancement.		
12.08 Research the benefits of ongoing professional development.		
12.09 Examine and describe entrepreneurship opportunities as a career planning option.		
13.0 Use information technology tools--The students will be able to:		
13.01 Use personal information management (PIM) applications to increase workplace efficiency.		
13.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
13.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
13.04 Employ collaborative/groupware applications to facilitate group work.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
14.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance-- The students will be able to:		
14.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
14.02 Explain emergency procedures to follow in response to workplace accidents.		
14.03 Create a disaster and/or emergency response plan.		
15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment--The students will be able to:		
15.01 Describe the nature and types of business organizations.		
15.02 Explain the effect of key organizational systems on performance and quality.		
15.03 List and describe quality control systems and/or practices common to the workplace.		
15.04 Explain the impact of the global economy on business organizations.		
16.0 Describe the importance of professional ethics and legal responsibilities--The students will be able to:		
16.01 Evaluate and justify decisions based on ethical reasoning.		
16.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
16.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
16.04 Interpret and explain written organizational policies and procedures.		
17.0 Solve Problems using critical thinking skills, creativity and innovation--The student will be able to:		
17.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
17.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
17.03 Identify and document workplace performance goals and monitor progress toward those goals.		
17.04 Conduct technical research to gather information necessary for decision-making.		
18.0 Demonstrate personal money-management concepts, procedures, and strategies--The students will be able to:		
18.01 Identify and describe the services and legal responsibilities of financial institutions.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.02 Describe the effect of money management on personal and career goals.		
18.03 Develop a personal budget and financial goals.		
18.04 Complete financial instruments for making deposits and withdrawals.		
18.05 Maintain financial records.		
18.06 Read and reconcile financial statements		
18.07 Research, compare and contrast investment opportunities.		
19.0 Use appropriate equipment and supplies safely and correctly--The student will be able to:		
19.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
20.0 Demonstrate competencies identified for a specific program component--The student will be able to:		
20.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
OPTIONAL		
21.0 Demonstrate acquired skills through On-The-Job training--The student will be able to:		
21.01 Display a positive attitude toward a job.		
21.02 Demonstrate job performance skills.		
21.03 Display expected level of productivity.		
21.04 Use evaluations to improve own performance.		
21.05 Identify, organize, plan and allocate resources.		
21.06 Work cooperatively with others.		
21.07 Acquire and use information including using computers.		
21.08 Work effectively within the context of complex interrelationships.		
21.09 Work with a variety of technologies.		
21.10 Perform basic computer operations.		
Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
The student will be able to:		
22.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.		
23.0 Develop skills to locate, evaluate, and interpret career information.		
24.0 Identify and demonstrate processes for making short and long term goals.		
25.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.		
26.0 Understand the relationship between educational achievement and career choices/postsecondary options.		
27.0 Identify a career cluster and related pathways that match career and education goals.		
28.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.		
29.0 Demonstrate knowledge of technology and its application in career fields/clusters.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Special Notes

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information appearing after standard #7 is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

Primary emphasis will be given to the diagnosis of the individual's interest and aptitude, followed by involvement in appropriate occupational competencies, consistent with the individual's education level. This program is designed to allow the institution's career and technical education department in cooperation with the Division of Career and adult Education to develop student performance standards for specific instructional components based upon identified occupational titles in any of the career clusters of Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communication; Business, Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety and Security; Manufacturing; Marketing, Sales and Services; Science, Technology, Engineering and Mathematics (STEM); and Transportation, Distribution and Logistics. This curriculum framework and the adopted student performance standards will be the basis for program operation and program review. The specialized student performance standards will be based upon:

1) Serving the special needs of institution's clients with an average commitment time of four (4) to six (6) months.
2) Organized instruction provided by a qualified instructor.
3) Input from a program advisory committee composed of representatives of business and industry.
4) Documentation for evaluation and accountability purposes.

English Language Development ELD Standards Special Notes Section

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/la.pdf

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to: http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Vocational Employability Skills for Youth**
Program Type: **Non Career Preparatory**
Career Cluster: **Instructional Support Services**

Secondary – Non Career Preparatory	
Program Number	9001920
CIP Number	11990007SN
Grade Level	6-12, 30, 31
Standard Length	.5/Multiple Credits
Teacher Certification	ANY VOCATIONAL FIELD OR COVERAGE ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER
CTSO	NA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.

The purpose of this program is to provide career and technical education competencies for youth being served by Department of Juvenile Justice programs. Basic practical and job preparatory instruction is provided in the competencies necessary for a better understanding of the world of work and for entry-level employment. The specific program content includes measurable components from any of the career and technical program areas with heavy emphasis on work ethics and employability skills.

The content includes but is not limited to employability and technical skills.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is intended to provide short-term occupational education for individuals being served by Department of Juvenile Justice programs. The objective is to provide a foundation of survival skills for a transition into entry-level employment and/or additional on-the-job training.

The following table illustrates the secondary program structure:

Course Number	Course Title	Length	Level
9001920	Vocational Employability Skills for Youth	Semester	NA

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Vocational Employability Skills for Youth.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Vocational Employability Skills for Youth.
03.0   Methods and strategies for using Florida Standards for grades 09-12 Mathematical Practices in Technical Subjects for student success in Vocational Employability Skills for Youth.
04.0   Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Vocational Employability Skills for Youth.
05.0   Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Vocational Employability Skills for Youth.
06.0   Demonstrate realistic employment goals.
07.0   Describe human relations skills necessary for success in the workforce.
08.0   Identify types of communication skills necessary for successful employment.
09.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
10.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
11.0   Describe the duties and responsibilities of a successful employee.
12.0   Demonstrate the competencies of employability and career development.
13.0   Use information technology tools.
14.0   Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
15.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment.
16.0   Describe the importance of professional ethics and legal responsibilities.
17.0   Solve problems using critical thinking skills, creativity and innovation.
18.0   Demonstrate personal money-management concepts, procedures and strategies.

   OPTIONAL

19.0   Demonstrate acquired skills through on-the-job training.

Florida Department of Education
Student Performance Standards

Course Title: **Vocational Employability Skills for Youth**
Course Number: **9001920**
Course Credit: **.5**

Course Description:

This course is designed to develop competencies in employability skills and to provide short-term occupational education for for youth being served by Department of Juvenile Justice programs, usually for a duration of four (4) to twelve (12) months. The objective is to provide a foundation of survival skills for a transition into entry-level employment and/or additional on-the-job training.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Vocational Employability Skills for Youth.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question	

Florida Standards			Correlation to CTE Program Standard #
		the author seeks to address.	
		LAFS.910.RST.2.6	
	01.03	Integration of Knowledge and Ideas	
		01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
		LAFS.910.RST.3.7	
		01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
		LAFS.910.RST.3.8	
		01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
		LAFS.910.RST.3.9	
	01.04	Range of Reading and Level of Text Complexity	
		01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
		01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.	
		LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Vocational Employability Skills for Youth.		
	02.01	Text Types and Purposes	
		02.01.1 Write arguments focused on discipline-specific content.	
		LAFS.910.WHST.1.1	
		02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
		LAFS.910.WHST.1.2	
		02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	
		LAFS.910.WHST.1.3	
	02.02	Production and Distribution of Writing	
		02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
		LAFS.910.WHST.2.4	
		02.02.2 Develop and strengthen writing as needed by planning, revising, editing,	

Florida Standards			Correlation to CTE Program Standard #
		rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
		LAFS.910.WHST.2.5	
	02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
		LAFS.910.WHST.2.6	
	02.03	Research to Build and Present Knowledge	
	02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		LAFS.910.WHST.3.7	
	02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
		LAFS.910.WHST.3.8	
	02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.910.WHST.3.9	
	02.04	Range of Writing	
	02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-12 Mathematical Practices in Technical Subjects for student success in Vocational Employability Skills for Youth.		
	03.01	Make sense of problems and persevere in solving them.	
		MAFS.K12.MP.1.1	
	03.02	Reason abstractly and quantitatively.	
		MAFS.K12.MP.2.1	
	03.03	Construct viable arguments and critique the reasoning of others.	
		MAFS.K12.MP.3.1	
	03.04	Model with mathematics.	
		MAFS.K12.MP.4.1	
	03.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1	

Florida Standards	Correlation to CTE Program Standard #
03.06 Attend to precision.	
MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	
MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	
MAFS.K12.MP.8.1	
04.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Vocational Employability Skills for Youth..	
04.01 Key Ideas and Details	
04.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	
LAFS.1112.RST.1.1	
04.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	
LAFS.1112.RST.1.2	
04.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	
LAFS.1112.RST.1.3	
04.02 Craft and Structure	
04.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	
LAFS.1112.RST.2.4	
04.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	
LAFS.1112.RST.2.5	
04.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	
LAFS.1112.RST.2.6	
04.03 Integration of Knowledge and Ideas	
04.03.1 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.	
LAFS.1112.RST.3.7	
04.03.2 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	

Florida Standards			Correlation to CTE Program Standard #
		LAFS.1112.RST.3.8	
	04.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	
		LAFS.1112.RST.3.9	
04.04	Range of Reading and Level of Text Complexity		
	04.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	04.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.	
		LAFS.1112.RST.4.10	
05.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Vocational Employability Skills for Youth.		
05.01	Text Types and Purposes		
	05.01.1	Write arguments focused on discipline-specific content.	
		LAFS.1112.WHST.1.1	
	05.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
		LAFS.1112.WHST.1.2	
	05.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	
		LAFS.1112.WHST.1.3	
05.02	Production and Distribution of Writing		
	05.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
		LAFS.1112.WHST.2.4	
	05.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
		LAFS.1112.WHST.2.5	
	05.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
		LAFS.1112.WHST.2.6	
05.03	Research to Build and Present Knowledge		
	05.03.1	Conduct short as well as more sustained research projects to answer a	

Florida Standards	Correlation to CTE Program Standard #
question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
05.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
05.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
05.04 Range of Writing	
05.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.0 Demonstrate realistic employment goals--The student will be able to:		
06.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.		
06.02 Match interests and abilities with potential careers.		
07.0 Describe human relations skills necessary for success in the workforce--The student will be able to:		
07.01 Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.		
07.02 Identify and discuss the role of an employee as a team member in the workplace.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.03 Describe the use of teams in the workplace to increase productivity and product quality.		
07.04 Discuss the importance of human relations to success in the workplace.		
07.05 Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.		
07.06 Explain the importance of working effectively with diverse populations.		
07.07 Explain importance of self-management when minimum direction and supervision are given.		
07.08 Describe ethical situations in the world of work.		
07.09 Describe importance and benefits of time management.		
07.10 Identify and demonstrate steps necessary for solving problems and making decisions.		
07.11 Analyze future consequences of current decisions.		
07.12 Discuss the value of emotional self-control in the workplace.		
07.13 Explain "conflict resolution" and "dispute resolution" techniques and apply to a simulated work related problem.		
07.14 Identify and practice stress management and relaxation techniques.		
07.15 Discuss importance of practicing positive customer service skills.		
08.0 Identify types of communication skills necessary for successful employment--The student will be able to:		
08.01 Describe the importance of the proper use of grammar, vocabulary, and diction.		
08.02 Identify the appropriate way to address people.		
08.03 Identify appropriate conversation for work related settings.		
08.04 Describe listening, speaking, and nonverbal skills necessary to determine customer needs.		
08.05 List professional vocabulary appropriate for the work environment.		
08.06 Demonstrate ability to communicate in a multicultural setting.		
08.07 Identify and define commonly used customer service terms such as complaints, internal and external customers.		
08.08 Demonstrate the ability to listen to, follow, and provide directions.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.09 Demonstrate the placing/receiving of telephone calls in a businesslike manner.		
08.10 Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
09.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives--The students will be able to:		
09.01 Employ leadership skills to accomplish organizational goals and objectives.		
09.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
09.03 Conduct and participate in meetings to accomplish work tasks.		
09.04 Employ mentoring skills to inspire and teach others.		
10.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas--The students will be able to:		
10.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
10.02 Locate, organize and reference written information from various sources.		
10.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
10.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
10.05 Apply active listening skills to obtain and clarify information.		
10.06 Develop and interpret tables and charts to support written and oral communications.		
10.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
11.0 Describe the duties and responsibilities of a successful employee--The student will be able to:		
11.01 Explain how to handle customer inquiries/complaints.		
11.02 Explain how to handle difficult internal and external customers		
11.03 Explain how to interpret policies to internal and external customers.		
11.04 Classify customer services according to nature and characteristics of the activity.		
11.05 Review methods to resolve customer problems through clarifying and explaining policies and procedures.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.06 Explain the importance of stress management and relaxation techniques as they relate to job performance.		
11.07 Demonstrate an understanding of gender, age, disability, and cultural courtesy.		
11.08 Describe workplace codes of professional/business conduct.		
11.09 Explain the concepts of integrity, credibility, reliability, and perseverance.		
11.10 List the responsibilities an employer has for his/her employees (ethical, social, legal.		
12.0 Demonstrate the competencies of employability and career development –Explain the importance of employability skills and entrepreneurship skills. The student will be able to:		
12.01 Identify and demonstrate positive work behaviors needed to be employable.		
12.02 Develop personal career plan that includes goals, objectives, and strategies.		
12.03 Examine licensing, certification, and industry credentialing requirements.		
12.04 Maintain a career portfolio to document knowledge, skills, and experience.		
12.05 Evaluate and compare employment opportunities that match career goals.		
12.06 Identify and exhibit traits for retaining employment.		
12.07 Identify opportunities and research requirements for career advancement.		
12.08 Research the benefits of ongoing professional development.		
12.09 Examine and describe entrepreneurship opportunities as a career planning option.		
13.0 Use information technology tools--The students will be able to:		
13.01 Use personal information management (PIM) applications to increase workplace efficiency.		
13.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
13.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
13.04 Employ collaborative/groupware applications to facilitate group work.		
14.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance-- The students will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
14.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
14.02 Explain emergency procedures to follow in response to workplace accidents.		
14.03 Create a disaster and/or emergency response plan.		
15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment--The students will be able to:		
15.01 Describe the nature and types of business organizations.		
15.02 Explain the effect of key organizational systems on performance and quality.		
15.03 List and describe quality control systems and/or practices common to the workplace.		
15.04 Explain the impact of the global economy on business organizations.		
16.0 Describe the importance of professional ethics and legal responsibilities--The students will be able to:		
16.01 Evaluate and justify decisions based on ethical reasoning.		
16.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
16.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
16.04 Interpret and explain written organizational policies and procedures.		
17.0 Solve Problems using critical thinking skills, creativity and innovation. The student will be able to:		
17.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
17.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
17.03 Identify and document workplace performance goals and monitor progress toward those goals.		
17.04 Conduct technical research to gather information necessary for decision-making.		
18.0 Demonstrate personal money-management concepts, procedures, and strategies--The students will be able to:		
18.01 Identify and describe the services and legal responsibilities of financial institutions.		
18.02 Describe the effect of money management on personal and career goals.		
18.03 Develop a personal budget and financial goals.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.04 Complete financial instruments for making deposits and withdrawals.		
18.05 Maintain financial records.		
18.06 Read and reconcile financial statements		
18.07 Research, compare and contrast investment opportunities.		
OPTIONAL		
19.0 Demonstrate acquired skills through On-The-Job training--The student will be able to:		
19.01 Display a positive attitude toward a job.		
19.02 Demonstrate job performance skills.		
19.03 Display expected level of productivity.		
19.04 Use evaluations to improve own performance.		
19.05 Identify, organize, plan and allocate resources.		
19.06 Work cooperatively with others.		
19.07 Acquire and use information including using computers.		
19.08 Work effectively within the context of complex interrelationships.		
19.09 Work with a variety of technologies.		
19.10 Perform basic computer operations.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Special Notes

Primary emphasis will be given to the diagnosis of the individual's interest and aptitude, followed by involvement in appropriate occupational competencies, consistent with the individual's education level. This program is designed to allow the institution's career and technical education department in cooperation with the Division of Career and Adult Education to develop student performance standards for specific instructional components based upon identified occupational titles in any of the career clusters of Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communication; Business, Management and Administration; Education and Training; Energy; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety and Security; Manufacturing; Marketing, Sales and Services; Science, Technology, Engineering and Mathematics (STEM); and Transportation, Distribution and Logistics.   This curriculum framework and the adopted student performance standards will be the basis for program operation and program review. The specialized student performance standards will be based upon:

1) Serving the special needs of institution's clients with an average commitment time of four (4) to six (6) months.
2) Organized instruction provided by a qualified instructor.
3) Input from a program advisory committee composed of representatives of business and industry.
4) Documentation for evaluation and accountability purposes.

English Language Development ELD Standards Special Notes Section

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
http://www.cpalms.org/uploads/docs/standards/eld/la.pdf

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Orientation to Career and Technical Occupations and Career Planning**
Program Type: **Orientation/Exploratory and Career Planning**
Career Cluster: **Diversified Education**

Secondary – Middle School	
Program Number	9100110
CIP Number	10989999CE
Grade Level	6-8
Standard Length	Semester
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE
CTSO	ANY
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Diversified Education.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Identify the resources and technology for career planning.
02.0   Identify available career and technical employment opportunities.
03.0   Identify components of self-understanding.
04.0   Define and demonstrate cognitive skills.
05.0   Identify and apply a variety of learning techniques and styles.
06.0   Develop effective communication skills.
07.0   Demonstrate leadership skills.
08.0   Demonstrate workplace readiness skills.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

09.0   Describe the influences that societal, economic, and technological changes have on employment trends and future training.
10.0   Develop skills to locate, evaluate, and interpret career information.
11.0   Identify and demonstrate processes for making short and long term goals.
12.0   Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
13.0   Understand the relationship between educational achievement and career choices/postsecondary options.
14.0   Identify a career cluster and related pathways through an interest assessment that match career and education goals.
15.0   Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
16.0   Demonstrate knowledge of technology and its application in career fields/clusters.

Florida Department of Education
Student Performance Standards

Course Title: **Orientation to Career and Technical Occupations**
Course Number: **9100110**
Course Length: **Semester**

Course Description:

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Diversified Education.

CTE Standards and Benchmarks
01.0   Identify the resources and technology for career planning – the student will be able to:
01.01   Using a variety of resources, assess personal abilities, temperaments, interests, values, experiences, personality traits, academic abilities, and work preferences.
01.02   Identify non-traditional career options.
01.03   Identify high skill/high wage occupations requiring specialized training with growth potential for future employment.
01.04   Using assessments and inventories, match results to a career goal.
01.05   Describe the steps involved in planning for education, career, and life goals.
01.06   Develop a career plan to include training/education requirements, tasks/responsibilities, employment prospects, and career/advancement opportunities.
01.07   Discuss advantages/disadvantages of entering the military, attending a trade/technical school, and/or enrolling at a community college/four-year university.
01.08   Begin creating a portfolio of documents for job placement.
02.0   Identify available career and technical employment opportunities – the student will be able to:
02.01   Identify employment opportunities in the area of Agriscience and Natural Resources.
02.02   Identify employment opportunities in the area of Construction.
02.03   Identify employment opportunities in the area of Manufacturing.
02.04   Identify employment opportunities in the area of Logistics, Transportation, and Distribution Services.

	02.05	Identify employment opportunities in the area of Information Technology Services.
	02.06	Identify employment opportunities in the area of Wholesale/Retail Sales and Services.
	02.07	Identify employment opportunities in the area of Financial Services.
	02.08	Identify employment opportunities in the area of Hospitality and Tourism.
	02.09	Identify employment opportunities in the area of Business and Administrative Services.
	02.10	Identify employment opportunities in the area of Health Services.
	02.11	Identify employment opportunities in the area of Human Services.
	02.12	Identify employment opportunities in the area of Arts and Communication Services.
	02.13	Identify employment opportunities in the area of Legal and Protective Services.
	02.14	Identify employment opportunities in the area of Scientific, Engineering, and Technical Services.
03.0		Identify components of self-understanding – the student will be able to:
	03.01	Explain how values are acquired and changed.
	03.02	Explain how work is affected by values.
	03.03	Identify how individuals from diverse backgrounds offer unique contributions.
	03.04	Discuss methods for adapting learning styles to the method of instructional delivery.
04.0		Define and demonstrate cognitive skills – the student will be able to:
	04.01	Describe importance of time management to complete tasks accurately and on time.
	04.02	Outline strategies for effective time management.
	04.03	Describe role and relationship between values, aptitudes, abilities, and goal setting and attainment of academic and occupational skills.
	04.04	Set personal goals and develop a plan of action to achieve those goals.
	04.05	Identify problems and consequences of meeting goals.
	04.06	Describe ways to deal with success and failure.

CTE Standards and Benchmarks		
	04.07	Exhibit awareness of and respect for others.
	04.08	Demonstrate ways to improve test-taking skills, including preparing for standardized tests.
	04.09	Explain the steps in decision making.
	04.10	Identify the process involved in problem solving.
	04.11	Develop an action plan for solving problems and making decisions.
	04.12	Identify strategies for building self-esteem and enhancing decision-making skills.
	04.13	Demonstrate knowledge of the planning process.
	04.14	Demonstrate ability to think creatively and generate new ideas.
	04.15	Demonstrate the ability to conduct a systematic analysis of personal strengths and weaknesses.
05.0	Identify and apply a variety of learning techniques and styles – the student will be able to:	
	05.01	Describe the advantages of good note taking/outlining and listening skills.
	05.02	Explain and apply a variety of strategies for knowledge retention of specific data, etc.
	05.03	Describe and apply study techniques.
	05.04	Discuss and employ a variety of test-taking strategies.
	05.05	Discuss the seven intelligences as identified by Howard Gardner (musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal).
	05.06	Discuss styles of learning as identified by Anthony Gregorc (concrete sequential, abstract sequential, abstract random, concrete random).
	05.07	Identify learning style as auditory language, visual language, auditory numerical, visual numerical, and/or auditory-visual-kinesthetic combination.
06.0	Develop effective communication skills – the student will be able to:	
	06.01	Identify the effectiveness of assertive, aggressive, and passive communication.
	06.02	Dramatize the impact of non-verbal behavior on communication.
	06.03	Develop ways to provide effective feedback and deal with criticism.
	06.04	Describe the importance of the proper use of grammar, vocabulary, diction, and etiquette.

CTE Standards and Benchmarks	
06.05	Demonstrate ability to communicate in a multicultural setting.
06.06	Demonstrate ability to listen to, follow, and provide directions.
06.07	Participate in group and committee discussions to reach group consensus.
06.08	Write, edit, and revise a communication so that it presents information in a clear, correct, concise, complete, consistent, and courteous manner.
07.0	Demonstrate leadership skills – the student will be able to:
07.01	Demonstrate ability to negotiate, resolve conflict through peer mediation, handle stress, deal with undesirable behavior in others, share in task accomplishment, and build positive working relationships with others.
07.02	Identify characteristics of a leader and team member.
07.03	Define and practice brainstorming.
07.04	Describe the use of teams to increase productivity.
07.05	Demonstrate business and social etiquette.
08.0	Demonstrate workplace readiness skills – the student will be able to:
08.01	Identify resources used in a job search.
08.02	Discuss importance of drug tests and criminal background checks in identifying possible employment options.
08.03	Identify steps of the job application process including arranging for references and proper documentation (e.g., green card).
08.04	Demonstrate appropriate dress and grooming for employment.
08.05	Identify documents that may be required when applying for a job.
08.06	Prepare a résumé (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, letter of recommendation.
08.07	Complete a job application form neatly, legibly, and error free.
08.08	Demonstrate competence in job interview techniques (behavioral).
Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes. The student will be able to**:**	

CTE Standards and Benchmarks	
09.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.
10.0	Develop skills to locate, evaluate, and interpret career information.
11.0	Identify and demonstrate processes for making short and long term goals.
12.0	Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
13.0	Understand the relationship between educational achievement and career choices/postsecondary options.
14.0	Identify a career cluster and related pathways through an interest assessment that match career and education goals.
15.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
16.0	Demonstrate knowledge of technology and its application in career fields/clusters.

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

Career Planning

The requirements of section 1003.4156 (1) (e), Florida Statutes, have been integrated into this course. The statute requires that students take a career and education planning course that must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course requirements, go to http://www.fldoe.org/workforce/ced/.

Career and Technical Student Organization (CTSO)

Any CTSO is an intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Exploration of Career and Technical Occupations**
Program Type: **Orientation/Exploratory**
Career Cluster: **Diversified Education**

Secondary – Middle School	
Program Number	9100210
CIP Number	10989999EX
Grade Level	6-8
Standard Length	Semester
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE COOR WK EXP @7 7G
CTSO	N/A
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Exploration of Career and Technical Occupations. To give students initial exposure to the skills and attitudes associated with occupations in a diverse range of careers.

The content of this course will consist of the content contained in two or more existing exploration courses and may include instruction in making a career choice and the basic employability skills needed to locate, secure, and maintain employment.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

<u>Standards</u>

The intended outcomes for this course will be those outcomes that are selected from other exploration courses and may also include instruction in making a career choice and in the basic employability skills needed to locate, secure, and maintain employment.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
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Florida Department of Education
Curriculum Framework

Program Title: **Orientation to Career and Technical Occupations**
Program Type: **Orientation/Exploratory**
Career Cluster: **Diversified Education**

Secondary – Middle School	
Program Number	9100310
CIP Number	10989999OR
Grade Level	6-8
Standard Length	Semester
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE
CTSO	ANY
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Orientation to Career and Technical Occupations.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

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English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

<u>Standards</u>

After successfully completing this program, the student will be able to perform the following:

01.0   Identify the resources and technology for career planning.
02.0   Identify available career and technical employment opportunities.
03.0   Identify components of self-understanding.
04.0   Define and demonstrate cognitive skills.
05.0   Identify and apply a variety of learning techniques and styles.
06.0   Develop effective communication skills.
07.0   Demonstrate leadership skills.
08.0   Demonstrate workplace readiness skills.

Florida Department of Education
Student Performance Standards

Course Title: **Orientation to Career and Technical Occupations**
Course Number: **9100310**
Course Length: **Semester**

CTE Standards and Benchmarks
01.0 Identify the resources and technology for career planning – the student will be able to:
01.01 Using a variety of resources, assess personal abilities, temperaments, interests, values, experiences, personality traits, academic abilities, and work preferences.
01.02 Identify non-traditional career options.
01.03 Identify high skill/high wage occupations requiring specialized training with growth potential for future employment.
01.04 Using assessments and inventories, match results to a career goal.
01.05 Describe the steps involved in planning for education, career, and life goals.
01.06 Develop a career plan to include training/education requirements, tasks/responsibilities, employment prospects, and career/advancement opportunities.
01.07 Discuss advantages/disadvantages of entering the military, attending a trade/technical school, and/or enrolling at a community college/four-year university.
01.08 Begin creating a portfolio of documents for job placement.
02.0 Identify available career and technical employment opportunities – the student will be able to:
02.01 Identify employment opportunities in the area of Agriscience and Natural Resources.
02.02 Identify employment opportunities in the area of Construction.
02.03 Identify employment opportunities in the area of Manufacturing.
02.04 Identify employment opportunities in the area of Logistics, Transportation, and Distribution Services.
02.05 Identify employment opportunities in the area of Information Technology Services.
02.06 Identify employment opportunities in the area of Wholesale/Retail Sales and Services.
02.07 Identify employment opportunities in the area of Financial Services.

	02.08	Identify employment opportunities in the area of Hospitality and Tourism.
	02.09	Identify employment opportunities in the area of Business and Administrative Services.
	02.10	Identify employment opportunities in the area of Health Services.
	02.11	Identify employment opportunities in the area of Human Services.
	02.12	Identify employment opportunities in the area of Arts and Communication Services.
	02.13	Identify employment opportunities in the area of Legal and Protective Services.
	02.14	Identify employment opportunities in the area of Scientific, Engineering, and Technical Services.
03.0	Identify components of self-understanding – the student will be able to:	
	03.01	Explain how values are acquired and changed.
	03.02	Explain how work is affected by values.
	03.03	Identify how individuals from diverse backgrounds offer unique contributions.
	03.04	Discuss methods for adapting learning styles to the method of instructional delivery.
04.0	Define and demonstrate cognitive skills – the student will be able to:	
	04.01	Describe importance of time management to complete tasks accurately and on time.
	04.02	Outline strategies for effective time management.
	04.03	Describe role and relationship between values, aptitudes, abilities, and goal setting and attainment of academic and occupational skills.
	04.04	Set personal goals and develop a plan of action to achieve those goals.
	04.05	Identify problems and consequences of meeting goals.
	04.06	Describe ways to deal with success and failure.
	04.07	Exhibit awareness of and respect for others.
	04.08	Demonstrate ways to improve test-taking skills, including preparing for standardized tests.
	04.09	Explain the steps in decision-making.

CTE Standards and Benchmarks		
	04.10	Identify the process involved in problem solving.
	04.11	Develop an action plan for solving problems and making decisions.
	04.12	Identify strategies for building self-esteem and enhancing decision-making skills.
	04.13	Demonstrate knowledge of the planning process.
	04.14	Demonstrate ability to think creatively and generate new ideas.
	04.15	Demonstrate the ability to conduct a systematic analysis of personal strengths and weaknesses.
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	05.02	Explain and apply a variety of strategies for knowledge retention of specific data, etc.
	05.03	Describe and apply study techniques.
	05.04	Discuss and employ a variety of test-taking strategies.
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	06.02	Dramatize the impact of non-verbal behavior on communication.
	06.03	Develop ways to provide effective feedback and deal with criticism.
	06.04	Describe the importance of the proper use of grammar, vocabulary, diction, and etiquette.
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	06.07	Participate in group and committee discussions to reach group consensus.

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	07.05 Demonstrate business and social etiquette.
08.0	Demonstrate workplace readiness skills – the student will be able to:
	08.01 Identify resources used in a job search.
	08.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.
	08.03 Identify steps of the job application process including arranging for references and proper documentation (e.g., green card).
	08.04 Demonstrate appropriate dress and grooming for employment.
	08.05 Identify documents that may be required when applying for a job.
	08.06 Prepare a résumé (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, letter of recommendation.
	08.07 Complete a job application form neatly, legibly, and error free.
	08.08 Demonstrate competence in job interview techniques (behavioral).

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

Career and Technical Student Organization (CTSO)

Any CTSO is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: Career Education Services for Students with Disabilities
Program Type: Career Preparatory
Career Cluster: Instructional Support Services

Secondary – Career Preparatory	
Program Number	9603100
CIP Number	S9900005SN
Grade Level	6-12, 30
Standard Length	8 CR
Teacher Certification	ANY VOCATIONAL FIELD OR COVERAGE
CTSO	CTSO Applicable to related CTE program
SOC Codes (all applicable)	SOC applicable to related CTE program
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills. Once the OCP is earned for a completed course, the student must move to the next course with a new set of objectives as listed in the IEP or 504 plan.

This program provides specialized career education for students with disabilities. Competencies in job preparatory instruction are provided that will prepare students for competitive employment in an occupation for which they have been trained. The program is individualized for each student through the Individual Educational Plan (IEP) process and includes selected competencies from one or more of the career areas. This allows the student with disability the opportunity to prepare for an industry certification as stated in the IEP. This program is only to be used with students with a disability who have an IEP or 504 plan.

The content includes but is not limited to determining employment goals, demonstrating employability skills, demonstrating self-advocacy skills, the use of technology, tools, equipment and supplies. Each course must incorporate competencies from one or more career and technical education program.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of multiple courses that are completed as specified on an individual plan for each student. The courses are designed to reflect the wide range of abilities within the population of students with disabilities. The courses integrate selected program standards from one or more Career and Technical Education Programs. The particular outcomes and student performance standards which the secondary student must master to earn credit must be specified on an individual basis. When the student masters the individually determined student performance objectives in the IEP, the student is reported as a completer of the OCP in which they are enrolled. The student IEP would then be updated to include competencies for the next OCP.

A student may earn multiple credits. Multiple credits may be earned sequentially or simultaneously, to a maximum of 8 credits. The particular outcomes and student performance standards which the secondary student must master to earn credit must be specified on an individual basis. A student earns a credit when the student performance standards stated on the IEP are mastered. When the student completes one OCP and enrolls in the next course, a new IEP must be written with new student performance standards to be mastered. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan (Transition IEP). Documentation of mastery of the student performance standards must be maintained

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	9603110	Career Education Services for Students with Disabilities 1	1 CR	SOC applicable to related CTE program	NA
B	9603120	Career Education Services for Students with Disabilities 2	1 CR	SOC applicable to related CTE program	NA
C	9603130	Career Education Services for Students with Disabilities 3	1 CR	SOC applicable to related CTE program	NA
D	9603140	Career Education Services for Students with Disabilities 4	1 CR	SOC applicable to related CTE program	NA
E	9603150	Career Education Services for Students with Disabilities 5	1 CR	SOC applicable to related CTE program	NA
F	9603160	Career Education Services for Students with Disabilities 6	1 CR	SOC applicable to related CTE program	NA
G	9603170	Career Education Services for Students with Disabilities 7	1 CR	SOC applicable to related CTE program	NA
H	9603180	Career Education Services for Students with Disabilities 8	1 CR	SOC applicable to related CTE program	NA

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important "processes

and proficiencies" with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in the selected CTE program.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in the selected CTE program.
03.0   Methods and strategies for using Florida Standards for grades 09-12 Mathematical Practices in Technical Subjects for student success in the selected CTE program.
04.0   Demonstrate realistic employment goals.
05.0   Describe human relations skills necessary for success in the workforce.
06.0   Develop a familiarity with the information technology.
07.0   Develop individualized education and career plans.
08.0   Develop a familiarity with the information technology.
09.0   Identify the educational requirements, tasks performed, and employment opportunities for individuals who wish to enter occupations related to the field of study in which the student is enrolled.
10.0   Practice quality performance.
11.0   Demonstrate and incorporate workplace safety procedures.
12.0   Identify and demonstrate processes for making short and long term goals.
13.0   Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in the selected CTE program.
14.0   Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in the selected CTE program.
15.0   Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in the selected CTE program.
16.0   Explain the impact of technology on occupations related to the field of study in which the student is enrolled.
17.0   Demonstrate proper and safe procedures while working with tools, equipment, systems and materials.
18.0   Identify terminology related to the chosen occupation.
19.0   Demonstrate job seeking and employability skills.
20.0   Demonstrate an understanding of workplace safety.
21.0   Demonstrate an understanding of workplace organization.
22.0   Describe leadership and organizational skills.
23.0   Describe the roles within teams, work units, departments, organizations and the larger environment.
24.0   Discuss individual interests, aptitudes, and opportunities as they relate to the chosen career.
25.0   Identify career and employment opportunities.
26.0   Demonstrate personal productivity.
27.0   Describe the duties and responsibilities of a successful employee.
28.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
29.0   Identify types of mathematical skills necessary for successful employment.
30.0   Demonstrate industry related mathematical skills based on CTE competencies.

31.0   Demonstrate industry related science knowledge and skills based on CTE competencies.
32.0   Demonstrate industry related language arts skills based on CTE competencies.
33.0   Identify types of communication skills necessary for successful employment.
34.0   Solve problems using critical thinking skills, creativity and innovation.
35.0   Use information technology tools.
36.0   Identify a career cluster and related pathways that match career and education goals.
37.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
38.0   Apply leadership and communication skills.
39.0   Exhibit positive human relations and leadership skills.
40.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
41.0   Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
42.0   Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
43.0   Demonstrate the competencies of employability and career development.
44.0   Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
45.0   Describe the importance of professional ethics and legal responsibilities.
46.0   Use appropriate equipment and supplies safely and correctly.
47.0   Demonstrate competencies identified for a specific program component.
48.0   Demonstrate knowledge of job accommodations and apply skills related to self-determination and self-advocacy.
49.0   Demonstrate personal money-management concepts, procedures and strategies.
50.0   Research and discuss career and employment opportunities.
51.0   Describe the rights, responsibilities and benefits of employment.
52.0   Understand the benefits of disclosure.
53.0   Understand how to request job accommodations.
54.0   Demonstrate a knowledge of self-advocacy.
55.0   Develop skills to locate, evaluate, and interpret career information.
56.0   Describe the influences that societal, economic, and technological changes have on employment trends and future training.
57.0   Develop skills to locate, evaluate, and interpret career information.
58.0   Identify and demonstrate processes for making short and long term goals.
59.0   Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
60.0   Understand the relationship between educational achievement and career choices/postsecondary options.
61.0   Identify a career cluster and related pathways that match career and education goals.
62.0   Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
63.0   Demonstrate knowledge of technology and its application in the chosen career fields/clusters.

OPTIONAL
64.0   Demonstrate acquired skills through On-The-Job training.

**Florida Department of Education
Student Performance Standards**

Course Title: **Career Education Services for Students with Disabilities 1**
Course Number: **9603110**
Course Credit: **1 CR**

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in the selected CTE program.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question	

		the author seeks to address.	
		LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas		
	01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
		LAFS.910.RST.3.7	
	01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
		LAFS.910.RST.3.8	
	01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
		LAFS.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity		
	01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.	
		LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in the selected CTE program.		
02.01	Text Types and Purposes		
	02.01.1	Write arguments focused on discipline-specific content.	
		LAFS.910.WHST.1.1	
	02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
		LAFS.910.WHST.1.2	
	02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	
		LAFS.910.WHST.1.3	
02.02	Production and Distribution of Writing		
	02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
		LAFS.910.WHST.2.4	

02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-12 Mathematical Practices in Technical Subjects for student success in the selected CTE program.		
03.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1		
03.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1		
03.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1		
03.04 Model with mathematics. MAFS.K12.MP.4.1		

Florida Standards	Correlation to CTE Program Standard #
03.05 Use appropriate tools strategically. MAFS.K12.MP.5.1	
03.06 Attend to precision. MAFS.K12.MP.6.1	
03.07 Look for and make use of structure. MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning. MAFS.K12.MP.8.1	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate realistic employment goals--The student will be able to:		
04.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.		
04.02 Match interests and abilities with potential careers.		
05.0 Describe human relations skills necessary for success in the workforce--The student will be able to:		
05.01 Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.		
05.02 Identify and discuss the role of an employee as a team member in the workplace.		
05.03 Describe the use of teams in the workplace to increase productivity and product quality.		
05.04 Discuss the importance of human relations to success in the workplace.		
05.05 Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.		
06.0 Develop a familiarity with information technology--The student will be able to:		
06.01 Develop keyboarding skills to enter and manipulate text and data.	LAFS.910.L.1.2 LAFS.910.SL.1.2, 2.5 LAFS.910.W.2.6 LAFS.1112.L.1.2 LAFS.1112.SL.1.2, 2.5 LAFS.1112.W.2.6	
06.02 Use reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 4.10	
07.0 Develop individualized education and career plans--The student will be able to:		
07.01 Describe the steps involved in planning for education, career, and life goals.		
07.02 Use a variety of sources and methods to determine career interests and abilities.		
07.03 Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.		
07.04 Identify non-traditional career options.		
07.05 Develop a career plan to include training/education requirements, tasks/responsibilities, employment prospects, and career/advancement opportunities.		
Competencies from one or more CTE programs must be included in this coursework.		

Florida Department of Education
Student Performance Standards

Course Title: Career Education Services for Students with Disabilities 2
Course Number: 9603120
Course Credit: 1 CR

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in the selected CTE program.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question	

Florida Standards	Correlation to CTE Program Standard #
the author seeks to address.	
LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas	
01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
LAFS.910.RST.3.7	
01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
LAFS.910.RST.3.8	
01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity	
01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.	
LAFS.910.RST.4.10	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in the selected CTE program.	
02.01 Text Types and Purposes	
02.01.1 Write arguments focused on discipline-specific content.	
LAFS.910.WHST.1.1	
02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
LAFS.910.WHST.1.2	
02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	
LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing	
02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
LAFS.910.WHST.2.4	

Florida Standards			Correlation to CTE Program Standard #
	02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
	02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge		
	02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
	02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
	02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing		
	02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-12 Mathematical Practices in Technical Subjects for student success in the selected CTE program.		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1		
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1		
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1		
03.04	Model with mathematics. MAFS.K12.MP.4.1		

Florida Standards	Correlation to CTE Program Standard #
03.05 Use appropriate tools strategically. MAFS.K12.MP.5.1	
03.06 Attend to precision. MAFS.K12.MP.6.1	
03.07 Look for and make use of structure. MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning. MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate realistic employment goals--The student will be able to:		
04.03 Identify knowledge and additional skills necessary for job or career of interest		
04.04 Determine time-frame for achieving necessary skills for desired job or career of interest		
08.0 Develop a familiarity with information technology--The student will be able to:		
08.01 Demonstrate proper work-related internet use and security.		
08.02 Select and use appropriate devices, services, and applications for telecommunications.		
08.03 Utilize presentation software to communicate ideas to a group.		
08.04 Utilize word processing software to produce workplace documents.		
08.05 Utilize spreadsheet software to create meaningful workplace records.		
08.06 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources.		
08.07 Use different types of web search engines effectively to locate information.		
08.08 Demonstrate ways to communicate effectively using Internet technology.		
08.09 Employ computer operations applications to access, create, manage, integrate, and store information.		
08.10 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
09.0	Identify the educational requirements, tasks performed, and employment opportunities for individuals who wish to enter occupations related to the field of study in which the student is enrolled--The student will be able to:		
	09.01 Identify the career area of study in which they wish to enroll.		
	09.02 Research and identify the educational requirements of the occupation in which they wish to work.		
	09.03 Identify the job tasks that the occupation will require.		
10.0	Practice quality performance--The student will be able to:		
	10.01 Maintains an organized work area.		
	10.02 Uses equipment, technology, and work strategies to improve workflow.		
	10.03 Carries out written and verbal directions accurately.		
	10.04 Completes work efficiently and effectively.		
	10.05 Adheres to worksite regulations and practices.		
11.0	Demonstrate and incorporate workplace safety procedures--The student will be able to:		
	11.01 Describe how to follow workplace procedures for hazards and incidents.		
	11.02 Describe the procedure for identifying, dealing with, or reporting a hazard.		
	11.03 Describe how to assess and control risks.		
12.0	Identify and demonstrate processes for making short and long term goals--The student will be able to:		
	12.01 Identify short term goals and how to reach them.		
	12.02 Identify long-term goals and set up a time line to meet the goals.		
	12.03 Demonstrate the ability to categorize goals into area of importance and urgency.		
	Competencies from one or more CTE programs must be included in this coursework.		

Florida Department of Education
Student Performance Standards

Course Title: **Career Education Services for Students with Disabilities 3**
Course Number: **9603130**
Course Credit: **1 CR**

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Florida Standards	Correlation to CTE Program Standard #
13.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in the selected CTE program.	
13.01 Key Ideas and Details	
13.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
13.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
13.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
13.02 Craft and Structure	
13.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
13.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
13.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	

Florida Standards	Correlation to CTE Program Standard #
13.03 Integration of Knowledge and Ideas	
13.03.1 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
13.03.2 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
13.03.3 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
13.04 Range of Reading and Level of Text Complexity	
13.04.1 By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
13.04.2 By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
14.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in the selected CTE program.	
14.01 Text Types and Purposes	
14.01.1 Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
14.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
14.02 Production and Distribution of Writing	
14.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
14.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
14.02.3 Use technology, including the Internet, to produce, publish, and update	

Florida Standards			Correlation to CTE Program Standard #
		individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
	14.03	Research to Build and Present Knowledge	
	14.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
	14.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
	14.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
	14.04	Range of Writing	
	14.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
15.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Applied Robotics.		
	15.01	Text Types and Purposes	
	15.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
	15.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
	15.02	Production and Distribution of Writing	
	15.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
	15.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

Florida Standards	Correlation to CTE Program Standard #
LAFS.1112.WHST.2.5	
15.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
LAFS.1112.WHST.2.6	
15.03 Research to Build and Present Knowledge	
15.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
LAFS.1112.WHST.3.7	
15.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
LAFS.1112.WHST.3.8	
15.03.3 Draw evidence from informational texts to support analysis, reflection, and research.	
LAFS.1112.WHST.3.9	
15.04 Range of Writing	
15.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
LAFS.1112.WHST.4.10	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.0 Explain the impact of technology on occupations related to the field of study in which the student is enrolled--The student will be able to:		
16.01 Create a project using an integrated software package.		
16.02 Create a presentation utilizing a multimedia software package.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.03 Evaluate a specific company's policy for insuring security and protection of computerized data.		
16.04 Demonstrate uses of equipment to process information (e.g., 10-key, electronic cash register, OCR scanner, financial calculator, computer).		
07.0 Develop individualized education and career plans--The student will be able to:		
07.06 Identify what courses of study will be needed to reach their educational goal.		
07.07 Identify courses of study that must be completed to reach their employment goal.		
07.08 Develop a time line to show which courses will be taken during high school and which will be taken as postsecondary coursework.		
17.0 Demonstrate proper and safe procedures while working with tools, equipment, systems and materials--The student will be able to:		
17.01 Inspect personal protective equipment (PPE) to determine if it is safe to use.		
17.02 Visually inspect tools or equipment to determine if they are safe to use.		
17.03 Properly don and remove PPE.		
17.04 Demonstrate how to keep work area tidy and properly store equipment.		
18.0 Identify terminology related to the chosen occupation--The students will be able to:		
18.01 Identify vocabulary specific to their career field.		
18.02 Use the proper vocabulary when discussing their chosen career.		
19.0 Demonstrate job seeking and employability skills--The students will be able to:		
19.01 Identify resources used in a job search (e.g., newspaper, Internet, networking).		
19.02 Discuss importance of drug tests and criminal background checks in identifying possible employment opportunities.		
19.03 Identify steps of the job application process including arranging for references and proper documentation (e.g., green card).		
19.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).		
19.05 Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.		
19.06 Demonstrate appropriate dress and grooming for employment.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
19.07 Demonstrate effective interviewing skills (behavioral).		
19.08 Describe methods for handling illegal interview and application questions.		
19.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).		
19.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.		
19.11 Describe importance of producing quality work and meeting performance standards.		
19.12 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).		
19.13 Identify how to prepare for job separation and re-employment.		
19.14 Write a job description that includes the responsibilities of an entry-level position.		
19.15 Prepare a classified ad for an entry-level position.		
19.16 Create a list of interview questions for an entry-level position.		
Competencies from one or more CTE programs must be included in this coursework		

**Florida Department of Education
Student Performance Standards**

Course Title: **Career Education Services for Students with Disabilities 4**
Course Number: **9603140**
Course Credit: **1 CR**

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Florida Standards	Correlation to CTE Program Standard #
13.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in the selected CTE program.	
13.01 Key Ideas and Details	
13.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
13.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
13.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
13.02 Craft and Structure	
13.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
13.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
13.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	

13.03		Integration of Knowledge and Ideas	
	13.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
	13.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
	13.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
13.04		Range of Reading and Level of Text Complexity	
	13.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	13.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
14.0		Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in the selected CTE program.	
14.01		Text Types and Purposes	
	14.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
	14.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
14.02		Production and Distribution of Writing	
	14.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
	14.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
	14.02.3	Use technology, including the Internet, to produce, publish, and update	

Florida Standards	Correlation to CTE Program Standard #
individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
14.03 Research to Build and Present Knowledge	
14.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
14.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
14.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
14.04 Range of Writing	
14.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
15.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Applied Robotics.	
15.01 Text Types and Purposes	
15.01.1 Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
15.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
15.02 Production and Distribution of Writing	
15.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
15.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

Florida Standards			Correlation to CTE Program Standard #
		LAFS.1112.WHST.2.5	
	15.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
		LAFS.1112.WHST.2.6	
15.03	Research to Build and Present Knowledge		
	15.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		LAFS.1112.WHST.3.7	
	15.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
		LAFS.1112.WHST.3.8	
	15.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.1112.WHST.3.9	
15.04	Range of Writing		
	15.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		LAFS.1112.WHST.4.10	

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
20.0	Demonstrate an understanding of workplace safety--The student will be able to:		
	20.01 Communicate that workers must follow instruction and act in a way that does not place at risk their own health or safety or that of any other person.		
	20.02 Design a chart that illustrates safety guidelines.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.0 Demonstrate an understanding of workplace organization.--The student will be able to:		
21.01 Identify role in family, circle of friends, school, and other groups/committees.		
21.02 Illustrate the hierarchy of a company.		
21.03 Define vision and mission statements.		
22.0 Describe leadership and organizational skills.--The student will be able to:		
22.01 Employ leadership skills to accomplish organizational goals and objectives.		
22.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
22.03 Conduct and participate in meetings to accomplish work tasks.		
22.04 Employ mentoring skills to inspire and teach others.		
23.0 Describe the roles within teams, work units, departments, organizations and the larger environment--The students will be able to:		
23.01 Define teamwork.		
23.02 Employ teamwork in working towards a common goal.		
23.03 Analyze how own actions impact the overall organization.		
24.0 Discuss individual interests, aptitudes, and opportunities as they relate to the chosen career--The students will be able to:		
24.01 Use a variety of sources and methods to determine career interests and abilities.		
24.02 Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.		
24.03 Identify non-traditional career options.		
24.04 Debate how educational level affects career choice.		
24.05 Explain importance of networking when researching occupations.		
24.06 Identify advantages of attending a trade or technical school.		
24.07 Identify career training available in the military services.		
25.0 Identify career and employment opportunities--The students will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
25.01 Research and identify job opportunities in their chosen career.		
25.02 Research and identify starting and average salaries for their chosen career.		
26.0 Demonstrate personal productivity--The students will be able to:		
26.01 Models behaviors that demonstrate self-discipline, reliability, and dependability		
26.02 Acts in a professional, respectful, and non-offensive manner while under pressure		
26.03 Employs critical thinking skills to determine the best options or outcomes when faced with a challenging situation		
26.04 Respond to situations and/or requests in a timely manner		
27.0 Describe the duties and responsibilities of a successful employee--The students will be able to:		
27.01 Explain how to handle customer inquiries/complaints.		
27.02 Explain how to handle difficult internal and external customers		
27.03 Explain how to interpret policies to internal and external customers.		
27.04 Classify customer services according to nature and characteristics of the activity.		
27.05 Review methods to resolve customer problems through clarifying and explaining policies and procedures.		
27.06 Explain the importance of stress management and relaxation techniques as they relate to job performance.		
27.07 Demonstrate an understanding of gender, age, disability, and cultural courtesy.		
27.08 Describe workplace codes of professional/business conduct.		
27.09 Explain the concepts of integrity, credibility, reliability, and perseverance.		
27.10 List the responsibilities an employer has for his/her employees (ethical, social, legal.)		
Competencies from one or more CTE programs must be included in this coursework		

Florida Department of Education
Student Performance Standards

Course Title: Career Education Services for Students with Disabilities 5
Course Number: 9603150
Course Credit: 1 CR

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
28.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas--The student will be able to:		
28.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
28.02 Locate, organize and reference written information from various sources.		
28.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences		
28.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
28.05 Apply active listening skills to obtain and clarify information.		
28.06 Develop and interpret tables and charts to support written and oral communications.		
28.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
28.08 Develop and interpret tables and charts to support written and oral communications.		
28.09 Describe the importance of the proper use of grammar, vocabulary, and diction.		
28.10 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
28.11 Apply active listening skills to obtain and clarify information.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
28.12 Demonstrate ability to communicate in a multicultural setting.		
28.13 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
28.14 Develop and interpret tables and charts to support written and oral communications.		
28.15 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
28.16 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
29.0 Identify types of mathematical skills necessary for successful employment--The student will be able to:		
29.01 Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.		
29.02 Compute different methods of monetary compensation (e.g., annual salary, hourly wage, commission, piecework).		
29.03 Calculate exemptions, deductions, and taxable income and use tax tables to prepare a federal income tax form.		
29.04 Prepare a balanced budget based on income and expenses.		
29.05 Describe importance of maintaining an accurate checkbook balance.		
29.06 Identify mathematical skills used by employees in a variety of career fields (e.g., electricians and apply electrical formulas to calculate watts, amps, ohms, or volts).		
30.0 Demonstrate industry related mathematics knowledge and skills based on CTE competencies--The students will be able to:		
30.01 Demonstrate knowledge of arithmetic operations.		
30.02 Analyze and apply data and measurements to solve problems and interpret documents.		
30.03 Construct charts/tables/graphs using functions and data.		
31.0 Demonstrate industry related science knowledge and skills based on CTE competencies--The students will be able to:		
31.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.		
31.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.		
32.0 Demonstrate industry related language arts knowledge and skills based on CTE competencies--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
32.01 Locate, comprehend and evaluate key elements of oral and written information.		
32.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		
32.03 Present information formally and informally for specific purposes and audiences.		
33.0 Identify types of communication skills necessary for successful employment--The students will be able to:		
33.01 Describe the importance of the proper use of grammar, vocabulary, and diction.		
33.02 Identify the appropriate way to address people.		
33.03 Identify appropriate conversation for work related settings.		
33.04 Describe listening, speaking, and nonverbal skills necessary to determine customer needs.		
33.05 List professional vocabulary appropriate for the work environment		
33.06 Demonstrate ability to communicate in a multicultural setting		
33.07 Identify and define commonly used customer service terms such as complaints, internal and external customers.		
33.08 Demonstrate the ability to listen to, follow, and provide directions		
33.09 Demonstrate the placing/receiving of telephone calls in a businesslike manner.		
33.10 Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
34.0 Solve problems using critical thinking skills, creativity and innovation--The student will be able to:		
34.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
34.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
34.03 Identify and document workplace performance goals and monitor progress toward those goals.		
34.04 Conduct technical research to gather information necessary for decision-making.		
35.0 Use information technology tools--The student will be able to:		
35.01 Use personal information management (PIM) applications to increase workplace efficiency.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
35.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
35.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
35.04 Employ collaborative/groupware applications to facilitate group work.		
36.0 Identify a career cluster and related pathways that match career and education goals—The student will be able to:		
36.01 List Florida's seventeen career clusters.		
36.02 Research the national career clusters website http://www.careerclusters.org.		
36.03 Identify a career cluster and related pathways through an interest assessment that match career and education goals.		
36.04 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals		
Competencies from one or more CTE programs must be included in this coursework.		

Florida Department of Education
Student Performance Standards

Course Title: Career Education Services for Students with Disabilities 6
Course Number: 9603160
Course Credit: 1 CR

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
37.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives--The student will be able to:		
37.01 Employ leadership skills to accomplish organizational goals and objectives.		
37.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
37.03 Conduct and participate in meetings to accomplish work tasks.		
37.04 Employ mentoring skills to inspire and teach others.		
38.0 Apply leadership and communication skills--The student will be able to:		
38.01 Employ leadership skills to accomplish organizational goals and objectives.		
38.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
38.03 Conduct and participate in meetings to accomplish work tasks.		
38.04 Employ mentoring skills to inspire and teach others.		
39.0 Exhibit positive human relations and leadership skills--The student will be able to:		
39.01 Describe the basic nature of self-understanding.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
39.02 Identify and demonstrate positive personality traits.		
39.03 Using interpersonal skills, demonstrate the ability to appropriately express feelings, reactions, ideas, opinions, wants, and needs.		
39.04 Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy, respect, responsibility, self-discipline, and trustworthiness.		
39.05 Role-play behaviors that will promote effective human relations.		
40.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives-- The students will be able to:		
40.01 Employ leadership skills to accomplish organizational goals and objectives.		
40.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
40.03 Conduct and participate in meetings to accomplish work tasks.		
40.04 Employ mentoring skills to inspire and teach others.		
41.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship--The student will be able to:		
41.01 Identify and demonstrate positive work behaviors needed to be employable.		
41.02 Develop personal career plan that includes goals, objectives, and strategies.		
41.03 Examine licensing, certification, and industry credentialing requirements.		
41.04 Maintain a career portfolio to document knowledge, skills, and experience.		
41.05 Evaluate and compare employment opportunities that match career goals.		
41.06 Identify and exhibit traits for retaining employment.		
41.07 Identify opportunities and research requirements for career advancement.		
41.08 Research the benefits of ongoing professional development.		
41.09 Examine and describe entrepreneurship opportunities as a career planning option.		
Competencies from one or more CTE programs must be included in this coursework.		

Florida Department of Education
Student Performance Standards

Course Title: **Career Education Services for Students with Disabilities 7**
Course Number: **9603170**
Course Credit: **1 CR**

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
42.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles--The student will be able to:		
42.01 Describe roles, functions, levels, and types of managers.		
42.02 Discuss evolution of management from the Industrial Revolution to current philosophies and theories.		
42.03 Identify a variety of management styles.		
42.04 Cite examples of how workers adjust to different management styles.		
42.05 Identify a variety of corporate organizational structures.		
42.06 Identify how a corporate "chain of command" works.		
42.07 Describe significance of a company's "corporate culture."		
42.08 Describe importance of achieving internal and external customer satisfaction.		
42.09 Identify examples of how cultural diversity can affect the workplace.		
42.10 List reasons why written policies are needed in the workplace.		
42.11 Discuss role of ethics and morality in management.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
42.12 Describe how a company's marketing efforts can affect employees and customers.		
43.0 Demonstrate the competencies of employability and career development --The students will be able to:		
43.01 Participation in required career-related training and/or education program		
43.02 Passing certification tests to qualify for licensure and/or certification		
43.03 Participation in company training or orientation		
44.0 Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance --. The student will be able to:		
44.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
44.02 Explain emergency procedures to follow in response to workplace accidents.		
44.03 Create a disaster and/or emergency response plan.		
45.0 Describe the importance of professional ethics and legal responsibilities--The student will be able to:		
45.01 Evaluate and justify decisions based on ethical reasoning.		
45.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
45.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
45.04 Interpret and explain written organizational policies and procedures.		
46.0 Use appropriate equipment and supplies safely and correctly--The student will be able to:		
46.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
47.0 Demonstrate competencies identified for a specific program component--The students will be able to:		
47.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
Competencies from one or more CTE programs must be included in this coursework.		

**Florida Department of Education
Student Performance Standards**

Course Title: Career Education Services for Students with Disabilities 8
Course Number: 9603180
Course Credit: 1 CR

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Abbreviations:
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
48.0 Demonstrate knowledge of job accommodations and apply skills related to self-determination and self-advocacy--The student will be able to:		
48.01 Describe the definition of job accommodations		
48.02 Identify basic duties that an employee must be able to perform with or without reasonable accommodations		
48.03 Identify the tasks and job functions that a person with a disability cannot fully perform without some type of accommodation		
48.04 Identify the modification that will solve the problem		
48.05 Describe who is responsible for identifying an appropriate accommodation and when to request it		
48.06 Describe options if employer refuses to provide a reasonable accommodation		
49.0 Demonstrate personal money-management concepts, procedures and strategies--The student will be able to:		
49.01 Identify and describe the services and legal responsibilities of financial institutions.		
49.02 Describe the effect of money management on personal and career goals.		
49.03 Develop a personal budget and financial goals.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
49.04 Complete financial instruments for making deposits and withdrawals.		
49.05 Maintain financial records.		
49.06 Read and reconcile financial statements		
49.07 Research, compare and contrast investment opportunities.		
50.0 Research and discuss career and employment opportunities--The students will be able to:		
50.01 Explain importance of staying up-to-date on social, technical, and economic changes.		
50.02 Evaluate and compare employment opportunities that match career goals		
50.03 Identify opportunities and research requirements for career advancement.		
51.0 Describe the rights, responsibilities and benefits of employment--The students will be able to:		
51.01 Communicate his/her responsibilities as an employee.		
51.02 Explain the benefits related to of employment, such as health insurance, leave time, worker's compensation, retirement plans and Social Security.		
51.03 Describe legal rights that apply to persons with disabilities in school, community, and workplace, including the Americans with Disabilities Act, the Rehabilitation Act, the Fair Labor Standards Act (FLSA), and child labor laws.		
51.04 Understand steps that may be taken when rights have been violated.		
52.0 Understand the benefits of disclosure--The student will be able to:		
52.01 Communicate the definition of disclosure.		
52.02 Identify appropriateness of disclosing disability in some situations and not others.		
52.03 Evaluate the pros and cons when considering disclosure.		
52.04 Communicate how disclosure provides legal protection against discrimination		
53.0 Understand how to request job accommodations--The student will be able to:		
53.01 Identify and describe the legal responsibilities of employers and employees in the work place.		
53.02 Identify work-related reasonable accommodations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
53.03 Demonstrate ability to communicate necessary job accommodations to perspective employers.		
53.04 Employ technological tools to research federal, state and local job accommodation resources.		
53.05 Understand disability discrimination and harassment in the workplace.		
54.0 Demonstrate a knowledge of self-advocacy--The student will be able to:		
54.01 Communicate disability, needs, skills, and abilities.		
54.02 Communicate legal rights as a person with a disability.		
54.03 Analyze work space, method of communication with others, and tasks		
54.04 Research the range of accommodations and choose one.		
55.0 Develop skills to locate, evaluate, and interpret career information--The students will be able to:		
55.01 Use a variety of sources and methods to determine career interests and abilities.		
55.02 Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.		
55.03 Identify non-traditional career options.		
55.04 Debate how educational level affects career choice.		
55.05 Explain importance of networking when researching occupations.		
55.06 Identify advantages of attending a trade or technical school.		
55.07 Identify sources of financial assistance for postsecondary education and training.		
55.08 Describe the requirements and procedures for obtaining different types of financial assistance.		
55.09 Develop an education and career plan.		
55.10 Select an occupational area and identify its career opportunities, employment prospects, educational requirements, and advancement opportunities		
55.11 Evaluate personal strengths and weaknesses in relation to the selected occupational area.		
55.12 Explain the influence of life roles on career choice.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
55.13 Review the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.		
55.14 Demonstrate job performance skills.		
55.15 Display expected level of productivity.		
55.16 Use evaluations to improve own performance.		
55.17 Identify, organize, plan and allocate resources.		
55.18 Work cooperatively with others		
55.19 Acquire and use information including using computers.		
55.20 Work effectively within the context of complex interrelationships.		
55.21 Work with a variety of technologies.		
55.22 Perform basic computer operations.		
Competencies from one or more CTE programs must be included in this coursework.		
Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.		
The student will be able to**:**		
56.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.		
57.0 Develop skills to locate, evaluate, and interpret career information.		
58.0 Identify and demonstrate processes for making short and long term goals.		
59.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.		
60.0 Understand the relationship between educational achievement and career choices/postsecondary options.		
61.0 Identify a career cluster and related pathways that match career and education goals.		
62.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.		
63.0 Demonstrate knowledge of technology and its application in the chosen career fields/clusters.		
OPTIONAL		
64.0 Demonstrate acquired skills through On-The-Job training.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

English Language Development ELD Standards Special Notes Section

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
http://www.cpalms.org/uploads/docs/standards/eld/la.pdf

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Course Title: **Cooperative Diversified Education OJT**
Course Type: **Career Preparatory**
Career Cluster: **Diversified Education**

PSAV – Cooperative Education - OJT	
Course Number	D886200
CIP Number	10988620CP
Grade Level	30, 31
Standard Length	Multiple hours
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOC FIELD OR COVERAGE COOP TEACH @7 COOR DCT @4 @7 COOR WK EXP @7 7G MKTG 1@2
CTSO	ANY
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Diversified cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Diversified cluster.

Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment,

skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Cooperative Diversified Education OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Perform designated job skills.
02.0   Demonstrate work ethics.

Florida Department of Education
Student Performance Standards

Program Title: Cooperative Diversified Education OJT
PSAV Number: D886200

Standards and Benchmarks
01.0 Perform designated job skills – the student will be able to:
01.01 Perform tasks as outlined in the training plan.
01.02 Demonstrate job performance skills.
01.03 Demonstrate safety procedures on the job.
01.04 Maintain appropriate records.
01.05 Attain an acceptable level of productivity.
01.06 Demonstrate appropriate dress and grooming habits.
02.0 Demonstrate work ethics – the student will be able to:
02.01 Follow directions.
02.02 Demonstrate good human relations skills on the job.
02.03 Demonstrate good work habits.
02.04 Demonstrate acceptable business ethics.

Additional Information

Special Notes

The **Cooperative Education Manual** is available on-line and has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE Website at http://www.fldoe.org/core/fileparse.php/3/urlt/steps-manual.pdf.

The occupational standards and benchmarks outlined in this secondary course correlate to the standards and benchmarks of the postsecondary course with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

Any CTSO is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Guided Workplace Learning (Internship)**
Program Type: **Career Preparatory**
Career Cluster: **Diversified Education**

<mark>**NOTE: This program has been daggered for deletion with 2016-2017 being the last cohort of students permitted to enroll in the program. After 2016-2017, no new students may be enrolled in this program. Students already enrolled in the program may, at the District's discretion, continue taking courses in the program until completion.**</mark>

PSAV	
Program Number	D886300
CIP Number	10988630CP
Grade Level	30, 31
Standard Length	multiple hours
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE
CTSO	ANY
SOC Codes (all applicable)	N/A
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	The basic skills requirements for Guided Workplace-Learning are equivalent to those appropriate for the Career and Technical Program in which the student is enrolled or has completed if the program is 450 hours or more

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of career education. This program offers a broad foundation of knowledge and skills to prepare students for employment in in the selected occupational area.

The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment.

To enroll in the internship, a student must be currently enrolled in or has completed a career course/program (including Technology Education). Students will be allowed a maximum of 450 total hours at the workplace-learning site, regardless of the number of credits earned.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0 Demonstrate knowledge and skills related to mathematics.
02.0 Demonstrate knowledge and skills related to science.
03.0 Use oral and written communication skills to create, express, and interpret information and ideas.
04.0 Demonstrate knowledge and skills in language arts.
05.0 Solve problems using critical thinking skills, creativity and innovation.
06.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance.
07.0 Use information technology tools.
08.0 Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives.
09.0 Demonstrate money-management concepts, procedures, and strategies.
10.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
11.0 Describe the importance of professional ethics and legal responsibilities.
12.0 Explain the importance of employability and entrepreneurship skills.

Florida Department of Education
Student Performance Standards

Program Title: **Guided Workplace-Learning**
PSAV Number: **D886300**

Course Number: D886300 **Occupational Completion Point: N/A** **Guided Workplace-Learning – Multiple Hours – SOC Code N/A**	
01.0	Demonstrate knowledge and skills related to mathematics – the students will be able to:
	01.01 Demonstrate knowledge of arithmetic operations.
	01.02 Analyze and apply data and measurements to solve problems and interpret documents.
	01.03 Construct charts/tables/graphs using functions and data.
02.0	Demonstrate knowledge and skills related to science – the students will be able to:
	02.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.
	02.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.
03.0	Use oral and written communication skills to create, express, and interpret information and ideas – the students will be able to:
	03.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
	03.02 Locate, organize and reference written information from various sources.
	03.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
	03.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.
	03.05 Apply active listening skills to obtain and clarify information.
	03.06 Develop and interpret tables and charts to support written and oral communications.
	03.07 Exhibit public relations skills that aid in achieving customer satisfaction.
04.0	Demonstrate knowledge and skills related to language arts – the students will be able to:
	04.01 Locate, comprehend and evaluate key elements of oral and written information.

	04.02	Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
	04.03	Present information formally and informally for specific purposes and audiences.
05.0	Solve problems using critical thinking skills, creativity and innovation – the students will be able to:	
	05.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
	05.02	Employ critical thinking and interpersonal skills to resolve conflicts.
	05.03	Identify and document workplace performance goals and monitor progress toward those goals.
	05.04	Conduct technical research to gather information necessary for decision making.
06.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance – the students will be able to:	
	06.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
	06.02	Explain emergency procedures to follow in response to workplace accidents.
	06.03	Create a disaster and/or emergency response plan.
07.0	Use information technology tools – the students will be able to:	
	07.01	Use personal information management (PIM) applications to increase workplace efficiency.
	07.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.
	07.03	Employ computer operations applications to access, create, manage, integrate, and store information.
	07.04	Employ collaborative/groupware applications to facilitate group work.
08.0	Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:	
	08.01	Employ leadership skills to accomplish organizational goals and objectives.
	08.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
	08.03	Conduct and participate in meetings to accomplish work tasks.
	08.04	Employ mentoring skills to inspire and teach others.
09.0	Demonstrate money-management concepts, procedures, and strategies – the students will be able to:	
	09.01	Identify and describe the services and legal responsibilities of financial institutions.

	09.02 Describe the effect of money management on personal and career goals.
	09.03 Develop a personal budget and financial goals.
	09.04 Complete financial instruments for making deposits and withdrawals.
	09.05 Maintain financial records.
	09.06 Read and reconcile financial statements.
	09.07 Research, compare and contrast investment opportunities.
10.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:
	10.01 Describe the nature and types of business organizations.
	10.02 Explain the effect of key organizational systems on performance and quality.
	10.03 List and describe quality control systems and/or practices common to the workplace.
	10.04 Explain the impact of the global economy on business organizations.
11.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:
	11.01 Evaluate and justify decisions based on ethical reasoning.
	11.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
	11.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
	11.04 Interpret and explain written organizational policies and procedures.
12.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:
	12.01 Identify and demonstrate positive work behaviors needed to be employable.
	12.02 Develop personal career plan that includes goals, objectives, and strategies.
	12.03 Examine licensing, certification, and industry credentialing requirements.
	12.04 Maintain a career portfolio to document knowledge, skills, and experience.
	12.05 Evaluate and compare employment opportunities that match career goals.
	12.06 Identify and exhibit traits for retaining employment.

12.07	Identify opportunities and research requirements for career advancement.
12.08	Research the benefits of ongoing professional development.
12.09	Examine and describe entrepreneurship opportunities as a career planning option.

<center>**Additional Information**</center>

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The internship must include the following components:

Pre-Placement Planning Conference: The student, teacher, and the workplace-learning site supervisor must participate in a pre-placement conference. It is also recommended that the parent/guardian of the student be included in the pre-placement planning conference. Pre-placement planning is essential in designing learning experiences that are appropriate for each individual's learning needs and career interests. Also, it is critical that all parties involved understand and agree on time schedules, expectations, training/learning activities, and evaluation methods. The internship agreement should be signed by the student, teacher/coordinator, parent/guardian, and the workplace-learning site supervisor.

Workplace-Learning Site: The following criteria should be met when choosing the workplace-learning site:

The workplace experience must allow experiences that utilize both skills and knowledge directly related to the student's career goal and the career and technical course/program in which the student is enrolled or has completed.
The workplace experience must provide opportunities for rotation through a wide variety of increasingly responsible experiences beyond routine activities.
The workplace experience must provide skilled workplace-learning site supervisors and/or mentors who are interested and willing to assist the student.
The workplace experience must provide a safe and ethically sound environment with up-to-date facilities and equipment. The workplace experience must adhere to all state and federal laws and rules regarding the employment of minors. The workplace experience must not displace a paid employee.
The student does not have to be paid.
Timecards documenting the time spent at the workplace-learning site must be maintained.

Job Experience: This component shall provide a match between the student's career goal and a work-based situation that will provide exposure to the broad aspects of the selected industry. The assigned tasks should allow for a progression of and rotation through experiences requiring a variety of skills and knowledge at increasingly higher levels as relates to the student's career major.

Workplace-Learning Plan: A workplace-learning plan must be developed and implemented for each student. The student performance standards of the workplace-learning plan should include an outline of learning objectives, methods of learning, activities/responsibilities, time required,

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provisions for supervision, and method(s) of student evaluation. The workplace-learning plan must be signed by the student, teacher/coordinator, parent/guardian, and the workplace-learning site supervisor.

Weekly Class Or Seminar: Students in the Guided Workplace-Learning internship must meet a minimum of once per week for the purpose of related instruction and developmental activity. These seminars should provide a forum for students to share and learn from each other's experiences through discussion and group activities/projects. Faculty should also use this time to reinforce the application of subject matter in the workplace-learning setting. Students should be encouraged to reflect upon and personalize their experiences through individual journals and also through interaction with the teacher/coordinator and the workplace-learning site supervisor.

Supervision/Site Visits: Teacher/Coordinators of the Guided Workplace- Learning internship must monitor and support learning while students are in the field. Teacher/coordinators should visit the workplace-learning site as frequently as once every two weeks, but not less than once per month so that students may be observed performing all facets of their workplace-learning experiences. Students must also be evaluated a minimum of once per grading period the workplace-learning site supervisor. The evaluation should assess how well the student is progressing towards goals established by the student, teacher/coordinator, and workplace-learning site supervisor. Portfolio assessment is a recommended method of student assessment.

For every 20 students (or portion thereof) enrolled in Guided Workplace-Learning, the teacher/coordinator should be given one hour of coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

Career and Technical Student Organization (CTSO)

Any CTSO is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Career and Technical Related Basic Skills**
Program Type: **Career Preparatory**
Career Cluster: **Diversified Education**

PSAV	
Program Number	D886700
CIP Number	1098867000
Grade Level	30, 31
Standard Length	Multiple Hours
Teacher Certification	ANY VOCATIONAL FIELD OR COVERAGE ENGLISH 1 @4 MATH 1 @4 MG ENG C MG MATH C PHYSICS 1 @4 SCIENCE @4
CTSO	ANY
SOC Codes (all applicable)	N/A
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Diversified Education career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Diversified Education career cluster.

To provide students enrolled in career and technical job preparatory programs with the needed supportive instruction in math, science, and communications in an applied setting, in order to complement the instruction provided by the career and technical job preparatory instruction. This course provides pertinent supportive instruction and is not remedial in nature.

The content includes, but is not limited to, the math, science, and communications that are an integral part of the specific job preparatory career and technical programs.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

The intended Standards/outcomes of this course will be selected from the job preparatory career and technical program based on the needs of the student.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Any CTSO is an intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Continuing Workforce Education**
Program Type: **Career Preparatory**
Career Cluster: **Workforce Education**

PSAV	
Program Number	E91010A , E91010M , E91010H, E91010B, E91010C , E91010K, E91010E, E91010X, E91010F, E91010G, E91010N, E91010D, E91010Y, E91010L, E91010J, E91010T, E91010S
CIP Number	1691011001, 16910110002, 1691011003, 1691011005 , 1691011008, 1691011009, 1691011010, 1691011011, 1691011012, 1691011013, 1691011014, 1691011015, 1691011016, 1691011017, 1691011018, 1691011019, 1691011020
Grade Level	30, 31
Standard Length	Multiple hours
Teacher Certification	N/A
SOC Codes (all applicable)	Discipline Specific
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Workforce Education career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Workforce Education career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of:

- Individuals who are required to have training for licensure renewal or certification renewal by a regulatory agency or credentialing body.
- New or expanding businesses.
- Business, industry, and government agencies whose products or services are changing so fast that retraining of employees is necessary or whose employees need training in specific skills to increase efficiency and productivity.

- Individuals who are enhancing occupational skills necessary to maintain current employment, to cross train, or to upgrade employment.

  Community Colleges will continue to report Continuing Workforce Education courses in the Supplemental Vocational Course -- Information Classification Structure (ICS). These codes are:

  1.21.03 - Agriscience and Natural Resources
  1.22.03 - Marketing
  1.23.03 - Health Science
  1.24.03 - Family and Consumer Sciences
  1.25.03 - Business Technology
  1.26.03 - Industrial
  1.27.03 - Public Service

The length of the course will vary depending on locally defined training requirements.

The purpose of this course is to provide students with instruction that does not result in a vocational certificate, diploma, associate in applied science degree, or associate in science degree. The content of the course may vary as a result of industry and student needs.

The following table illustrates the postsecondary program structure:

OCP	Course/Program Number	Course Title	Length	SOC Code	Grade Level
A	E91010A	CWE – Agriculture and Natural Resources* Name will change to CWE-Agriculture, Food & Natural Resources	Multiple Hours	Discipline Specific	30, 31
A	E91010C	CWE – Architecture and Construction	Multiple Hours	Discipline Specific	30, 31
A	E91010K	CWE – Arts, A/V Technology and Communication	Multiple Hours	Discipline Specific	30, 31
A	E91010B	CWE – Business Technology* Name will change to CWE – Business, Management and Administration	Multiple Hours	Discipline Specific	30, 31
A	E91010E	CWE – Education and Training	Multiple Hours	Discipline Specific	30, 31
Á	E91010X	CWE – Energy	Multiple Hours	Discipline Specific	30, 31
A	E91010S	CWE – Engineering and Technology	Multiple Hours	Discipline Specific	30, 31
A	E91010F	CWE – Finance	Multiple Hours	Discipline Specific	30, 31
A	E91010G	CWE – Government and Public Administration	Multiple Hours	Discipline Specific	30, 31
A	E91010H	CWE – Health Science	Multiple Hours	Discipline Specific	30, 31
A	E91010N	CWE – Hospitality and Tourism	Multiple Hours	Discipline Specific	30, 31
A	E91010D	CWE – Human Services	Multiple Hours	Discipline Specific	30, 31
A	E91010Y	CWE – Information Technology	Multiple Hours	Discipline Specific	30, 31
A	E91010L	CWE – Law, Public Safety and Service	Multiple Hours	Discipline Specific	30, 31
A	E91010J	CWE – Manufacturing	Multiple Hours	Discipline Specific	30, 31

OCP	Course/Program Number	Course Title	Length	SOC Code	Grade Level
A	E91010M	CWE – Marketing* Name will change to CWE – Marketing Sales and Services	Multiple Hours	Discipline Specific	30, 31
A	E91010T	CWE – Transportation, Distribution and Logistics	Multiple Hours	Discipline Specific	30, 31

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

<u>Standards</u>

The intended standards of this course will be locally developed.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Applicable organizations if any are discipline specific for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: Pre-Apprenticeship
Program Type: Career Preparatory
Career Cluster: Any Program within an Apprenticeship Occupation

PSAV	
Program Number	E92010R
CIP Number	1691010001
Grade Level	30,31
Standard Length	900 hours
Teacher Certification	ANY VOCATIONAL FIELD OR COVERAGE
CTSO	Program Specific
SOC Codes (all applicable)	Discipline Specific
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Eligibility	16 Years of Age

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Apprenticeship Occupation career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Apprenticeship Occupation career cluster.

The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and the skills needed to operate and maintain a variety of related equipment and tools.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction to prepare students for initial employment who are disadvantaged or who have not otherwise had the opportunity to enter into the apprenticeship occupations or upward mobility employment. The program will include related instruction and may include paid on-the-job training, supervised by the employer and teacher/coordinator.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Apprenticeship industry: planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues; and health, safety, and environmental issues.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	SLS0314	Pre-Apprenticeship I	450 hours	Discipline Specific
B	SLS0315	Pre-Apprenticeship II	450 hours	Discipline Specific

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

<u>Standards</u>

After successfully completing this program, the student will be able to perform the following:

01.0   Identify apprenticeship occupations.
02.0   Identify and properly use subparts in OSHA (Occupational Safety and Health Administration) standards (1926).
03.0   Achieve certifications.
04.0   Demonstrate appropriate communication skills.
05.0   Demonstrate and apply appropriate math and reading skills.
06.0   Identify awareness of drugs and drug-free workplace.
07.0   Use technology, tools, equipment and supplies safely and correctly.
08.0   Read and interpret appropriate technical references and manuals.
09.0   Apply designated occupational standards.
10.0   Demonstrate an understanding of employability skills.
11.0   Demonstrate an understanding of entrepreneurship.
12.0   Demonstrate acquired skills through on-the-job training.
13.0   Demonstrate leadership and organization skills.
14.0   Demonstrate acquired skills through on-the-job training.
15.0   Develop a portfolio.

Florida Department of Education
Student Performance Standards

Program Title: **Pre-Apprenticeship**
PSAV Number: **E92010R**

Course Number: SLS0314
Occupational Completion Point: A
Pre-Apprenticeship I – 450 Hours – SOC Code: Discipline Specific

01.0	Identify apprenticeship occupations – the student will be able to:
	01.01 Prepare a list of apprenticeship occupations in the student's area of interest.
	01.02 Student will collect information and maintain a notebook on the apprenticeship occupation in which he or she has indicated an interest.
	01.03 Contact a representative of the chosen apprenticeship occupation and ask, at a minimum, 10 prepared questions about the student's area of interest.
02.0	Identify and properly use subparts in OSHA (Occupational Safety and Health Administration) standards (1926) – the student will be able to:
	02.01 Describe how the OSHA standards relate to the student's area of interest.
	02.02 Apply OSHA standards to work activities.
	02.03 Access and find information on the OSHA website.
03.0	Achieve certifications – the student will be able to:
	03.01 Identify the appropriate areas of certification for his or her apprenticeship area. (e.g., safety, first aid, CPR, required information)
	03.02 Prepare and test for appropriate certifications in selected occupational area.
04.0	Demonstrate appropriate communication skills – the student will be able to:
	04.01 Ask and answer questions coherently and concisely.
	04.02 Read and follow written instructions; and listen to and follow oral instructions.
	04.03 Give reports orally and in writing.
	04.04 Read and interpret reading materials related to the apprenticeship occupation.
	04.05 Find information in appropriate literature such as a manufacturer's manual or regulatory requirements.

	04.06	Write logical and understandable statements or phrases, and accurately fill out the forms commonly used in the apprenticeship area.
	04.07	Communicate job-related information and coordinate with other trades.
	04.08	Demonstrate appropriate telephone communication skills.
	04.09	Demonstrate trade-related computer skills.
	04.10	Explain the chosen occupation culture and the spoken and unspoken rules.
05.0	Demonstrate and apply appropriate math and reading skills – the student will be able to:	
	05.01	Prepare a workbook containing the formulas, rules of thumb, general knowledge and mathematics used in the student's apprenticeship area.
	05.02	Apply basic math, geometry, algebra, and trigonometry to solving problems, with and without a calculator, related to the apprenticeship occupation.
06.0	Identify awareness of drugs and drug-free workplace – the student will be able to:	
	06.01	Describe the effects of drugs and alcohol on job performance and safety.
	06.02	Explain how an alcohol/drug conviction will affect the student's ability to acquire employment.
	06.03	Prepare a workbook describing the health-related effects of alcohol/drugs.
07.0	Use technology, tools, equipment and supplies safely and correctly – the student will be able to:	
	07.01	Correctly use tools and equipment appropriate to apprenticeship occupation.
	07.02	Demonstrate the ability to wear, select, adjust, and maintain safety equipment.
	07.03	Determine if safety equipment is serviceable.
	07.04	Read safety warnings on equipment, chemicals, tools and work sites. Correctly interpret and apply the necessary precautions.
	07.05	Read the procedures for servicing equipment and accomplish the needed actions with 100 percent accuracy.
	07.06	Determine if equipment used in the apprenticeship occupation is safe.
08.0	Read and interpret appropriate technical references and manuals – the student will be able to:	
	08.01	Use the charts, graphs and tables to solve problems related to the chosen apprenticeship occupation.
	08.02	Design solutions for work problems using data from the appropriate manuals.
	08.03	Use Internet resources to acquire technical information for job related problems.

	08.04	Read and use appropriate manuals in work assignments. Demonstrate an understanding of the material read through correct procedures and application. Accomplish specified tasks.
	08.05	Read and use appropriate manuals for work assignments.
09.0	Apply designated occupational standards – the student will be able to:	
	09.01	Perform assigned tasks to the appropriate level of competency.
	09.02	Select and apply correct standards for a given task.
10.0	Demonstrate an understanding of employability skills – the student will be able to:	
	10.01	Demonstrate productive work habits and positive attitudes.
	10.02	Identify the ethical and responsible practices expected of apprenticeship trainees.
	10.03	Demonstrate acceptable personal-hygiene habits and a professional appearance.
	10.04	Apply the principles of time management, work simplification, and teamwork when performing assigned tasks.
	10.05	Explain the importance of taking pride in the quality of work performed.
	10.06	Explain the importance of maintaining a good driver's record and the ramifications of having a poor driving record on employment.
	10.07	Demonstrate knowledge of the Federal Hazard Communication regulation (29 CFR 1910.1200).
	10.08	Secure information about a job.
	10.09	Identify documents that may be required for an application for an apprenticeship program.
	10.10	Complete a job-application form.
	10.11	Demonstrate competence in job-interview techniques.
	10.12	Demonstrate appropriate knowledge of how to make job changes.
	10.13	Discuss the need for balancing work and family.
11.0	Demonstrate an understanding of entrepreneurship – the student will be able to:	
	11.01	Define *entrepreneurship*.
	11.02	Describe the importance of entrepreneurship to the American economy and the role of small business in the free-enterprise system.
	11.03	Discuss the advantages and disadvantages of business ownership.
	11.04	Discuss the risks involved in the ownership of a business.

11.05	Identify the personal characteristics of a successful entrepreneur.
11.06	Identify the business skills, including computer skills, needed to operate an entrepreneurial business efficiently and effectively.
12.0	**Demonstrate acquired skills through on-the job training – the student will be able to:**
12.01	Keep daily log of on-the-job activities. Including number of hours worked, skills learned, safety equipment used and hazardous materials used.
13.0	**Demonstrate leadership and organizational skill – the student will be able to:**
13.01	Define and practice brainstorming.
13.02	Identify and use resource and time management skills.
13.03	Identify characteristics of a leader and team members.
13.04	Identify professional and youth organizations related to the apprenticeship occupation.
13.05	Identify purposes and functions of student organizations related to apprenticeship occupation.

Course Number: SLS0315 **Occupational Completion Point: B** **Pre-Apprenticeship II – 450 Hours – SOC Code: Discipline Specific**

14.0	**Demonstrate acquired skills through on-the job training – the student will:**
14.01	Keep a daily log of on-the-job activities. Including number of hours worked, skills learned, safety equipment used and hazardous materials used.
15.0	**Develop a portfolio – the student will:**
15.01	Include career and educational goals.
15.02	Provide a copy of social security card.
15.03	Provide autobiography, picture, and résumé.
15.04	Present picture identification, letters of recommendation, and completed job application.
15.05	Provide history of work and volunteer activities.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

The intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills is discipline specific. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Vocational Employability Skills for Adults**
Program Type: **Career Preparatory**
Career Cluster: **Instructional Support Services**

Note: This program has been daggered and is slated to be deleted by the 2017-18 school year. There should be no new enrollments after the 2016-17 school year.

PSAV	
Program Number	S430123
CIP Number	11430199SN
Grade Level	30, 31
Standard Length	Variable
Teacher Certification	ANY VOCATIONAL FIELD OR COVERAGE
CTSO	N/A
SOC Codes (all applicable)	N/A
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a course that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.

The purpose of this program is to provide adult offenders (including those in work release programs and similar correctional programs) with occupational skills through employment-related instruction and concurrent, on-the-job training, supervised by the employer and teacher/coordinator.

Employment related instruction is in-school instruction that develops competencies directly related to the occupation in which the student is employed. The content includes but is not limited to: punctuality; attendance; obedience; positive attitude; initiative; responsibility; and personal appearance.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion point.

This program is intended to provide short-term occupational education for adult offenders for a short duration (usually two (2) to six (6) months). The objective is to provide a foundation of survival skills for transitioning into entry-level employment, acquiring additional on-the-job training and encouraging further educational achievements.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	SLS0050	Helper	Variable	NA

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Demonstrate realistic employment goals.
02.0   Demonstrate the competencies of employability and career development.
03.0   Demonstrate problem solving and critical thinking skills.
04.0   Manage interpersonal relationships.
05.0   Use appropriate equipment and supplies safely and correctly.
06.0   Demonstrate competencies identified for a specific program component.

OPTIONAL

07.0   Demonstrate acquired skills through on-the-job training.

Florida Department of Education
Student Performance Standards

Program Title: **Vocational Employability Skills for Adults**
PSAV Number: **S430123**

Course Number: SLS0050 **Occupational Completion Point: A** **Helper – Variable Hours – SOC Code N/A**	
01.0	Demonstrate realistic employment goals--The student will be able to:
	01.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.
	01.02 Match interests and abilities with potential careers.
02.0	Demonstrate the competencies of employability and career development –Explain the importance of employability skills and entrepreneurship skills--The student will be able to:
	02.01 Identify and demonstrate positive work behaviors needed to be employable.
	02.02 Develop personal career plan that includes goals, objectives, and strategies.
	02.03 Examine licensing, certification, and industry credentialing requirements.
	02.04 Maintain a career portfolio to document knowledge, skills, and experience.
	02.05 Evaluate and compare employment opportunities that match career goals.
	02.06 Identify and exhibit traits for retaining employment.
	02.07 Identify opportunities and research requirements for career advancement.
	02.08 Research the benefits of ongoing professional development.
	02.09 Examine and describe entrepreneurship opportunities as a career planning option.
03.0	Demonstrate problem-solving and critical thinking--The student will be able to:
	03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.
	03.02 Employ critical thinking and interpersonal skills to resolve conflicts.
	03.03 Identify and document workplace performance goals and monitor progress toward those goals.

	03.04	Conduct technical research to gather information necessary for decision-making.
04.0	Manage interpersonal relationships--The student will be able to:	
	04.01	Demonstrate good work attitudes.
	04.02	Demonstrate characteristics of a good employee.
	04.03	Maintain a positive relationship with a supervisor.
05.0	Use appropriate equipment and supplies safely and correctly--The student will be able to:	
	05.01	These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.
06.0	Demonstrate competencies identified for a specific program component--The student will be able to:	
	06.01	These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.
OPTIONAL		
07.0	Demonstrate acquired skills through on-the-job training--The student will be able to:	
	07.01	Display a positive attitude toward a job.
	07.02	Demonstrate job performance skills.
	07.03	Display expected level of productivity.
	07.04	Use evaluations to improve own performance.
	07.05	Identify, organize, plan and allocate resources.
	07.06	Work cooperatively with others.
	07.07	Acquire and use information including using computers.
	07.08	Work effectively within the context of complex interrelationships.
	07.09	Work with a variety of technologies.
	07.10	Perform basic computer operations.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Primary emphasis will be given to the diagnosis of the individual's interest and aptitude, followed by involvement in appropriate occupational competencies, consistent with the individual's education level. This program is designed to allow the institution's career and technical education department in cooperation with the Division of Career and Adult Education to develop student performance standards for specific instructional components based upon identified occupational titles in any of the career clusters of Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communication; Business, Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety and Security; Manufacturing; Marketing, Sales and Services; Science, Technology, Engineering and Mathematics (STEM); and Transportation, Distribution and Logistics.   This curriculum framework and the adopted student performance standards will be the basis for program operation and program review. The specialized student performance standards will be based upon:

1. Serving the special needs of the institution's clients with an average time of stay of two (2) to six (6) months.
2. Organized instruction provided by a qualified instructor.
3. Input from a program advisory committee composed of representatives of business and industry.
4. Documentation for evaluation and accountability purposes.

The teacher/coordinator will visit each training agency a minimum of twice monthly.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

<u>Additional Resources</u>

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Career Education For Students With Disabilities**
Program Type: **Career Preparatory**
Career Cluster: **Instructional Support Services**

<u>**Note:**</u> This program has been daggered and is slated to be deleted by the 2017-18 school year. There should be no new enrollments after the 2016-17 school year.

PSAV	
Program Number	S990002
CIP Number	13990002SN
Grade Level	30, 31
Standard Length	Variable based on Adult Individual Educational Plan (AIEP)
Teacher Certification	ANY VOCATIONAL FIELD OR COVERAGE
CTSO	N/A
SOC Codes (all applicable)	N/A
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

<u>**Purpose**</u>

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.

The purpose of this program is to provide specialized career education for students with disabilities. Competencies in job preparatory instruction are provided that will enable students to enter an occupation for which they have been trained. The program is individualized for each student through the Individual Educational Plan (IEP) process and includes selected competencies from one or more of the career and technical program areas.

The content includes but is not limited to employability skills, technology and safety.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

When the student masters the individually determined student performance objectives in the IEP, the student is reported as a completer of OCP A. It is expected that upon completion of OCP A, the student will transition to employment. At some point in the future, should the individual need to re-enter the education system for training in a different occupational field or for advancement in the same field, the student may enroll in the program again with a new IEP. Upon mastering the student performance objectives in the new IEP, the student may be coded as a completer of OCP B.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length
A	SLS0051	Training Related Occupations 1	MULTIPLE
B	SLS0052	Training Related Occupations 2	MULTIPLE

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Determine realistic employment goals.
02.0   Demonstrate employability skills appropriate to the workplace.
03.0   Manage interpersonal relationships.
04.0   Use technology, tools, equipment and supplies safely and correctly.
05.0   Demonstrate acquired skills through on-the-job training.
06.0   Demonstrate mastery of selected outcomes from one or more job preparatory programs

Florida Department of Education
Student Performance Standards

Program Title: **Career Education For Students With Disabilities**
PSAV Number: **S990002**

Course Number: SLS0051
Occupational Completion Point: A
Training Related Occupation 1 – Variable Hours – SOC Code N/A

01.0	Determine realistic employment goals--The student will be able to:
	01.01 Acquire information in order to determine realistic employment goals.
	01.02 Identify potential careers available in the community.
	01.03 Compare personal strengths and weaknesses, including physical and cognitive abilities, to specific job requirements.
	01.04 Match interests and abilities with potential careers.
02.0	Demonstrate employability skills appropriate to the workplace--The student will be able to:
	02.01 Participate in job search activities.
	02.02 Complete an accurate job application.
	02.03 Demonstrate acceptable job interviewing skills.
	02.04 Use time management practices.
	02.05 Demonstrate the ability to follow directions.
	02.06 Identify the benefits and responsibilities associated with successful employment.
	02.07 Access various modes of transportation.
03.0	Manage interpersonal relationships--The student will be able to:
	03.01 Participate as a member of a team.
	03.02 Demonstrate acceptable work attitudes.
	03.03 Demonstrate characteristics of a good employee.
	03.04 Maintain a positive relationship with a supervisor.

04.0	Use technology, tools, equipment and supplies safely and correctly--The student will be able to:	
	04.01	Identify technology, tools, equipment and supplies necessary for a specific work task.
	04.02	Locate technology, tools, equipment and supplies required to complete a specific task.
	04.03	Use technology, tools, equipment and supplies safely and correctly for a specific work task.
	04.04	Clean and maintain technology, tools and equipment.
	04.05	Store technology, tools, equipment and supplies correctly.
05.0	Demonstrate acquired skills through on-the-job-training--The student will be able to:	
	05.01	Maintain a positive attitude towards a job.
	05.02	Demonstrate appropriate job performance skills.
	05.03	Maintain a level of productivity required by the job.
	05.04	Use evaluations to improve performance.
	05.05	Comply with employee rules, regulations, and procedures.
	05.06	Apply effective communication appropriate to the job.
	05.07	Apply problem solving strategies to real life situations.
06.0	Demonstrate mastery of selected outcomes from one or more job preparatory programs--The student will be able to:	
	06.01	Perform tasks as they relate to specific job training performance.
	06.02	Practice related SCANS competencies.

Course Number: SLS0052
Occupational Completion Point: B
Training Related Occupation 2 – Variable Hours – SOC Code N/A

At some point in the future, should the individual need to re-enter the education system for training in a different occupational field or for advancement in the same field, the student may enroll in the program again with a new IEP. Upon mastering the student performance objectives in the new IEP, the student may be coded as a completer of OCP B.

01.0	Determine realistic employment goals--The student will be able to:	
	01.01	Acquire information in order to determine realistic employment goals.
	01.02	Identify potential careers available in the community.

	01.03	Compare personal strengths and weaknesses, including physical and cognitive abilities, to specific job requirements.
	01.04	Match interests and abilities with potential careers.
02.0	Demonstrate employability skills appropriate to the workplace--The student will be able to:	
	02.01	Participate in job search activities.
	02.02	Complete an accurate job application.
	02.03	Demonstrate acceptable job interviewing skills.
	02.04	Use time management practices.
	02.05	Demonstrate the ability to follow directions.
	02.06	Identify the benefits and responsibilities associated with successful employment.
	02.07	Access various modes of transportation.
03.0	Manage interpersonal relationships--The student will be able to:	
	03.01	Participate as a member of a team.
	03.02	Demonstrate acceptable work attitudes.
	03.03	Demonstrate characteristics of a good employee.
	03.04	Maintain a positive relationship with a supervisor.
04.0	Use technology, tools, equipment and supplies safely and correctly--The student will be able to:	
	04.01	Identify technology, tools, equipment and supplies necessary for a specific work task.
	04.02	Locate technology, tools, equipment and supplies required to complete a specific task.
	04.03	Use technology, tools, equipment and supplies safely and correctly for a specific work task.
	04.04	Clean and maintain technology, tools and equipment.
	04.05	Store technology, tools, equipment and supplies correctly.
05.0	Demonstrate acquired skills through on-the-job-training--The student will be able to:	
	05.01	Maintain a positive attitude towards a job.
	05.02	Demonstrate appropriate job performance skills.

	05.03	Maintain a level of productivity required by the job.
	05.04	Use evaluations to improve performance.
	05.05	Comply with employee rules, regulations, and procedures.
	05.06	Apply effective communication appropriate to the job.
	05.07	Apply problem solving strategies to real life situations.
06.0	Demonstrate mastery of selected outcomes from one or more job preparatory programs--The student will be able to:	
	06.01	Perform tasks as they relate to specific job training performance.
	06.02	Practice related SCANS competencies.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Documentation of mastery of the student performance standards must be maintained.   Adult Individual Educational Plan (AIEPs) must be maintained for audit purposes.

The following chart lists the components of the Adult Individual Educational Plan required for specific postsecondary programs.

Adult Individual Educational Plan (AIEP) Components:	S990002	S990004	9900100
Expected program outcomes for the student	X	X	X
Present performance level	X	X	X
Annual goals, instructional objectives, and/or student performance standards for mastery of OCP/LCP (needed for job)	X	X	X
Procedures for monitoring student performance	X	X	X
Specialized educational services, aids, or equipment	X	X	X
Projected dates for initiation of services	X	X	X
Schedule for periodic evaluation of progress	X	X	X
Identification of job for which student is being trained	X	X	*
Statement of transition services needs including interagency linkage	X	X	X

*Only required if student's AIEP includes vocational student performance standards.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: Supported Competitive Employment for Adults with Disabilities (Phase I)
Program Type: Career Preparatory
Career Cluster: Instructional Support Services

Note: This program has been daggered and is slated to be deleted by the 2017-18 school year. There should be no new enrollments after the 2016-17 school year.

PSAV	
Program Number	S990004
CIP Number	13990004SN
Grade Level	30, 31
Standard Length	Variable based on time needed to stabilize student on the job
Teacher Certification	Any Field
CTSO	N/A
SOC Codes (all applicable)	N/A
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.

The purpose of this program is to enable adult students with moderate and severe disabilities who are functioning at supported levels to acquire skills necessary for successful individual supported competitive employment. Supported employment refers to competitive work in an integrated work setting with ongoing support services for individuals with moderate and severe disabilities for whom competitive employment has not traditionally occurred. Features of supported employment include intensive onsite training, fade-off, ongoing monitoring, and onsite advocacy. Students will receive one-to-one intensive training by a job coach or employment specialist. The students will be paid at or above minimum wage. A weekly work hour goal is to be established for each individual that would maximize employment potential at the time of transition from Phase I (Training) to Phase II (Follow-along). The weekly work hour goal will be identified in the student's Adult Individual Educational Plan (AIEP). The content of this program is expected to be provided as part of employment activities, not as pre-employment.

The content includes but is not limited to positive work attitudes and habits; appropriate hygiene and grooming skills; related safety procedures; appropriate decision-making skills; specific job-related skills; and, self-reliance and initiative.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The particular outcomes and student performance standards which the student must master must be specified on an individual basis through the Adult Individual Educational Plan (AIEP) process. Placement in a paid community-based job is required at or above minimum wage. The benchmark for completion of the OCP is based on stabilization of the individual on the job. Stabilization is defined as when the student demonstrates acceptable job performance and there is reasonable expectation that satisfactory job performance will be maintained with support from the employer and colleagues in the workplace. When the student masters these student performance standards and is stabilized, the student is reported as a completer of OCP A. It is expected that upon completion of OCP A, the student will transition to follow-along services (Phase II). Supported Competitive Employment Phase II is not funded through the Workforce Development Fund. At some point in the future, should the individual need to re-enter the education system for training in a different occupational field or for advancement in the same field, the student may enroll in the program again with a new AIEP. Upon mastering the student performance objectives in the new AIEP, the student may be coded as a completer of OCP B.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length
A	SLS0053	Training Related Occupations I	MULTIPLE
B	SLS0054	Training Related Occupations II	MULTIPLE

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Demonstrate appropriate employability skills.
02.0   Demonstrate workplace-specific social skills.
03.0   Demonstrate self-advocacy and self-determination skills.
04.0   Demonstrate work-related skills.
05.0   Maintain employment duration by performing appropriate job duties with support.

Florida Department of Education
Student Performance Standards

Program Title: **Supported Competitive Employment for Adults with Disabilities (Phase I)**
PSAV Number: **S990004**

Course Number: SLS0053 **Occupational Completion Point: A** **Training Related Occupation I – Variable Hours – SOC Code N/A**	
01.0	Demonstrate appropriate employability skills--The student will be able to:
	01.01 Demonstrate basic health and personal safety procedures--with guidance and support.
	01.02 Demonstrate skills for appropriate personal hygiene, dress, and grooming--with guidance and support.
	01.03 Demonstrate how to respond safely and appropriately to unexpected events--with guidance and support.
	01.04 Perform life skills--with guidance and support.
02.0	Demonstrate workplace-specific social skills--The student will be able to:
	02.01 Identify standards of conduct that comply with expectations in specific situations--with guidance and support.
	02.02 Demonstrate standards of conduct that comply with expectations in specified situations--with guidance and support.
	02.03 Respond appropriately to unexpected events and potentially harmful situations--with guidance and support.
	02.04 Participate in group situations--with guidance and support.
	02.05 Function effectively within formal organizations--with guidance and support.
	02.06 Interact appropriately with others--with guidance and support.
03.0	Demonstrate self-advocacy and self-determination skills--The student will be able to:
	03.01 Identify and evaluate personal needs, interests, and goals--with assistance.
	03.02 Make plans about personal and career choices--with guidance and support.
	03.03 Carry out plans and adjust to changing circumstances--with guidance and support.
04.0	Demonstrate work-related skills--The student will be able to:
	04.01 Demonstrate the ability to follow directions--with guidance and support.

	04.02	Demonstrate appropriate behaviors related to task completion--with guidance and support.
	04.03	Recognize individual rights and responsibilities in the workplace--with guidance and support.
	04.04	Respond appropriately to constructive criticism--with guidance and support.
05.0	Maintain employment by performing appropriate job duties with support--The student will be able to:	
	05.01	Plan and implement personal work assignments--with guidance and support.
	05.02	Demonstrate reliability and work ethic according to the standards of the workplace--with guidance and support.
	05.03	Follow procedures to ensure health and safety in the workplace - with guidance and support.
	05.04	Demonstrate safe travel within and beyond the community--with guidance and support.

Course Number: SLS0054
Occupational Completion Point: B
Training Related Occupation II – Variable Hours – SOC Code N/A

At some point in the future, should the individual need to re-enter the education system for training in a different occupational field or for advancement in the same field, the student may enroll in the program again with a new AIEP. Upon mastering the student performance objectives in the new AIEP, the student may be coded as a completer of OCP B.

01.0	Demonstrate appropriate employability skills--The student will be able to:	
	01.01	Demonstrate basic health and personal safety procedures--with guidance and support.
	01.02	Demonstrate skills for appropriate personal hygiene, dress, and grooming--with guidance and support.
	01.03	Demonstrate how to respond safely and appropriately to unexpected events--with guidance and support.
	01.04	Perform life skills--with guidance and support.
02.0	Demonstrate workplace-specific social skills--The student will be able to:	
	02.01	Identify standards of conduct that comply with expectations in specific situations--with guidance and support.
	02.02	Demonstrate standards of conduct that comply with expectations in specified situations--with guidance and support.
	02.03	Respond appropriately to unexpected events and potentially harmful situations--with guidance and support.
	02.04	Participate in group situations--with guidance and support.
	02.05	Function effectively within formal organizations--with guidance and support.
	02.06	Interact appropriately with others--with guidance and support.

03.0	**Demonstrate self-advocacy and self-determination skills--The student will be able to:**	
	03.01	Identify and evaluate personal needs, interests, and goals--with assistance.
	03.02	Make plans about personal and career choices--with guidance and support.
	03.03	Carry out plans and adjust to changing circumstances--with guidance and support.
04.0	**Demonstrate work-related skills--The student will be able to:**	
	04.01	Demonstrate the ability to follow directions--with guidance and support.
	04.02	Demonstrate appropriate behaviors related to task completion--with guidance and support.
	04.03	Recognize individual rights and responsibilities in the workplace--with guidance and support.
	04.04	Respond appropriately to constructive criticism--with guidance and support.
05.0	**Maintain employment by performing appropriate job duties with support--The student will be able to:**	
	05.01	Plan and implement personal work assignments--with guidance and support.
	05.02	Demonstrate reliability and work ethic according to the standards of the workplace--with guidance and support.
	05.03	Follow procedures to ensure health and safety in the workplace --with guidance and support.
	05.04	Demonstrate safe travel within and beyond the community--with guidance and support.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Documentation of mastery of student performance standards must be maintained. The AIEP must be maintained for audit purposes.

The following chart lists the components of the Adult Individual Educational Plan required for specific postsecondary programs.

Adult Individual Educational Plan (AIEP) Components:	S990002	S990004	9900100
Expected program outcomes for the student	X	X	X
Present performance level	X	X	X
Annual goals, instructional objectives, and/or student performance standards for mastery of OCP/LCP (needed for job)	X	X	X
Procedures for monitoring student performance	X	X	X
Specialized educational services, aids, or equipment	X	X	X
Projected dates for initiation of services	X	X	X
Schedule for periodic evaluation of progress			
Identification of job for which student is being trained	X	X	*
Statement of transition services needs including interagency linkage	X	X	X

*Only required if student's AIEP includes vocational student performance standards.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml