Florida Department of Education
Curriculum Framework

Course Title: **Business Education Directed Study**
Career Cluster: **Business Management and Administration**

Secondary – Career Preparatory	
Course Number	8200100
CIP Number	0507999901
Grade Level	11-12, 30, 31
Standard Length	1 credit – Multiple credits
Teacher Certification	ANY BUSINESS ED G BUS ED 1 @ 2
CTSO	FBLA 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 Business Management and Administration 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.

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 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 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: **Business Education Directed Study Directed Study**
Course Number: **8200100**
Course Credit: **1**

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 students assessed needs.
02.0	Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare 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 Design procedures to test the research.
	02.04 Report, display and defend the results of investigations to audiences that may 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.

<div align="center">**Additional Information**</div>

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)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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.

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: **Business Keyboarding**
Course Type: **Orientation/Exploratory**
Career Cluster: **Business Management and Administration**

Secondary – Middle School	
Course Number	8200110
CIP Number	05079999OR
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 @2 TC COOP ED @7 VOE @7
CTSO	FBLA 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 assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in introductory keyboarding, introductory word processing, introductory electronic presentation, introductory computer hardware, introductory Internet, and skills for business applications.

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.

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.

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

Standards

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

01.0   Identify and understand computer hardware.
02.0   Identify information technology tools and their proper uses.
03.0   Develop and apply keyboarding skills utilizing current technology.
04.0   Develop and apply word processing skills utilizing current technology.
05.0   Develop and apply electronic presentation skills utilizing current technology.
06.0   Develop and utilize business-related skills.
07.0   Perform activities using the worldwide web.
08.0   Describe how information technology is used in the Business, Management and Administration career cluster.
09.0   Describe and use communication features of information technology.

Florida Department of Education
Student Performance Standards

Course Title: **Business Keyboarding**
Course Number: **8200110**
Course Length: **Semester**

Course Description:

This course is designed to provide instruction in introductory keyboarding, introductory word processing, introductory electronic presentation, introductory computer hardware, introductory Internet, and business applications skills. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

Activities including field trips and the use of guest presenters from the business community are appropriate for this course. These frameworks and student performance standards are the MINIMUM required for this course. As time allows, teachers are encouraged to add competencies in additional software and technologies.

CTE Standards and Benchmarks
01.0   Identify and understand computer hardware – the student will be able to:
01.01   Define and identify input, output, and storage devices and their functions.
01.02   Define and identify memory in a computer.
02.0   Identify information technology tools and their proper uses – the student will be able to:
02.01   Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.
03.0   Develop and apply keyboarding skills utilizing current technology – the student will be able to:
03.01   Demonstrate proper alphabet keyboarding techniques using correct ergonomic habits.
03.02   Demonstrate safety and respect for equipment and materials in lab.
03.03   Demonstrate proper techniques for keyboarding while keeping fingers on home row keys.
04.0   Develop and apply word processing skills utilizing current technology – the student will be able to:
04.01   Start and exit word processing software.

CTE Standards and Benchmarks

	04.02	Identify the parts of a word processing screen, e.g., ribbon, status bar, title bar, insertion point, scroll box and bar, and tabs.
	04.03	Demonstrate ability to use and recognize the word processing window, including menus, toolbars, dialog boxes, tabs and ribbons.
	04.04	Create and edit a new document.
	04.05	Understand different views of document and using the zoom function.
	04.06	Identify methods of moving the insertion point, i.e., arrow keys, backspace and delete.
	04.07	Select and edit text.
	04.08	Move text in a document using the copying/cutting/pasting and drag/drop text commands.
	04.09	Format text by changing the font, size, color.
	04.10	Align text horizontally and vertically.
	04.11	Utilize the Undo and Redo commands.
	04.12	Utilize the Show/Hide command.
	04.13	Use basic proofreading skills including proofreader's marks.
	04.14	Use spell/grammar check/thesaurus programs properly.
	04.15	Understand the difference between Save and Save As.
	04.16	Save, open and replace files.
	04.17	Utilize Print Preview and demonstrate printing capabilities.
	04.18	Demonstrate efficient use of the Help program.
05.0		Develop and apply electronic presentation skills utilizing current technology – the student will be able to:
	05.01	Start and exit presentation software.
	05.02	Identify the parts of a presentation screen, e.g., ribbon, status bar, title bar, insertion point, scroll box and bar, and tabs.
	05.03	Create a new presentation document.
	05.04	Select design layout, background, a template and color scheme.

	05.05	Edit text.
	05.06	Format text and graphics.
	05.07	Select order of frames.
	05.08	Demonstrate ability to spell check, save and print presentation.
06.0	Develop and utilize business-related skills – the student will be able to:	
	06.01	Understand the importance of positive attitude in obtaining and maintaining a job.
	06.02	Identify good grooming/dress habits for the workplace.
	06.03	Develop problem solving skills.
	06.04	Identify the benefits of teamwork.
	06.05	Identify the importance of impromptu speaking ability in the workplace.
	06.06	Identify the importance of prepared speaking ability in the workplace.
07.0	Perform activities using the world wide web – the student will be able to:	
	07.01	Explore the history of the Internet.
	07.02	Introduce Internet vocabulary such as hyperlink, WWW, URL, and web browser.
	07.03	Understand basic principles of the Domain Name System (DNS).
	07.04	Perform basic Internet searches.
	07.05	Identify and use various web browsers.
	07.06	Identify and use various search engines.
	07.07	Evaluate websites.
	07.08	Understand Favorites/Bookmarks.
	07.09	Understand and demonstrate Internet safety.
	07.10	Discuss Internet privacy, ethics, network etiquette and copyright laws.

CTE Standards and Benchmarks	
08.0	Describe how information technology is used in the Business, Management and Administration career cluster – the student will be able to:
	08.01 Identify through internet research information technology (IT) careers in the Business, Management and Administration career cluster, including the responsibilities, tasks and skills they require.
	08.02 Identify security-related ethical and legal IT issues faced by professionals in the Business, Management and Administration career cluster.
09.0	Describe and use communication features of information technology – the student will be able to:
	09.01 Identify and/or use various ways to communicate effectively using Internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.
	09.02 Identify security and privacy issues related to the Internet, including passwords and information theft.

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, including access to computers and appropriate software.

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)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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:
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Florida Department of Education
Curriculum Framework

Course Title: **Business Leadership Skills**
Course Type: **Orientation/Exploratory**
Career Cluster: **Business Management and Administration**

Secondary – Middle School	
Course Number	8200120
CIP Number	05079999LS
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 @2 TC COOP ED @7 VOE @7
CTSO	FBLA 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 assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to accounting, administrative support, digital publishing, entrepreneurship, international business, management and software applications.

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.

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.

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

Standards

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

01.0   Explore emerging workplace trends and issues.
02.0   Develop an awareness of business organizational structures.
03.0   Assess personal strengths as they relate to business career exploration.
04.0   Demonstrate business leadership skills.
05.0   Apply mathematical strategies to business applications.
06.0   Identify information technology tools and their purposes.
07.0   Apply communication skills.
08.0   Describe how information technology is used in the Business, Management and Administration career cluster.
09.0   Describe and use communication features of information technology.
10.0   Demonstrate knowledge of information systems.

Florida Department of Education
Student Performance Standards

Course Title: **Business Leadership Skills**
Course Number: **8200120**
Course Length: **Semester**

Course Description:

The purpose of this course is to provide a comprehensive exploration of the core business themes. Students are exposed to concepts that may be further studied in individual programs in grades 9-12. Students will rotate through a content which includes accounting, administrative support, digital publishing, entrepreneurship, international business, management and software applications.

CTE Standards and Benchmarks
01.0   Explore emerging workplace trends and issues – the student will be able to:
01.01   Describe current trends and issues that impact global and local business environments.
02.0   Develop an awareness of business organizational structures – the student will be able to:
02.01   Explore organizational structures in today's business environments.
02.02   Assess personal performance and identify strategies for improvement.
02.03   Develop an awareness of the impact of the economy as it relates to the marketplace.
03.0   Assess personal strengths as they relate to business career exploration – the student will be able to:
03.01   Survey and assess personal aptitudes and interests related to careers.
04.0   Demonstrate business leadership skills – the student will be able to:
04.01   Demonstrate leadership skills needed to develop a positive work environment.

CTE Standards and Benchmarks
04.02 Apply appropriate strategies to manage conflict in work situations.
05.0 Apply mathematical strategies to business applications – the student will be able to:
05.01 Select and implement appropriate mathematical tools to solve business financial problems.
06.0 Identify information technology tools and their purposes – the student will be able to:
06.01 Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.
06.02 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Business, Management and Administration career cluster.
06.03 Use different types of web search engines effectively to locate information relevant to the Business, Management and Administration career cluster.
07.0 Apply communication skills – the student will be able to:
07.01 Select and use appropriate modes of communication, including the Internet, for specific workplace situations.
07.02 Use presentation software to enhance personal and professional communications.
07.03 Produce electronic publications using digital publishing software.
08.0 Describe how information technology is used in the Business, Management and Administration career cluster – the student will be able to:
08.01 Identify through Internet research information technology (IT) careers in the Business, Management and Administration career cluster, including the responsibilities, tasks and skills they require.
08.02 Identify security-related ethical and legal IT issues faced by professionals in the Business, Management and Administration career cluster.
09.0 Describe and use communication features of information technology – the student will be able to:
09.01 Identify basic principles of the Domain Name System (DNS).
09.02 Identify security and privacy issues related to the Internet, including passwords and information theft.

CTE Standards and Benchmarks	
09.03	Identify and/or use various ways to communicate effectively using internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.
09.04	Represent technical issues to a non-technical audience.
10.0	Demonstrate knowledge of information systems – the student will be able to:
10.01	Use current and emerging computer technology and software to perform personal and business related tasks.
10.02	Apply the use of information management tools to develop and coordinate the distribution of work.

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, including access to computers and appropriate software.

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)

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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

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Florida Department of Education
Curriculum Framework

Course Title: **Business Keyboarding and Career Planning**
Course Type: **Orientation/Exploratory and Career Planning**
Career Cluster: **Business Management and Administration**

	Secondary – Middle School
Course Number	8200130
CIP Number	0507999905
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 @2 TC COOP ED @7 VOE @7
CTSO	FBLA 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 assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in introductory keyboarding, introductory word processing, introductory electronic presentation, introductory computer hardware, introductory Internet, and skills for business applications.

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.

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.

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

Standards

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

01.0   Identify and understand computer hardware.
02.0   Identify information technology tools and their proper uses.
03.0   Develop and apply keyboarding skills utilizing current technology.
04.0   Develop and apply word processing skills utilizing current technology.
05.0   Develop and apply electronic presentation skills utilizing current technology.
06.0   Develop and utilize business-related skills.
07.0   Perform activities using the worldwide web.
08.0   Describe how information technology is used in the Business, Management and Administration career cluster.
09.0   Describe and use communication features of information technology.

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

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

Florida Department of Education
Student Performance Standards

Course Title: **Business Keyboarding and Career Planning**
Course Number: **8200130**
Course Length: **Semester**

Course Description:

This course is designed to provide instruction in introductory keyboarding, introductory word processing, introductory electronic presentation, introductory computer hardware, introductory Internet, and soft skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

Activities including field trips and the use of guest presenters from the business community are appropriate for this course. These frameworks and student performance standards are the MINIMUM required for this course. As time allows, teachers are encouraged to add competencies in additional software and technologies.

CTE Standards and Benchmarks
01.0   Identify and understand computer hardware – the student will be able to:
01.01   Define and identify input, output, and storage devices and their functions.
01.02   Define and identify memory in a computer.
02.0   Identify information technology tools and their proper uses – the student will be able to:
02.01   Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.
03.0   Develop and apply keyboarding skills utilizing current technology – the student will be able to:
03.01   Demonstrate proper alphabet keyboarding techniques using correct ergonomic habits.
03.02   Demonstrate safety and respect for equipment and materials in lab.
03.03   Demonstrate proper techniques for keyboarding while keeping fingers on home row keys.

CTE Standards and Benchmarks

04.0	Develop and apply word processing skills utilizing current technology – the student will be able to:
04.01	Start and exit word processing software.
04.02	Identify the parts of a word processing screen, e.g., ribbon, status bar, title bar, insertion point, scroll box and bar, and tabs.
04.03	Demonstrate ability to use and recognize the word processing window, including menus, toolbars, dialog boxes, tabs and ribbons.
04.04	Create and edit a new document.
04.05	Understand different views of document and using the zoom function.
04.06	Identify methods of moving the insertion point, i.e., arrow keys, backspace and delete.
04.07	Select and edit text.
04.08	Move text in a document using the copying/cutting/pasting and drag/drop text commands.
04.09	Format text by changing the font, size, color.
04.10	Align text horizontally and vertically.
04.11	Utilize the Undo and Redo commands.
04.12	Utilize the Show/Hide command.
04.13	Use basic proofreading skills including proofreader's marks.
04.14	Use spell/grammar check/thesaurus programs properly.
04.15	Understand the difference between Save and Save As.
04.16	Save, open and replace files.

CTE Standards and Benchmarks

	04.17	Utilize Print Preview and demonstrate printing capabilities.
	04.18	Demonstrate efficient use of the Help program.
05.0		Develop and apply electronic presentation skills utilizing current technology – the student will be able to:
	05.01	Start and exit presentation software.
	05.02	Identify the parts of a presentation screen, e.g., ribbon, status bar, title bar, insertion point, scroll box and bar, and tabs.
	05.03	Create a new presentation document.
	05.04	Select design layout, background, a template and color scheme.
	05.05	Edit text.
	05.06	Format text and graphics.
	05.07	Select order of frames.
	05.08	Demonstrate ability to spell check, save and print presentation.
06.0		Develop and utilize business-related skills – the student will be able to:
	06.01	Understand the importance of positive attitude in obtaining and maintaining a job.
	06.02	Identify good grooming/dress habits for the workplace.
	06.03	Develop problem solving skills.
	06.04	Identify the benefits of teamwork.
	06.05	Identify the importance of impromptu speaking ability in the workplace.

CTE Standards and Benchmarks	
	06.06 Identify the importance of prepared speaking ability in the workplace.
07.0	Perform activities using the world wide web – the student will be able to:
	07.01 Explore the history of the Internet.
	07.02 Introduce Internet vocabulary such as hyperlink, WWW, URL, and web browser.
	07.03 Understand basic principles of the Domain Name System (DNS).
	07.04 Perform basic Internet searches.
	07.05 Identify and use various web browsers.
	07.06 Identify and use various search engines.
	07.07 Evaluate websites.
	07.08 Understand Favorites/Bookmarks.
	07.09 Understand and demonstrate Internet safety.
	07.10 Discuss Internet privacy, ethics, network etiquette and copyright laws.
08.0	Describe how information technology is used in the Business, Management and Administration career cluster – the student will be able to:
	08.01 Identify through internet research information technology (IT) careers in the Business, Management and Administration career cluster, including the responsibilities, tasks and skills they require.
	08.02 Identify security-related ethical and legal IT issues faced by professionals in the Business, Management and Administration career cluster.
09.0	Describe and use communication features of information technology – the student will be able to:
	09.01 Identify and/or use various ways to communicate effectively using Internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.

CTE Standards and Benchmarks
09.02   Identify security and privacy issues related to the Internet, including passwords and information theft.

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:

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

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)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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

Course Title: **Computer Applications in Business 2**
Course Type: **Orientation/Exploratory**
Career Cluster: **Business Management and Administration**

Secondary – Middle School	
Course Number	8200210
CIP Number	05079999EX
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 @2 COMPU SCI 6 TC COOP ED @7 VOE @7
CTSO	FBLA 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 assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced Internet, intermediate spreadsheet, introductory digital design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

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.

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.

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

Standards

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

01.0   Develop and apply keyboarding skills utilizing current technology.
02.0   Develop and apply word processing skills utilizing current technology.
03.0   Develop and apply spreadsheet skills utilizing current technology.
04.0   Develop and apply digital design skills utilizing current technology.
05.0   Develop and utilize business-related skills.
06.0   Perform activities using the worldwide web.
07.0   Identify components of network systems.
08.0   Describe how information technology is used in the Business Management and Administration career cluster.
09.0   Describe and use communication features of information technology.

Florida Department of Education
Student Performance Standards

Course Title: **Computer Applications in Business 2**
Course Number: **8200210**
Course Length: **Semester**

Course Description:

This course is designed to provide instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced Internet, intermediate spreadsheet, introductory digital design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

CTE Standards and Benchmarks
01.0   Develop keyboarding skills utilizing current technology – the student will be able to:
01.01   Demonstrate speed building using techniques for numeric and symbol keyboarding.
01.02   Demonstrate proper hand positioning for numeric keypad entries and symbol keyboarding.
02.0   Develop and apply word processing skills utilizing current technology – the student will be able to:
02.01   Create and format memos.
02.02   Create and format business letters using the block and/or modified block style.
02.03   Create and format one-page academic and/or business reports using Modern Language Association (MLA) style. http://www.mla.org/style
02.04   Use basic proofreading skills including using proofreader's marks.
02.05   Identify how to address and print envelopes.
02.06   Insert a hyperlink into a document.
02.07   Understand and use Read-Only documents.
02.08   Work with multi-page documents: insert page breaks.
02.09   Format columns within a document.
02.10   Work with document templates.

CTE Standards and Benchmarks	
02.11	Open and work with multiple documents.
03.0	Develop and apply spreadsheet skills utilizing current technology – the student will be able to:
03.01	Insert and delete rows and columns.
03.02	Clear and delete data.
03.03	Copy and move data.
03.04	Fill the same data in adjacent cells.
03.05	Fill data series in adjacent cells
03.06	Hide and unhide columns and rows.
03.07	Freeze and unfreeze columns and rows.
03.08	Sort data.
03.09	Print the worksheet, with and without grids.
03.10	Create a chart.
04.0	Develop and apply digital design skills utilizing current technology – the student will be able to:
04.01	Demonstrate ability to launch digital design software.
04.02	Create a new document from a template (e.g., newsletters, brochures, greeting cards, letterhead, or flyers).
04.03	Identify menus and toolbars of digital design software.
04.04	Apply design layout and color scheme.
04.05	Apply styles and borders.
04.06	Insert a text box, word art and graphics.
04.07	Apply formatting to a text box, word art and graphics.
04.08	Edit text and layouts.
04.09	Demonstrate the ability to spell check, save, and print a document.

CTE Standards and Benchmarks
05.0   Develop and utilize business-related skills – the student will be able to:
05.01   Determine why a positive attitude is necessary for success in the workplace.
05.02   Compare grooming/dress standards in various workplace environments.
05.03   Use problem solving skills to identify computer problems.
05.04   Apply teamwork in the classroom.
05.05   Perform an impromptu and/ or prepared presentation.
05.06   Prepare a resume and cover letter.
05.07   Prepare a thank you letter to a potential employer.
05.08   Discuss job searching skills.
05.09   Identify employment benefits.
05.10   Understand labor laws.
05.11   Understand appropriate procedures for changing jobs.
05.12   Complete a job application.
05.13   Demonstrate skills and appropriate dress/attire necessary for a successful job interview.
08.0   Identify components of network systems – the student will be able to:
08.01   Identify structure to access internet, including hardware and software components.
08.02   Identify user customization features in web browsers, including preferences, caching, bookmarks/ favorites and cookies.
08.03   Define database and identify how it is used in the business environment.
06.0   Perform activities using the worldwide web – the student will be able to:
06.01   Identify basic principles of the Domain Name System (DNS).
06.02   Perform advanced searches using Boolean operators.
06.03   Discuss email, email attachments, address book, and calendars.

CTE Standards and Benchmarks	
	06.04 Discuss instant messaging.
07.0	Describe how information technology is used in the Business Management and Administration career cluster – the student will be able to:
	07.01 Identify through internet research information technology (IT) careers in the Business Management and Administration career cluster, including the responsibilities, tasks and skills they require.
	07.02 Identify security-related ethical and legal IT issues faced by professionals in the Business Management and Administration career cluster.
09.0	Describe and use communication features of information technology – the student will be able to:
	09.01 Define important internet communications protocols and their roles in delivering basic Internet services.
	09.02 Identify security and privacy issues related to the Internet, including passwords and information theft.
	09.03 Demonstrate ways to communicate effectively using Internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.

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, including access to computers and appropriate software.

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)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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

Course Title: **Computer Applications in Business 3**
Course Type: **Orientation/Exploratory**
Career Cluster: **Business Management and Administration**

Secondary – Middle School	
Course Number	8200211
CIP Number	0507999903
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 @2 CLERICAL @7 7 G COMPU SCI 6 SECRETAR 7 G STENOG @4 @7 TC COOP ED @7 VOE @7
CTSO	FBLA 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 assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in advanced spreadsheet, intermediate digital design, introductory database, introductory web design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

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.

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.

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

Standards

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

01.0   Identify information technology tools and their proper uses.
02.0   Develop and apply spreadsheet skills utilizing current technology.
03.0   Develop and apply digital design skills utilizing current technology.
04.0   Develop and apply database skills utilizing current technology.
05.0   Develop and apply web design skills utilizing current technology.
06.0   Develop and utilize business-related skills.
07.0   Identify components of network systems.
08.0   Describe how information technology is used in the Business Management and Administration career cluster.
09.0   Describe and use communication features of information technology.

Florida Department of Education
Student Performance Standards

Course Title: **Computer Applications in Business 3**
Course Number: **8200211**
Course Length: **Semester**

Course Description:

This course is designed to provide instruction in advanced spreadsheet, intermediate digital design, introductory database, introductory web design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

CTE Standards and Benchmarks
01.0   Develop and apply spreadsheet skills utilizing current technology – the student will be able to:
01.01 Apply cell borders and shading.
01.02 Add a header and footer.
01.03 Rotate text in a cell.
01.04 Create a formula using mathematical operations.
01.05 Create a formula using more than one mathematical operation.
01.06 Create a formula finding maximum, minimum and average.
01.07 Format a chart changing the font size, component colors and rotation of charts for graphical emphasis.
01.08 Insert a picture in a worksheet.
02.0   Develop and apply digital design skills utilizing current technology – the student will be able to:
02.01 Apply special formatting including, but not limited to adding gradients to frames, text wrapping and positioning.
02.02 Insert graphics from files.
02.03 Create new document without using templates.
02.04 Ability to save graphics to file.

CTE Standards and Benchmarks
	02.05	Demonstrate proficiency in advanced print layout options.
03.0	Develop and apply database skills utilizing current technology – the student will be able to:
	03.01	Start and exit database software. Save a database in various formats (i.e., file types).
	03.02	Identify the parts of the database screen.
	03.03	View the database window and use the Navigation Pane. Open an object in Design view or Layout view.
	03.04	Create a table.
	03.05	Enter records in datasheet view.
	03.06	Change the column width in a datasheet. Use Hide, Unhide, Freeze and Unfreeze fields.
	03.07	Add and delete fields and create relationships between tables.
	03.08	Create and modify fields, for example specify text, numbers, currency, and Yes/No.
	03.09	Sort and filter record (use AutoFilter, Filter by Selection, and by Form).
	03.10	Create a report.
04.0	Develop and apply web design skills utilizing current technology – the student will be able to:
	04.01	Identify and describe the various components of the Internet, including, WWW, email, FTP, and URL.
	04.02	Understand the difference between Web browser and Search engine.
	04.03	Describe the difference between a client and the various types of servers, including Web servers.
	04.04	Follow copyright laws.
	04.05	Demonstrate an understanding of file storage and the path to describe the location of a document.
	04.06	Describe how XHTML has altered the structure of HTML.
	04.07	Identify and describe basic HTML/ XHTML terminology.
	04.08	Identify and describe basic HTML/ XHTML tags.
	04.09	Identify the elements of a Web page.

CTE Standards and Benchmarks	
04.10	Produce a Web page using basic HTML tags, including but not limited to, links, anchors, lists, tables, background and fonts.
04.11	Include graphics in a Web page.
04.12	Use the Internet to find free components for a Web page such as Javascript, java applets, and banners.
04.13	Create a Web page for others to see.
05.0	Develop and utilize business-related skills – the student will be able to:
05.01	Classify characteristics of a positive attitude in the workplace.
05.02	Understand the importance of proper grooming and appearance for the workplace.
05.03	Apply problem solving skills to troubleshoot computer problems.
05.04	Identify brainstorming techniques.
05.05	Apply impromptu and/ or prepared presentation skills.
05.06	Research sources of employment.
05.07	List employment benefits.
05.08	Identify child labor laws.
05.09	Identify appropriate procedures for changing jobs.
05.10	Discuss importance of being prepared to complete a job application.
05.11	Discuss employer expectations toward prospective and current employees.
05.12	Discuss the value of sharpening technology skills as the workplace environment changes.
05.13	Prepare a list of strategies for communicating in multicultural settings.
05.14	Analyze the importance of good work habits for success in the workplace.
06.0	Identify information technology tools and their proper uses – the student will be able to:
06.01	Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.
06.02	Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Business, Management and Administration career cluster.

CTE Standards and Benchmarks	
06.03	Use different web search engines effectively to locate information relevant to the Business, Management and Administration career cluster.
06.04	Understand how email clients send simple messages and files to other Internet users.
07.0	Identify components of network systems – the student will be able to:
07.01	Identify structure to access internet, including hardware and software components.
07.02	Identify user customization features in web browsers, including preferences, caching, bookmarks/ favorites and cookies.
07.03	Recognize essential database concepts.
08.0	Describe how information technology is used in the Business Management and Administration career cluster – the student will be able to:
08.01	Identify through Internet research information technology (IT) careers in the Business Management and Administration career cluster, including the responsibilities, tasks and skills they require.
08.02	Identify security-related ethical and legal IT issues faced by professionals in the Business Management and Administration career cluster.
09.0	Describe and use communication features of information technology – the student will be able to:
09.01	Define important Internet communications protocols and their roles in delivering basic Internet services.
09.02	Identify basic principles of the Domain Name System (DNS).
09.03	Identify security issues related to Internet clients.
09.04	Identify and use principles of personal information management (PIM), including common applications.
09.05	Identify and understand webcasting and related services.
09.06	Demonstrate ways to communicate effectively using Internet technology, such as email, webcast, websites, webpage, messaging, social networks, and blogging.

Additional Information

<u>Laboratory Activities</u>

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, including access to computers and appropriate software.

<u>Special Notes</u>

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.

<u>Career and Technical Student Organization (CTSO)</u>

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<u>Accommodations</u>

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.

<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: Computer Applications in Business 4
Course Type: Orientation/Exploratory
Career Cluster: Business Management and Administration

Secondary – Middle School	
Course Number	8200212
CIP Number	0507999904
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 @2 CLERICAL @7 7 G COMPU SCI 6 SECRETAR 7 G STENOG @4 @ 7 TC COOP ED @7 VOE @7
CTSO	FBLA 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 assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in intermediate database, intermediate web design, introductory programming, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

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.

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

<u>Standards</u>

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

01.0   Identify information technology tools and their proper uses.
02.0   Develop and apply database skills utilizing current technology.
03.0   Develop and apply web design skills utilizing current technology.
04.0   Develop and apply programming skills utilizing current technology.
05.0   Develop and utilize business-related skills.
06.0   Identify components of network systems.
07.0   Describe how information technology is used in the Business Management and Administration career cluster.
08.0   Describe and use communication features of information technology.

Florida Department of Education
Student Performance Standards

Course Title: **Computer Applications in Business 4**
Course Number: **8200212**
Course Length: **Semester**

Course Description:

This course is designed to provide instruction in intermediate database, intermediate web design, introductory programming, and soft skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

CTE Standards and Benchmarks
01.0   Identify information technology tools and their proper uses – the student will be able to:
01.01   Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Business, Management and Administration career cluster.
01.02   Understand how e-mail clients send simple messages and files to other Internet users.
01.03   Use different web search engines effectively to locate information relevant to the Business, Management and Administration career cluster.
01.04   Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.
02.0   Develop and apply database skills utilizing current technology – the student will be able to:
02.01   Start and exit a database software.
02.02   Use the Navigation Pane/change the view of an objects in the navigation pane.
02.03   Create a database from a template
02.04   Edit records in datasheet view.

CTE Standards and Benchmarks	
02.05	Add and delete records in datasheet view.
02.06	Cut, copy, and paste data in datasheet view.
02.07	Change the datasheet layout.
02.08	Hide columns in a table
02.09	Create a table in design view/create and modify fields (or a field) in a datasheet.
02.10	Create a form and enter and edit data in a form.
02.11	Use form layout tools to modify a database design, arrangement and format (themes, fonts, colors).
02.12	Create a query. Save a database in a different format (i.e., file types).
03.0	Develop and apply web design skills utilizing current technology – the student will be able to:
03.01	Produce a Web page using basic HTML tags, including but not limited to, links, anchors, lists, tables, background and fonts.
03.02	Define principles of acceptable Web design.
03.03	Understand how different Web browsers interpret pages.
03.04	Understand the role of plug-ins.
03.05	Understand graphic, audio, and movie file formats and how they affect file size.
03.06	Use animated graphics, audio and video files in a Web page.
03.07	Use image editing software to create and edit images.
03.08	Demonstrate an understanding of compressing and decompressing files.

CTE Standards and Benchmarks	
	03.09 Understand the importance of regular file backup.
	03.10 Create a Web page for others to see.
04.0	Develop and apply programming skills utilizing current technology – the student will be able to:
	04.01 Give a brief history of computers.
	04.02 Describe how hardware and software make up computer architecture.
	04.03 Understand the binary representation of data and programs in computers.
	04.04 Discuss the evolution of programming languages
	04.05 Describe the software development process.
	04.06 Describe the fundamental concepts of object-oriented programming.
	04.07 Discuss the importance of the selected programming language.
	04.08 Describe the structure of a simple program.
	04.09 Write a simple program.
	04.10 Edit, compile, and run a program.
	04.11 Format a program for visual effects.
	04.12 Identify compile-time errors.
05.0	Develop and utilize business-related skills – the student will be able to:
	05.01 Classify the characteristics of a positive attitude in the workplace.

CTE Standards and Benchmarks
05.02 Understand the importance of proper grooming and appearance for the workplace.
05.03 Utilize problem solving skills in programming areas.
05.04 Utilize brainstorming techniques to solve a problem.
05.05 Apply impromptu and/ or prepared presentation skills.
05.06 Research sources of employment.
05.07 Discuss employment benefits.
05.08 Discuss child labor laws.
05.09 Evaluate appropriate procedures for changing jobs.
05.10 Evaluate a quality completed job application.
05.11 Identify characteristics of ethical behavior in the workplace.
05.12 Understand the importance of personal integrity in the workplace.
05.13 Develop an understanding of the skills that transfer from school to work.
06.0 Identify components of network systems – the student will be able to:
06.01 Identify structure to access internet, including hardware and software components.
06.02 Identify user customization features in web browsers, including preferences, caching, bookmarks/ favorites and cookies.
06.03 Recognize essential database concepts.
07.0 Describe how information technology is used in the Business Management and Administration career cluster – the student will be able to:

CTE Standards and Benchmarks
07.01	Identify through Internet research information technology (IT) careers in the Business Management and Administration career cluster, including the responsibilities, tasks and skills they require.
07.02	Identify security-related ethical and legal IT issues faced by professionals in the Business Management and Administration career cluster.
08.0	**Describe and use communication features of information technology – the student will be able to:**
08.01	Define important Internet communications protocols and their roles in delivering basic Internet services.
08.02	Identify basic principles of the Domain Name System (DNS).
08.03	Identify security issues related to Internet clients.
08.04	Identify and use principles of personal information management (PIM), including common applications.
08.05	Identify and understand webcasting and related services.
08.06	Demonstrate ways to communicate effectively using Internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.

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, including access to computers and appropriate software.

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)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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

Course Title: **Computer Applications in Business 1 and Career Planning**
Course Type: **Orientation/Exploratory and Career Planning**
Career Cluster: **Business Management and Administration**

Secondary – Middle School	
Course Number	8200220
CIP Number	05079999CE
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 @2 COMPU SCI 6 TC COOP ED @7 TEC ED 1@2 VOE @7
CTSO	FBLA 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 assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and skills for business applications.

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.

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.

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

Standards

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

01.0   Identify and understand computer hardware.
02.0   Identify information technology tools and their proper uses.
03.0   Develop and apply keyboarding skills utilizing current technology.
04.0   Develop and apply word processing skills utilizing current technology.
05.0   Develop and apply electronic presentation skills utilizing current technology.
06.0   Develop and apply spreadsheet skills utilizing current technology.
07.0   Develop and utilize business-related skills.
08.0   Perform activities using the worldwide web.
09.0   Describe how information technology is used in the Business, Management and Administration career cluster.
10.0   Describe and use communication features of information technology.

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

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

Florida Department of Education
Student Performance Standards

Course Title: **Computer Applications in Business 1 and Career Planning**
Course Number: **8200220**
Course Length: **Semester**

Course Description:

This course is designed to provide instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

CTE Standards and Benchmarks
01.0   Identify and understand computer hardware – the student will be able to:
01.01   Define and identify input, output, and storage devices and their functions.
01.02   Define and identify memory in a computer.
02.0   Identify information technology tools and their proper uses – the student will be able to:
02.01   Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.
03.0   Develop and apply keyboarding skills utilizing current technology – the student will be able to:
03.01   Demonstrate proper keyboarding techniques using correct ergonomic habits.
03.02   Demonstrate safety and respect for equipment materials in lab.
03.03   Demonstrate proper techniques for alphanumeric keyboarding while keeping fingers on home row keys.
04.0   Develop and apply word processing skills utilizing current technology – the student will be able to:

CTE Standards and Benchmarks	
04.01	Start and exit word processing software.
04.02	Apply different views to a document – select zoom options, document view, split windows, arrange windows, and switch windows.
04.03	Move text in a document using the copying/cutting/pasting and drag/drop text commands.
04.04	Apply tabs, line spacing and paragraph indents.
04.05	Align text horizontally and vertically.
04.06	Apply character attributes – font, font size, font color, underline, bold, italic, and text effects.
04.07	Apply Styles in a document.
04.08	Utilize the Undo and Redo commands.
04.09	Utilize the Show/Hide command.
04.10	Use Find and Replace.
04.11	Utilize the Format painter.
04.12	Utilize the Text Highlight feature in a document – select highlight color.
04.13	Insert date and time.
04.14	Insert and manipulate graphics, word art and text boxes.
04.15	Insert and remove a manual page break in a document.
04.16	Create bulleted and numbered lists.
04.17	Create a table – inserting, moving, and entering data.

CTE Standards and Benchmarks	
04.18	Format a table – insert/delete columns, rows, and cells and merge cells.
04.19	Format a table – changing column/ row width/ height.
04.20	Apply table alignment on document – horizontally and vertically.
04.21	Apply text and number alignment within a table.
04.22	Use table tools – change table styles, apply borders, and shading.
04.23	Set the Page Layout in a document – margins, page orientation, and page size.
04.24	Change the Page Background – insert a watermark, page border, and change the page color.
04.25	Create headers and footers in a document.
04.26	Use spell/grammar check/ thesaurus programs properly.
04.27	Use basic proofreading skills including proofreader's marks.
04.28	Understand the difference between Save and Save As.
04.29	Save a document – specify file name and location.
04.30	Save a document in a different format, e.g., PDF, Web page, and jpeg.
04.31	Understand printing options including printer selection, scale to fit, and page number selection.
05.0	Develop and apply electronic presentation skills utilizing current technology – the student will be able to:
05.01	Start and exit presentation software.
05.02	Apply fill effects, lines and shapes.

CTE Standards and Benchmarks	
05.03	Demonstrate ability to order, group and rotate objects.
05.04	Demonstrate ability to animate graphics.
05.05	Apply slide transitions and timings.
05.06	Incorporate text, tables, charts and graphic transitions into document.
05.07	Add sound using various media (e.g. internet and/or files).
05.08	Apply action buttons.
05.09	Insert a hyperlink.
05.10	Rearrange slide order through slide sorter.
05.11	Create note page to aid in oral presentation of slide show.
05.12	Customize timing and rehearsing to coordinate with oral presentation.
05.13	Save a presentation in a different format, e.g., PDF and Web page.
05.14	Demonstrate the ability to spell check and print presentations using different settings.
05.15	Demonstrate presentation skills.
06.0	Develop and apply spreadsheet skills utilizing current technology – the student will be able to:
06.01	Start and exit spreadsheet software.
06.02	Identify the parts of the spreadsheet screen, e.g., ribbon, status bar, title bar, insertion point, scroll box and bar, and tabs.
06.03	Create a new worksheet.

CTE Standards and Benchmarks
06.04 Change column width and row height.
06.05 Format the contents of a cell, i.e., change fonts and font sizes, align text, and format numbers.
06.06 Merge cells.
06.07 Use Undo and Redo commands.
06.08 AutoFormat the worksheet if available. AutoFormat applies borders, shading, and data formatting.
06.09 Use the auto sum feature.
06.10 Create a chart.
07.0 Develop and utilize business-related skills – the student will be able to:
07.01 Demonstrate an understanding of the importance of a positive attitude in obtaining and maintaining a job.
07.02 Identify grooming/dress standards in various workplace environments.
07.03 Demonstrate problem solving skills.
07.04 Demonstrate an awareness of teamwork.
07.05 Make an impromptu presentation.
07.06 Make a prepared presentation.
07.07 Collaborate and effectively use teamwork to present in a group.
08.0 Perform activities using the worldwide web – the student will be able to:
08.01 Identify and define Internet vocabulary such as hyperlink, WWW, URL, and web browser

CTE Standards and Benchmarks
08.02 Understand basic principles of the Doman Name System (DNS).
08.03 Perform basic Internet searches.
08.04 Identify and use various web browsers.
08.05 Copy and paste from browser to other applications.
08.06 Identify and use various search engines.
08.07 Evaluate websites.
08.08 Understand Favorites/ Bookmarks.
08.09 Understand and demonstrate Internet safety.
08.10 Discuss Internet privacy, ethics, network etiquette and copyright laws.
08.11 Download files.
08.12 Download graphics.
09.0 Describe how information technology is used in the Business, Management and Administration career cluster – the student will be able to:
09.01 Identify through internet research information technology (IT) careers in the Business, Management and Administration career cluster, including the responsibilities, tasks and skills they require.
09.02 Identify security-related ethical and legal IT issues faced by professionals in the Business, Management and Administration career cluster.
10.0 Describe and use communication features of information technology – the student will be able to:
10.01 Identify security and privacy issues related to the Internet, including passwords and information theft.
10.02 Identify and/or use various ways to communicate effectively using internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.

CTE Standards and Benchmarks

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:

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

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)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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: **Electronic Business Enterprise**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

Secondary – Career Preparatory	
Program Number	8200300
CIP Number	0552060109
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	BUS ED 1 @2 BUS DP @7 ELECT DP @7 %G
CTSO	FBLA BPA
SOC Codes	15-1151 – Computer User Support Specialists 43-4051 – Customer Service Representatives 11-1021 – General and Operations Managers 15-1134 – Web Developers
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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to planning and development, retail and Internet marketing, ethics, laws and regulations, web design, entrepreneurship, and systems and design of e-commerce enterprises.

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 four occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
A	8207310	Digital Information Technology	1 credit	15-1151	2	PA
B	8200340	Introduction to E-Commerce	1 credit	43-4051	2	PA
C	8200350	E-Commerce Entrepreneurship	1 credit	11-1021	2	VO
D	8200360	E-Commerce Systems Analysis and Design	1 credit	15-1134	2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8207310	5/87 6%	5/80 6%	24/83 29%	5/69 7%	24/67 36%	5/70 7%	5/69 7%	24/82 29%	5/66 8%	24/74 32%	5/72 7%
8200340	1/87 1%	4/80 5%	24/83 29%	3/69 4%	21/67 31%	8/70 11%	5/69 7%	23/82 28%	7/66 11%	23/74 31%	3/72 4%
8200350	20/87 23%	24/80 30%	5/83 6%	24/69 35%	4/67 6%	26/70 37%	22/69 32%	4/82 5%	20/66 30%	5/74 7%	23/72 32%
8200360	20/87 23%	20/80 25%	1/83 1%	20/69 29%	1/67 1%	20/70 29%	20/69 29%	1/82 1%	15/66 23%	1/74 1%	20/72 28%

** *Alignment pending review*   **#** *Alignment attempted, but no correlation to academic course*

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8207310	20/67 30%	15/75 20%	18/54 33%	40/46 87%	40/45 89%	40/45 89%	40/45 89%
8200340	14/67 21%	8/75 11%	14/54 26%	**	**	**	**
8200350	8/67 12%	14/75 19%	8/54 15%	**	**	**	**
8200360	8/67 12%	14/75 19%	8/54 15%	**	**	**	**

*** Alignment pending review*   *# Alignment attempted, but no correlation to academic course*

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 Electronic Business Enterprise.
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Electronic Business Enterprise.
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Electronic Business Enterprise.
04.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
05.0 Develop an awareness of microprocessors and digital computers.
06.0 Demonstrate an understanding of operating systems.
07.0 Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
08.0 Use technology to enhance communication skills utilizing presentation applications.
09.0 Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
10.0 Use technology to enhance communication skills utilizing electronic mail.
11.0 Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
12.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
13.0 Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
14.0 Demonstrate competence in page design applicable to the WWW.
15.0 Develop an awareness of emerging technologies.
16.0 Develop awareness of computer languages and software applications.
17.0 Demonstrate comprehension and communication skills.
18.0 Demonstrate language arts knowledge and skills.
19.0 Demonstrate mathematics knowledge and skills.
20.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
21.0 Demonstrate knowledge of the Internet to enhance workplace performance.
22.0 Demonstrate knowledge of e-commerce principles.
23.0 Develop an awareness of career opportunities and options in e-commerce and the criteria for entering those fields.
24.0 Perform e-mail activities.
25.0 Identify the challenges and issues associated with e-commerce business models. .
26.0 Develop an online marketing plan.
27.0 Demonstrate an awareness of the issues involved in a global/international e-commerce environment.
28.0 Research the plan and design of an e-commerce web page.
29.0 Create an e-commerce web site.

30.0 Apply skills that will enhance the presentation, value and profitability of the web site.
31.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Electronic Business Enterprise.
32.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Electronic Business Enterprise.
33.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Electronic Business Enterprise.
34.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
35.0 Create an e-commerce web site.
36.0 Develop and implement a business plan for an e-commerce site.
37.0 Perform human resources management activities to build interpersonal skills with individuals and teams.
38.0 Explain the importance of employability skill and entrepreneurship skills.
39.0 Describe the importance of professional ethics and legal responsibilities.
40.0 Demonstrate personal money-management concepts, procedures, and strategies.
41.0 Use information technology tools.
42.0 Evaluate market expansion to the Internet and the effect of global access on e-commerce.
43.0 Demonstrate knowledge of basic market research tools.
44.0 Demonstrate knowledge of data collection methods.
45.0 Demonstrate knowledge of advertising principles.
46.0 Demonstrate proficiency in web site promotion of an e-commerce site.
47.0 Define the building blocks of a secure system.
48.0 Demonstrate knowledge, skill, management and application of an Internet advertising campaign.
49.0 Analyze financial data relevant to e-commerce decision making.
50.0 Identify principles of pricing.
51.0 Identify principles of selling.
52.0 Analyze electronic payment mechanisms.
53.0 Analyze taxation issues relevant to e-commerce.
54.0 Describe mobile commerce.
55.0 Demonstrate an understanding of global concepts relevant to customer relationship management.
56.0 Explain the role of quality, warranties and guarantees, and e-commerce usability in customer satisfaction.
57.0 Develop communication skills for an international audience.
58.0 Analyze the building blocks of a secure system.
59.0 Demonstrate an awareness of the issues and trends involved in an e-commerce environment.
60.0 Analyze effectiveness and proficiency of web site.
61.0 Demonstrate knowledge of e-commerce legal issues.
62.0 Demonstrate knowledge of disaster protection methods.
63.0 Analyze methods of web hosting.
64.0 Analyze and demonstrate the application of e-commerce software packages.
65.0 Demonstrate knowledge of network components.
66.0 Maintain an e-portfolio for job application purposes.

67.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
68.0 Solve problems using critical thinking skills, creativity and innovation.
69.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
70.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

Florida Department of Education
Student Performance Standards

Course Title: **Digital Information Technology**
Course Number: **8207310**
Course Credit: **1**

Course Description:

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Digital Information Technology (8207310) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 17.0) have been placed in a separate document. To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf.

Florida Department of Education
Student Performance Standards

Course Title: **Introduction to E-Commerce**
Course Number: **8200340**
Course Credit: **1**

Course Description:

This course is designed to provide an introduction to Electronic-Commerce (E-Commerce). This course covers topics such as history and evolution of e-commerce; e-commerce business models; impact of e-commerce in the world economy; security and tax issues in e-commerce; and e-commerce web site design, development and maintenance.

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 Electronic Business Enterprise.	
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 Electronic Business Enterprise.		
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	

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 09-10 Mathematical Practices in Technical Subjects for student success in Electronic Business Enterprise.		
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
18.0	Demonstrate language arts knowledge and skills – the student will be able to:		
	18.01 Locate, comprehend and evaluate key elements of oral and written information.		
	18.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		
	18.03 Present information formally and informally for specific purposes and audiences.		
19.0	Demonstrate mathematics knowledge and skills – the student will be able to:		
	19.01 Demonstrate knowledge of arithmetic operations.		
	19.02 Analyze and apply data and measurements to solve problems and interpret documents.		
	19.03 Construct charts/tables/graphs using functions and data.		
20.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the student will be able to:		
	20.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
	20.02 Locate, organize and reference written information from various sources.		
	20.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
	20.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
	20.05 Apply active listening skills to obtain and clarify information.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
20.06 Develop and interpret tables and charts to support written and oral communications.		
20.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
21.0 Demonstrate knowledge of the internet to enhance workplace performance -- the student will be able to:		SC.912.17.11
21.01 Explain the history of the Internet and development of e-commerce.		
21.02 Discuss the social, economic, and political impact of the Internet on society.		
21.03 Identify accepted Internet etiquette (i.e., netiquette).		
21.04 Identify and describe Web terminology.		
21.05 Identify the differences between the Internet, Intranet and WWW.		
21.06 Describe and demonstrate the use of the different methods by which information may be accessed on the Internet/Intranet (browser, FTP, gopher, telnet, server).		
21.07 Explain the main elements of Web Browsers (example: status bar, refresher button, toolbar tabs, scroll bars, location field, title bar, bookmarks).		
21.08 Copy information from the Internet/Intranet, save, and print using a Web browser.		
21.09 Identify and use search engines to locate information.		
21.10 Define Web robot/bot/spider and identify its advantages.		
21.11 Explain the difference between a search engine and a web directory.		
22.0 Demonstrate knowledge of e-commerce principles -- the student will be able to:		SC.912.L.17.1
22.01 Define Electronic Commerce (e-commerce).		
22.02 Explain domain name and why it is important to e-commerce sites.		
22.03 Identify and describe the difference between 'brick-and-mortar' and 'click-and-mortar' businesses.		
22.04 Describe business-to-business e-commerce.		
22.05 Describe business-to-consumer e-commerce.		
22.06 Define the scope of business-to-consumer e-commerce.		
22.07 Identify the components of a successful business-to-consumer e-commerce site.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
22.08 Identify and discuss issues associated with business-to-consumer e-commerce.		
22.09 Describe the difference between e-tailing and wholesaling.		
22.10 Explain how e-commerce is similar to and/or different from traditional commerce.		
22.11 Identify types of businesses most likely to succeed online.		
23.0 Develop an awareness of career opportunities and options in e-commerce and the criteria for entering those fields -- the student will be able to:		
23.01 Identify entry-level positions in e-commerce.		
23.02 Identify education, skills, and training requirements for possible career pathways in e-commerce.		
23.03 Identify present and future employment opportunities.		
23.04 Compare salary ranges and benefit packages.		
23.05 Design a personal career ladder in e-commerce with a time-line for career advancement.		
23.06 Identify professional organizations in the area of e-commerce.		
23.07 Define the role of a webmaster.		
23.08 Identify job titles and describe the job functions of a web development team.		
24.0 Perform e-mail activities -- the student will be able to:		
24.01 Describe e-mail capabilities and functions.		
24.02 Explain how to setup an e-mail address.		
24.03 Explain the rules for using e-mail on the Internet.		
24.04 Describe the issues involved in sending and receiving documents as e-mail attachments.		
24.05 Use the Internet to perform e-mail activities.		
24.06 Utilize all applicable e-mail options and functions (forward, reply, attach, address book).		
24.07 Organize and manage e-mail messages.		
24.08 Explain some abbreviations, acronyms and emoticons used in e-mail.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
24.09 Explain the purpose of an e-mail signature and how to create one.		
25.0 Identify the challenges and issues associated with e-commerce business models -- the student will be able to:		SC.912.N.3.5; SC.912.N.1.1
25.01 Explain the scope of e-commerce and how it relates to business operations.		
25.02 Explain how the self-serve economy impacts e-commerce.		
25.03 Discuss the global impact of e-commerce.		
25.04 Identify ways e-commerce sites can develop and enhance customer relationships to encourage repeat business and brand loyalty.		
25.05 Explain why the main purpose of any e-commerce site is to transform surfers into customers.		
25.06 Using a variety of problem solving strategies, charts, diagrams, etc. to identify the range of costs associated with developing an e-commerce site.		
25.07 Identify security issues involved in developing a site (firewalls, sniffer programs, hacking, viruses, encryption, SSL, TSL, digital certificates).		
25.08 Explain why web site design is critical to the success of an e-commerce venture.		
25.09 Discuss advantages/disadvantages of using an e-commerce developer or an in-house web team to design and maintain a site.		
25.10 Define SET and compare it to SSL using Venn diagrams.		
25.11 Explain how PGP works.		
25.12 Define Structured Query Language (SQL).		
25.13 Explain how SQL enables users on the Internet.		
25.14 Define electronic payment.		
25.15 Discuss customer security and privacy issues when providing financial information on the Internet.		
25.16 Explain different payment methods available for online purchase (credit card, e-check, e-cash, smart card, electronic wallets, virtual credit cards).		
25.17 Explain the Electronic Funds Transfer Act and its application to online payments.		
26.0 Develop an online marketing plan -- the student will be able to:		SC.912.N.1.1; SC.912.L.17.1
26.01 Identify trends in e-marketing using a variety of problem solving strategies.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
26.02 Define marketing-related terms.		
26.03 Describe the effect of e-mail and spamming on marketing in e-commerce sites.		
26.04 Identify legal, ethical and privacy issues in online marketing.		
26.05 Explain target marketing and niche marketing in relation to e-commerce.		
26.06 Describe customer profiling and related issues.		
26.07 Identify the various types of advertising options in e-commerce (links, banner ads, affiliate programs, pop-up windows, viral marketing, newsgroup postings).		
26.08 Describe electronic marketing techniques.		
26.09 Identify types of and describe the use of databases in e-commerce sites. Symbolically represent and solve multi-step and real world applications.		
26.10 Explain how electronic catalogs work Internet sales.		
26.11 Explain database-driven system and describe its advantages over a static catalog.		
26.12 Analyze e-commerce solutions including shopping carts, electronic malls, order entry systems, full cost display and smart cards. Decide whether a solution is reasonable and whether a given statement is always, sometimes or never true.		
26.13 Identify, define and discuss shipping options for an e-commerce web site.		
27.0 Demonstrate an awareness of the issues involved in a global/international e-commerce environment -- the student will be able to:		
27.01 Define and discuss the advantages of global/international e-commerce.		
27.02 Describe the implications of trade barriers on global e-commerce.		
27.03 Describe the effect of currency exchange rates on international e-commerce, using functions and equations for specified variables.		
27.04 Identify cultural attitudes and practices in the USA that could inhibit successful business operations in another country.		
27.05 Describe changes in American business practices required for success in the global marketplace.		
27.06 Identify and discuss import, export, and international tax laws and their effect on e-commerce trade.		
27.07 Analyze multi-cultural influences on global e-commerce.		
28.0 Research the plan and design of an e-commerce web page -- the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
28.01 Research web site design principles and explain how each contributes towards an effective web site.		
28.02 Compare and contrast positive and negative features of different web sites, using Venn diagrams, unions and intersections.		
28.03 Identify elements of a web page.		
28.04 Plan the goals, structure and design of the web site.		
28.05 Determine business goals for the e-commerce site.		
28.06 Determine product assortment, incentive, pricing, payment and shipping options.		
28.07 Develop a storyboard for the web site.		
28.08 Explain the importance of loading time as an element of web site design.		
28.09 Define HTML, DHTML, XML, VRML, web page design software and how each can be effectively used in creating an e-commerce web site.		
29.0 Create an e-commerce web site – the student will be able to:		SC.912.L17.1, 17.13, 17.16, 17.17; SC.912.N.1.1, 2.1, 2.2
29.01 Create a business for an e-commerce site.		
29.02 Create a web page.		
29.03 Create and apply a custom theme and a solid color background.		
29.04 Create a logo.		
29.05 Add clip art, graphics, images and/or photos and text.		
29.06 Add animation to text and objects using DHTML.		
29.07 Utilize navigation aids and plug-ins.		
29.08 Add graphic buttons.		
29.09 Add form elements.		
29.10 Add graphics as a form button.		
29.11 Link buttons and forms.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	29.12 Embed audio and video files.		
	29.13 Add a host counter to display the number of times the web page has been visited.		
	29.14 Organize information using frames.		
	29.15 Launch the web browser and view the page created.		
	29.16 Test the website for effectiveness (loading time, graphics, link integrity).		
30.0	Apply skills that will enhance the presentation, value and profitability of the web site – the student will be able to:		
	30.01 Develop site personality (create useful site content).		
	30.02 Discuss the advantages and disadvantages of outsourcing vs. an in-house team to create and manage the e-commerce site.		
	30.03 Determine customer service options (e.g., e-mail, phone, fax).		
	30.04 Determine the terms and conditions of sale, including warranties, after-sales service, and privacy assurances.		
	30.05 Explain client-side application.		
	30.06 Explain the purpose of forms in e-commerce web sites.		
	30.07 Design forms for e-commerce web sites using different procedures for constructing forms (HTML tags, Software programs).		
	30.08 Use JavaScript to validate data in form fields.		
	30.09 Use programming tools to make web site more powerful and interactive.		
	30.10 Explain the difference between dynamic and static web programming.		
	30.11 Use programming language to support multi-tasking and exception handling.		
	30.12 Create a site map and explain its importance.		
	30.13 Create a Frequently Asked Questions page.		

Florida Department of Education
Student Performance Standards

Course Title: **E-Commerce Entrepreneurship**
Course Number: **8200350**
Course Credit: **1**

Course Description:

This course is designed to provide the tools necessary to create an e-commerce site by developing, analyzing and implementing a business plan. This course covers topics such as business plan development and implementation, human resources, marketing, Internet advertisement, financial management, pricing and selling of product or service, payment methods, mobile commerce, and customer service.

Florida Standards	Correlation to CTE Program Standard #
31.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Electronic Business Enterprise.	
31.01 Key Ideas and Details	
31.01.1 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	
31.01.2 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	
31.01.3 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	
31.02 Craft and Structure	
31.02.1 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	
31.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
31.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards	Correlation to CTE Program Standard #
issues that remain unresolved. LAFS.1112.RST.2.6	
31.03 Integration of Knowledge and Ideas	
31.03.1 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	
31.03.2 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	
31.03.3 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	
31.04 Range of Reading and Level of Text Complexity	
31.04.1 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.	
31.04.2 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	
32.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Electronic Business Enterprise.	
32.01 Text Types and Purposes	
32.01.1 Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
32.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
32.02 Production and Distribution of Writing	
32.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
32.02.2 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	
	32.02.3	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	
32.03	Research to Build and Present Knowledge		
	32.03.1	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	
	32.03.2	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	
	32.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.1112.WHST.3.9	
32.04	Range of Writing		
	32.04.1	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	
33.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Electronic Business Enterprise.		
33.01	Make sense of problems and persevere in solving them.		
		MAFS.K12.MP.1.1	
33.02	Reason abstractly and quantitatively.		
		MAFS.K12.MP.2.1	
33.03	Construct viable arguments and critique the reasoning of others.		
		MAFS.K12.MP.3.1	
33.04	Model with mathematics.		
		MAFS.K12.MP.4.1	
33.05	Use appropriate tools strategically.		
		MAFS.K12.MP.5.1	
33.06	Attend to precision.		

Florida Standards	Correlation to CTE Program Standard #
MAFS.K12.MP.6.1	
33.07 Look for and make use of structure.	
MAFS.K12.MP.7.1	
33.08 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
34.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance – the student will be able to:		
34.01 Monitor expense accounts by using a variety of problem-solving strategies, including drawing diagrams, charts and tables.		
34.02 Prepare and interpret balance sheets, income statements, cash-flow statements, change-in-equity statements, forecasts, break-even analyses and budgets. Decide whether a solution is reasonable, true and solve equations. Symbolically represent and solve multi-step and real world applications.		
34.03 Document the impact of financial analysis on the strategic planning process. Graph and chart information, using equations to solve problems.		
34.04 Revise short-term and long-term strategic plans based on financial analyses.		
35.0 Create an e-commerce website – the student will be able to:		
35.01 Edit web pages.		
35.02 Use appropriate file names for the Internet.		
35.03 Explain optimization of files for load time.		
35.04 Differentiate between pixels and KB as it relates to graphic size.		
35.05 Explain the purpose of Common Gateway Interface (CGI) script and Active Server Pages (ASP) in e-commerce web sites.		
35.06 Demonstrate the use of Java Applets in an e-commerce site.		
35.07 Define Java Script and explain its role in e-commerce sites.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	35.08 Demonstrate the use of data-processing tools to perform specific tasks with information that customers enter into a web site.		
	35.09 Explain the use of Common Gateway Interface script in processing data on web sites.		
	35.10 Explain the use of Active Server Pages (ASP) in processing data in web sites.		
	35.11 Define ActiveX and indicate its advantages/disadvantages.		
	35.12 Locate a host site that offers free web space.		
	35.13 Upload web pages to the Internet.		
36.0	Develop and implement a business plan for an e-commerce site – the student will be able to:		SC.912.N.1.4,1.5, 2.2
	36.01 Identify types of businesses most likely to succeed online.		
	36.02 Identify the range of costs associated with developing an e-commerce site.		
	36.03 Identify the risks/rewards associated with online business.		
	36.04 Identify legal and political environments that affect e-commerce.		
	36.05 Describe the process of obtaining a business license for an e-commerce site.		
	36.06 Distinguish between trademark and copyright.		
	36.07 Identify federal legislation protecting competition.		
	36.08 Explain the concepts and benefits of e-business systems.		
	36.09 Describe and explain the use of e-business systems to achieve the goals of Enterprise Resource Planning (ERP).		
	36.10 Define the purpose of and describe the major components included in a business plan.		
	36.11 Develop a basic business plan. Solve and graph inequalities, justify steps, determine range and domain and other appropriate multi-step applications.		
	36.12 Evaluate the plan using milestones and benchmarks.		
	36.13 Develop overall marketing objectives.		
	36.14 Evaluate online catalog implementation methodologies.		
	36.15 Coordinate and plan an evaluation of promotional activities.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
37.0 Perform human resources management activities to build interpersonal skills with individuals and teams – the student will be able to:		SC.912.N.1.1, 1.6, 2.2
37.01 Compare personal interests and skills with those needed by an entrepreneur.		
37.02 Determine motives for becoming an entrepreneur.		
37.03 Examine characteristics of online entrepreneurs.		
37.04 Explain ethical and legal issues faced by e-commerce professionals.		
37.05 Explain the social implications of decisions made and actions taken as an e-commerce professional.		
37.06 Identify the major functions and activities of management.		
37.07 Explain the role of authority, accountability, and responsibility in task management.		
37.08 Describe current and emerging e-commerce management trends.		
37.09 Analyze the interdependence of empathetic listening, synergy, and consensus building.		
37.10 Promote teamwork, leadership, empowerment, and strategies for fostering creativity.		
37.11 Define the roles within the group in the decision-making process.		
38.0 Explain the importance of employability skill and entrepreneurship skills – the student will be able to:		SC.912.N.1.1
38.01 Identify and demonstrate positive work behaviors needed to be employable.		
38.02 Develop personal career plan that includes goals, objectives, and strategies.		
38.03 Examine licensing, certification, and industry credentialing requirements.		
38.04 Maintain a career portfolio to document knowledge, skills, and experience.		
38.05 Evaluate and compare employment opportunities that match career goals.		
38.06 Identify and exhibit traits for retaining employment.		
38.07 Identify opportunities and research requirements for career advancement.		
38.08 Research the benefit of ongoing professional development.		
38.09 Examine and describe entrepreneurship opportunities as a career planning option.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
39.0 Describe the importance of professional ethics and legal responsibilities – the student will be able to:		
39.01 Evaluate and justify decisions based on ethical reasoning.		
39.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
39.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
39.04 Interpret and explain written organizational policies and procedures.		
40.0 Demonstrate personal money-management concepts, procedures, and strategies – the student will be able to:		
40.01 Identify and describe the services and legal responsibilities of financial institutions.		
40.02 Describe the effect of money management on personal and career goals.		
40.03 Develop a personal budget and financial goals.		
40.04 Complete financial instruments for making deposits and withdrawals.		
40.05 Maintain financial records.		
40.06 Read and reconcile financial statements.		
40.07 Research, compare and contrast investment opportunities.		
41.0 Use information technology tools – the student will be able to:		
41.01 Use personal information management (PIM) applications to increase workplace efficiency.		
41.02 Employ technological tools to expedite workflow, including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, e-mail, and internet applications.		
41.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
41.04 Employ collaborative/groupware applications to facilitate group work.		
42.0 Evaluate market expansion to the internet and the effect of global access on e-commerce – the student will be able to:	MAFS.912.N-Q.1.3; MAFS.912.S-IC.2	SC.912.N.1.1
42.01 Evaluate the impact of multiple time zones, languages, currencies, social, and cultural issues on e-commerce.		
42.02 Analyze the concept of personalization in e-commerce.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
42.03 Identify e-commerce site components that influence branding (logo, graphic style, online customer service, product information, site navigation, testing, core values).		
42.04 Integrate logos, slogans, URL, etc., throughout offline and online publications and advertising.		
42.05 Identify products, which are most likely to succeed in an e-commerce venture.		
42.06 Compare and contrast traditional product development with online product development.		
42.07 Explain the need for differing development cycles for online products.		
42.08 Describe rapid release marketing introduction strategies.		
42.09 Explain the Gutenberg Diagonal and its international implications.		
43.0 Demonstrate knowledge of basic market research tools – the student will be able to:	MAFS.912.S-IC.2	SC.912.L.17.11; SC.912.N.1.1, 2.2
43.01 Identify the steps of market research.		
43.02 Describe market research as both a formal and informal process.		
43.03 Identify common market research activities and the type of information each provides.		
43.04 Explain the role of ethics in marketing research.		
43.05 Explain internal/external research and the advantages/disadvantages of each.		
43.06 Explain factors limiting market research (objectives, level of commitment, resources available).		
43.07 Develop a sampling plan (who, how many, how chosen).		
43.08 Establish means to identify customer base and marketing profile.		
44.0 Demonstrate knowledge of data collection methods – the student will be able to:		SC.912.N.1.1
44.01 Explain the differences in data generated from surveys and questionnaires collected over the telephone, by mail, online, and in person.		
44.02 Explain the purpose and types of observational research and focus groups.		
44.03 Determine priorities for and potential sources of information that should be gathered.		
44.04 Explain target audience/user group as a key information source.		
44.05 Conduct interviews with selected human information sources.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
44.06 Gather information from selected print and electronic sources.		
44.07 Determine the accuracy and completeness of the information gathered.		
44.08 Define Electronic Data Interchange (EDI).		
44.09 Identify the benefits and essential elements of EDI.		
44.10 Define EDI transaction sets and data elements.		
44.11 Describe the different standards governing EDI transactions.		
44.12 Define data mining.		
44.13 Identify basic tools and techniques of data mining.		
44.14 Explain the use of data mining in Customer Relationship Management (CRM).		
44.15 Identify ethical issues of data mining.		
45.0 Demonstrate knowledge of advertising principles – the student will be able to:		
45.01 Publicize e-commerce site through non-Internet means such as mail, press release, broadcast media, print media, and specialty advertising.		
45.02 Prepare a display advertisement for an e-commerce product or service.		
45.03 Create offline ads for an e-commerce product or service.		
45.04 Create online ads for an e-commerce product or service.		
45.05 Write a news release to promote an e-commerce business.		
45.06 Analyze the nature of direct advertising strategies (direct mail, e-mail, automated callers, faxes, catalogs).		
45.07 Identify factors affecting the cost of e-mail advertising.		
45.08 Identify factors affecting the cost of newspaper ads, magazine ads, radio ads, television ads, direct mail advertising, outdoor ads, and Internet advertising.		
45.09 Differentiate between publicity and public relations.		
45.10 Describe the impact of the Internet on publicity.		
45.11 Identify niche advertising.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
45.12 Discuss the role of online communities.		
45.13 Examine the use, sources, and costs of databases in advertising.		
45.14 Identify the difference between business-to-business and business-to-consumer advertising.		
46.0 Demonstrate proficiency in web site promotion of an e-commerce site – the student will be able to:	MAFS.912.S-IC.2	SC.912.N.1.1
46.01 Research site development methodology.		
46.02 Demonstrate site registration with search engines, shopping bots, and Web directories.		
46.03 Identify processes to improve visibility in search engines (meta tags, titling, keyword repetition, content management, site design, and link popularity).		
46.04 Evaluate legal effects of registration (spamming, duplication).		
46.05 Establish and manage links with other sites.		
46.06 Determine methods to generate hit analysis data.		
46.07 Determine whether to offer response incentives.		
46.08 Determine what type of response incentives to offer.		
46.09 Use design elements and principles to facilitate use and buying decision.		
46.10 Provide company information and update frequently.		
47.0 Define the building blocks of a secure system – the student will be able to:		SC.912.N.1.1
47.01 Define terms associated with system security (user authentication, data origin authentication, confidentiality, data integrity, non-repudiation, peer authentication, message digests).		
47.02 Describe security and privacy issues in e-business systems.		
47.03 Explain the difference between security and privacy.		
47.04 Explain how Internet and Intranet sites become vulnerable to attack.		
47.05 Identify security issues associated with business-to-consumer e-commerce.		
47.06 Describe Intrusion Detection System, misuse intrusion, and anomaly intrusion.		
47.07 Explain transaction security.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
47.08 Explain security-related agencies and software.		
47.09 Explain how privacy affects personalization.		
47.10 Identify security and payment processing issues involved in developing a site (SSL, Digital Certificates, SET Protocol, Cyber Cash).		
48.0 Demonstrate knowledge, skill, management and application of an internet advertising campaign – the student will be able to:		SC.912.N.1.1; SC.912.L.17.1
48.01 Analyze the types, advantages, and disadvantages of Internet advertising (interacting personally and wireless network).		
48.02 Evaluate locations for ad placement (search engines, directories, specialty websites, sponsorship websites).		
48.03 Identify factors affecting the cost of e-mail advertising and banner ads (click-through pricing, bartering, Internet Advertising Bureau rate cards, audience demographics).		
48.04 Identify standard sizes for Internet ads.		
48.05 Identify file formats for graphic ads.		
48.06 Define goal of Internet ads (banners, buttons).		
48.07 Create Internet ads using layers to create simple animation, a tagline, and design features to gain attention.		
48.08 Create design that encourages customer order.		
48.09 Place Internet ads, evaluate results, and cost effectiveness.		
48.10 Compare potential effectiveness with other Internet strategies.		
49.0 Analyze financial data relevant to e-commerce decision making – the student will be able to:		
49.01 Explain the critical nature of banking relationships.		
49.02 Explain the purpose and importance of obtaining business financing.		
49.03 Describe sources of financing for businesses.		
49.04 Describe electronic financial services.		
49.05 Use the Internet to locate sources of financing for businesses.		
49.06 Examine the costs of owning/running a server.		
49.07 Examine the costs of using an Internet Service Provider (ISP).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
49.08 Examine costs related to e-commerce (site design, maintenance, and support).		
49.09 Explain costs of interfacing with existing databases, order systems, and accounting systems.		
49.10 Explain profitability in e-commerce sites.		
49.11 Explain the financial implications of outsourcing vs. internal development.		
50.0 Identify principles of pricing – the student will be able to:		
50.01 Perform set operations using Venn diagrams to explore relationships and patterns.		
50.02 Explain the nature and scope of the pricing function, the role of business ethics and the use of technology in pricing.		
50.03 Identify the basic considerations consumers and businesses weigh in accepting a price.		
50.04 Explain how supply, demand, and price are related.		
50.05 Research and analyze competitors' prices.		
50.06 Evaluate psychological and discount pricing techniques.		
50.07 Describe geographic and promotional pricing techniques.		
50.08 Calculate product cost, break-even point, and elasticity of demand.		
50.09 Evaluate difficulties in applying traditional pricing strategies to e-commerce.		
50.10 Evaluate characteristics, goals, advantages and disadvantages of cost-based pricing, demand-based, competition-based, product mix, product change, segmented (customer segmented, location, time), and the impact of e-commerce on pricing strategies.		
50.11 Evaluate the relationship between shipping costs and prices in online sales.		
50.12 Evaluate the impact of pricing errors in e-commerce.		
50.13 Explain real-time pricing in the online environment.		
51.0 Identify principles of selling – the student will be able to:		
51.01 Explain the purpose, importance and business ethics of selling.		
51.02 Describe the nature of selling regulations.		
51.03 Describe the use of technology in the selling function.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
51.04 Identify the benefits of site/online sales.		
51.05 Explain the role of customer service as a component of selling relationships.		
51.06 Identify key factors in building a clientele.		
51.07 Identify incentives for sales staff.		
51.08 Identify types of sales promotion (coupons, premiums, sweepstakes) and it can be used in e-commerce.		
51.09 Determine when sales promotion activities are the best promotional tool.		
51.10 Generate a sales promotion plan for an e-commerce site.		
51.11 Calculate the costs of sales promotion activities.		
51.12 Identify return on investment of sales promotion activities.		
51.13 Create an electronic sales presentation with an integrated Internet link.		
51.14 Evaluate effectiveness of integration.		
51.15 Use on-line strategies for follow-up.		
51.16 Examine automated follow-up.		
51.17 Prepare and evaluate sales reports.		
52.0 Analyze electronic payment mechanisms – the student will be able to:	MAFS.912.S-IC.2	SC.912.N.1.1
52.01 Identify e-cash terminology.		
52.02 Describe stored-value cards, online checks and electronic wallets.		
52.03 Define real time processing.		
52.04 Explain the purpose of auto e-mail.		
52.05 Describe risks and costs involved with credit card use online.		
52.06 Identify the advantages/disadvantages of electronic/digital cash.		
52.07 Evaluate the impact of multiple currencies on e-commerce.		
52.08 Describe electronic funds transfer at point of sale (EFT/POS).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
52.09 Describe direct data entry transmissions and financial electronic data interchanges (F-EDI).		
52.10 Describe the characteristics of successful payment systems.		
52.11 Identify future trends in and risks associated with electronic payment systems.		
52.12 Differentiate between the payment systems applicable for business-to-consumer, business-to-business, and consumer-to-consumer transactions.		
52.13 Describe a transaction-processing service.		
52.14 Explain Internet Transaction Brokers (ITBs).		
52.15 Explain the Electronic Funds Transfer Act and its application to online payments.		
52.16 Describe a turnkey system.		
52.17 Define Merchant Account Provider (MAP).		
52.18 Identify costs associated with a merchant service and/or third-party verifier agreement.		
52.19 Locate an online application for a merchant account.		
52.20 Define related terms (Card Not Present (CNP), Mail Order/Telephone Order (MOTO), real time and digital certificate).		
52.21 Explain verification activities.		
53.0 Analyze taxation issues relevant to e-commerce – the student will be able to:		
53.01 Define permanent establishment.		
53.02 Explain permanent establishment issues in e-commerce.		
53.03 Identify the issues of digital downloads.		
53.04 Describe international issues.		
53.05 Identify global taxation solutions.		
53.06 Explain Value Added Tax.		
53.07 Explain the Internet Tax Freedom Act (ITFA).		
53.08 Determine payment options that comply with legal regulations regarding sales taxes.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
54.0 Describe mobile commerce – the student will be able to:		SC.912.N.1.1
54.01 Define mobile-commerce.		
54.02 Define related terms (personal digital assistant, micro browser, Wireless Application Protocol/WAP).		
54.03 Identify m-commerce payment methods.		
54.04 Identify the challenges associated with M-Commerce.		
54.05 Compare WML with HTML.		
54.06 Identify attributes of mobile communications and how each will affect mobile commerce.		
55.0 Demonstrate an understanding of global concepts relevant to customer relationship management (CRM) – the student will be able to:		SC.912.N.1.1
55.01 Identify ways an e-commerce site can be used to develop and enhance customer relationships to encourage repeat business and brand loyalty.		
56.0 Explain the role of quality, warranties and guarantees, and e-commerce usability in customer satisfaction – the student will be able to:		SC.912.N.1.1
56.01 Identify ways of keeping in touch with customers after the sale.		
56.02 Explain the correlation between customer retention and acquisition costs.		
56.03 Explain the use of CRM software in business-to-consumer and business-to-business operations.		
56.04 Describe the influence of culture on consumer behavior.		
56.05 Determine training needs for traditional sales staff for use on an e-commerce site.		
56.06 Provide customer training for use of on-line buying.		
56.07 Facilitate a customer service policy.		
56.08 Explain the purpose of a call center for an online business.		
56.09 Explain click-through rates and the role of visit duration on click decision.		
56.10 Explain why and how consumer decision-making is influenced online.		
56.11 Explain and evaluate the impact of online customer support.		
56.12 Explain the 80/20 rule of customer support.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
56.13 Use online methods to receive and respond to customers' questions (e-mail, mailbots, auto responder).		
56.14 Enable consumer to choose communication vehicle (call home, work, cell, fax, e-mail).		
56.15 Create Frequently Asked Questions (FAQs).		
56.16 Use file libraries and archives.		
56.17 Project a professional image (appearance, voice, grammar, word usage, enunciation, nonverbal communication).		
56.18 Interact with customers and colleagues in a professional manner (prompt, friendly, courteous, respectful, helpful, knowledgeable, clear).		
56.19 Explain how the Communications Decency Act applies to e-commerce issues.		
56.20 Evaluate how online forums can promote customer relations.		
56.21 Conduct conferences and surveys.		
56.22 Use sales promotion (free samples, contests).		
56.23 Provide links to complementary sites.		
56.24 Discuss the benefits of an extranet.		
56.25 Describe how Value Added Networks (VANs) operate.		
56.26 Explain VAN-based EDI and Internet EDI.		
57.0 Develop communication skills for an international audience – the student will be able to:		
57.01 Identify the customs of the recipient that impact communication.		
57.02 Find answers to questions related to international communications using available human, print, and electronic sources.		
57.03 Prepare documents in correct style for international communications.		
57.04 Use appropriate message and delivery in oral communications.		

Florida Department of Education
Student Performance Standards

Course Title: E-Commerce Systems Analysis and Design
Course Number: 8200360
Course Credit: 1

Course Description:

This course is designed to provide a systematic overview of analysis and design factors, as well as trends and issues impacting the effectiveness, efficiency and profitability of e-commerce web sites.

Florida Standards	Correlation to CTE Program Standard #
31.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Electronic Business Enterprise.	
31.01 Key Ideas and Details	
31.01.1 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	
31.01.2 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	
31.01.3 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	
31.02 Craft and Structure	
31.02.1 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	
31.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
31.02.3 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 #
31.03 Integration of Knowledge and Ideas	
31.03.1 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	
31.03.2 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	
31.03.3 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	
31.04 Range of Reading and Level of Text Complexity	
31.04.1 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.	
31.04.2 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	
32.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Electronic Business Enterprise.	
32.01 Text Types and Purposes	
32.01.1 Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
32.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
32.02 Production and Distribution of Writing	
32.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
32.02.2 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	
32.02.3 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	
32.03 Research to Build and Present Knowledge	
32.03.1 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	
32.03.2 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	
32.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
32.04 Range of Writing	
32.04.1 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	
33.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Electronic Business Enterprise.	
33.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
33.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
33.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
33.04 Model with mathematics. MAFS.K12.MP.4.1	
33.05 Use appropriate tools strategically. MAFS.K12.MP.5.1	
33.06 Attend to precision. MAFS.K12.MP.6.1	
33.07 Look for and make use of structure.	

Florida Standards	Correlation to CTE Program Standard #
MAFS.K12.MP.7.1	
33.08 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
58.0 Analyze the building blocks of a secure system – the student will be able to:		SC.912.N.1.1
58.01 Define system and network security.		
58.02 Describe the different types of Internet security.		
58.03 Explain and identify anti-virus programs.		
58.04 Explain the difference between security and privacy.		
58.05 List the principal protocols used in Internet security.		
58.06 Explain Intrusion Detection System.		
58.07 Define security-related terms.		
58.08 Explain how a user identification and password provide security one-commerce sites.		
58.09 Explain encryption, decryption, private key encryption and public key encryption.		
58.10 Explain the difference between the two types of key encryptions.		
58.11 Identify and explain data transmission technology and how it is used in web pages (SSL, TLS, SET).		
58.12 Describe a SET enabled browser and a SET enabled server.		
58.13 Explain the use of digital signatures and certificates.		
58.14 Describe the certificate life cycle.		
58.15 Develop a privacy policy that considers *what* information is being collected with and without the user's (IP address, personal data, demographics); *why* the data is needed (customization, administration, communication); *when* is it collected (forms, cookies,		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
other locations); *who* will use the information (suppliers, sell or lease to others, third parties); *where* will the information be housed (on-site, sent to data base); *how* can the data be removed or modified.		
58.16 Describe procedures for maintaining the confidentiality of client information.		
58.17 Explain why information is a competitive resource.		
58.18 Explain the importance of data warehouses.		
58.19 Discuss application security measures.		
58.20 Describe the various messaging security techniques.		
58.21 Define a Virtual Private Network and explain its features, its components, and how it is deployed.		
59.0 Demonstrate an awareness of the issues and trends involved in an e-commerce environment – the student will be able to:		
59.01 Discuss issues and trends impacting the economy and the success of e-commerce web sites.		
59.02 Discuss reasons for slow productivity despite advancing technology.		
59.03 Discuss the advantages/disadvantages of removing bugs from software already installed in information systems.		
59.04 Discuss solutions to ease the shortage of technology workers.		
59.05 Discuss factors faced by e-commerce companies when seeking funding.		
59.06 Research current trends and issues impacting e-commerce nationally and globally.		
59.07 Explain how the Communications Decency Act applies to e-commerce issues.		
59.08 Research and discuss privacy issues faced by employees and consumers in today's electronic society.		
59.09 Identify developing ethical and legal issues in e-commerce.		
59.10 Explain the social, ethical, and legal implications of decisions made and actions taken as an e-commerce professional.		
60.0 Analyze effectiveness and proficiency of web site – the student will be able to:		
60.01 Explain why the website design is critical to the success of an e-commerce venture. Use a variety of problem solving strategies, draw diagrams and charts. Decide if a solution is reasonable and if a statement is true. Symbolically represent applications and solve and graph variables and solutions.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
60.02 Define System Development Life Cycle (SDLC).		
60.03 Explain the five major phases of a SDLC (Planning, Analysis, Design, Implementation, and Support).		
60.04 Research and discuss activities performed during the planning, analysis, design, implementation, and support phase.		
60.05 Discuss the necessity to correct major errors during the System Development Life Cycle (SDLC) of an e-commerce site.		
60.06 Explain potential costs involved in correcting problems not caught during the SDLC.		
60.07 Explain the use of web statistics in planning, management, marketing and developing/revising promotional strategy.		
60.08 Determine site profitability over time.		
60.09 Assess the impact of site on costs.		
60.10 Determine if the site increases quality of customer service, builds brand and improves business image.		
60.11 Explain advantage decision support systems (e.g., airlines use it to sum up flight history, aircraft wear, reduce traffic congestion).		
60.12 Create an evaluation plan to measure the effectiveness of the Web site (page counters, logs, search engines, asking visitors how they found the site).		
60.13 Determine methods to generate hit analysis data.		
60.14 Evaluate sources of raw data for statistical web site analysis (HTTP server logs, web server hardware and operating system logs, network monitor logs, user registration databases, and third-party web site analysis services).		
60.15 Calculate and analyze site effectiveness based on statistical hits and clickstream data.		
60.16 Compose a report of relevant data that includes charts or graphs and presents conclusions.		
60.17 Implement financial analysis techniques in decision making.		
60.18 Implement non-financial analysis techniques in decision making.		
61.0 Demonstrate knowledge of e-commerce legal issues – the student will be able to:		
61.01 Explain the legal use of digital signatures for electronic contracting.		
61.02 Discuss laws pertaining to security and privacy of data collected.		
61.03 Explain consumer protection law.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
61.04 Explain court jurisdictional issues related to e-commerce.		
61.05 Identify the liability for invasion of privacy.		
61.06 Describe confidentiality issues and their liability implications.		
61.07 Explain legal and ethical issues related to consumer privacy.		
61.08 Identify federal legislation protecting competition.		
61.09 Identify major federal food and drug legislation affecting marketing strategies.		
62.0 Demonstrate knowledge of disaster protection methods – the student will be able to:		
62.01 Identify the purpose of a server accelerator card.		
62.02 Define noise, spike, brownout, and blackout.		
62.03 Research ways to protect hardware from system failure.		
62.04 Explain UPS and the importance of having one.		
62.05 Discuss types of backups to prevent data loss.		
63.0 Analyze methods of web hosting – the student will be able to:		
63.01 Compare the advantages/disadvantages and costs of self-hosting vs. web hosting.		
63.02 Compare the advantages/disadvantages of using web development and design services.		
63.03 Identify the qualities of server providers (uptime, technical support, connection time).		
63.04 Identify and describe hardware necessary for web site hosting.		
63.05 Design a sample business system architecture for a self-hosting web site.		
63.06 Examine the requirements of Web, Commerce, Transaction and Database servers used in e-commerce.		
63.07 Examine costs related to e-commerce (site design, maintenance and support). Solve real world problems, use charts and graphs, perform set operations, and use Venn diagrams.		
63.08 Plan how to establish a domain name.		
63.09 Upload files to the server.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
63.10 Explain server capacity to support site options and user traffic.		
63.11 Explain the process to e-commerce-enable a website.		
63.12 Collect/analyze usage statistics.		
63.13 Select hosting company based on set criteria.		
63.14 Test site with different browsers.		
63.15 Register site with various search engines/portals.		
63.16 Revise design to reflect user feedback.		
64.0 Analyze and demonstrate the application of e-commerce software packages – the student will be able to:		
64.01 Analyze project management software.		
64.02 Evaluate software packages for Internet ads management.		
64.03 Explain the use of CRM software in business-to-consumer and business-to business-operations.		
64.04 Identify the key functions of systems software.		
64.05 Explain and identify widely used software applications (browsers, word processing, database management, spreadsheet development, CRM applications, web content development).		
64.06 Identify new and emerging classes of software.		
64.07 Identify software used in e-commerce.		
64.08 Identify storefront software packages.		
64.09 Identify selection criteria used for software purchases.		
64.10 Identify differences between implementing an e-commerce site with an off-the-shelf software package vs. freeware CGI solutions.		
64.11 Outline and explain business application tools and processes that can be used as part of a company's e-commerce solution.		
64.12 Define site template.		
64.13 Identify types of editor software used as a source of templates (HTML, Word Processor, WYSIWYG).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
64.14 Identify advantages/disadvantages of using templates.		
64.15 Identify online services that provide templates.		
64.16 Identify storefront hosting services.		
64.17 Differentiate between site templates and store templates.		
64.18 Create an example site using a site template.		
64.19 Create an example site using a store template.		
65.0 Demonstrate knowledge of network components – the student will be able to:		
65.01 Identify the four components of a network operating system (server platform, network services software, network redirection software, communications software).		
65.02 Define fat client and thin client.		
65.03 Interpret basic networking terminology.		
65.04 Identify the different types of Wide-Are Network (WAN) connections.		
65.05 Describe point-to-point (PPP) interconnection.		
65.06 Identify basic telecommunications services (satellite, circuit switching, packet switching, wireless).		
65.07 Differentiate between local exchange carriers and interexchange carriers.		
65.08 Define local access and transport areas.		
65.09 Identify packet carriers and their services.		
65.10 Identify the role of telecommunications tariffs.		
65.11 Explain the role of the router in connecting to the Internet.		
65.12 Explain the role of a Channel Service Unit/Data Service Unit.		
65.13 Identify basic telecommunication bandwidths.		
65.14 Describe the basics of ISDN, X.400, and DSL technologies.		
66.0 Maintain an e-portfolio for job application purposes – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
66.01 Plan, design, and create e-commerce websites that include a theme, backgrounds, content, categories and product, text, graphics, graphic buttons, graphics as a form button, hyperlinks, form elements, company and contact information, navigation bars, navigation aids, a company logo, audio and video files, a host counter, frames.		
66.02 Prepare and submit a résumé to use for online job applications.		
66.03 Prepare and submit a letter of application online.		
67.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the student will be able to:		
67.01 Employ leadership skills to accomplish organizational goals and objectives.		
67.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
67.03 Conduct and participate in meetings to accomplish work tasks.		
67.04 Employ mentoring skills to inspire and teach others.		
68.0 Solve problems using critical thinking skills, creativity and innovation – the student will be able to:		
68.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
68.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
68.03 Identify and document workplace performance goals and monitor progress toward those goals.		
68.04 Conduct technical research to gather information necessary for decision-making.		
69.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the student will be able to:		
69.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
69.02 Explain emergency procedures to follow in response to workplace accidents.		
69.03 Create a disaster and/or emergency response plan.		
70.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the student will be able to:		
70.01 Describe the nature and types of business organizations.		
70.02 Explain the effect of key organizational systems on performance and quality.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
70.03 List and describe quality control systems and/or practices common to the workplace.		
70.04 Explain the impact of the global economy on business organizations.		

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.

Implementation

This program is intended for implementation as an academy and as such, it is strongly suggested that a total interdisciplinary approach be implemented. It is through a balanced and integrated curriculum that students attain the attitudes, skills, and knowledge needed to compete successfully in today's workforce. It is also strongly suggested that program teachers have common planning periods to achieve curriculum integration.

The use of cooperative learning groups through program courses is recommended. By learning and practicing group process skills, students will be prepared to work "together" in real work situations.

Emphasis in the program should be given to the development of abilities and/or awareness necessary to function in a high technological society. Students in the program are encouraged to enroll in the Emerging Technology in Business course to become effective users of evolving technology.

Situations may occur in which non-International Business program students may be scheduled in International Business program classes. Therefore, consideration should be given to incorporate the teaching of global business concepts to all students in the class. Understanding global business concepts will be beneficial to the growth and development of all students.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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: **Applied Computer Business Skills II**
Program Type: **Non Career Preparatory**
Career Cluster: **Business Management and Administration**

Note: This course has been daggered and will be deleted after the 2016-17 school year.

Secondary – Non Career Preparatory	
Program Number	8200330
CIP Number	05070797PA
Grade Level	9-12, 30, 31
Standard Length	.5 credit
Teacher Certification	BOOKKEEPIN @4 @7 7 G BUS DP @7 %G BUS ED 1 @2 CLERICAL @7 7 G ELECT DP @7 %G SECRETAR 7 G STENOG @4 @ 7 TEC ELEC @7 7 G TC COOP ED @7 VOE @7
CTSO	FBLA 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 Computer and Business Skills.

The content includes but is not limited to developing proficiency with touch keyboarding and fundamental computer applications using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards.

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 hours.

The following table illustrates the secondary program structure:

Course Number	Course Title	Length	Level	Graduation Requirement
8200330	Applied Computer Business Skills II	.5 credit	2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Note: This course has been daggered and will be deleted after the 2016-17 school year.

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8200330	11/87 13%	11/80 14%	5/83 6%	11/69 16%	5/67 7%	9/70 13%	11/69 16%	5/82 6%	11/66 17%	5/74 7%	10/72 14%

** Alignment pending review   *# Alignment attempted, but no correlation to academic course*

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8200330	37/67 55%	23/75 31%	22/54 41%	32/46 70%	32/45 71%	32/45 71%	32/45 71%

** Alignment pending review   *# Alignment attempted, but no correlation to academic course*

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 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.

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 Applied Computer Business Skills II.
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Applied Computer Business Skills II
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Applied Computer Business Skills II.
04.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
05.0 Use computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
06.0 Investigate emerging technologies.
07.0 Demonstrate proficiency using common software applications.
08.0 Use database and spreadsheet applications.
09.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
10.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
11.0 Demonstrate personal and interpersonal skills appropriate for the workplace.
12.0 Incorporate appropriate leadership and supervision techniques, customer service strategies and standards of personal ethics to accomplish job objectives and enhance workplace performance.

Florida Department of Education
Student Performance Standards

Course Title: **Applied Computer Business Skills II**
Course Number: **8200330**
Course Credit: **.5**

Course Description:

This course is designed to provide a basic overview of current business and information systems to introduce students to the foundations required for today's business environments. Emphasis is placed on developing proficiency with communication tools for enhancing personal and work place proficiency in an information-based society. Skills taught include: proficiency working with computer networks, internet and online databases, awareness of emerging technologies, common software applications, database and spreadsheet applications, mathematics and financial strategies, career exploration, and development of personal and interpersonal skills.

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 Applied Computer Business Skills II.		
	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 Applied Computer Business Skills II.	
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

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 09-10 Mathematical Practices in Technical Subjects for student success in Applied Computer Business Skills II.		
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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0　Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance – the student will be able to:		
04.01　Develop keyboarding skills to enter and manipulate text and data.	LAFS.910.SL.1.2, 2.5 LAFS.910.W.2.6 LAFS.910.L.1.2, LAFS.1112.L.1.2 LAFS.1112.W.2.6, LAFS.1112.SL.1.2, 2.5 MAFS.912.S-ID.3.7	
04.02　Describe and use current computer technology and software to perform personal and business related tasks in the workplace by establishing digital calendars, meetings, appointments, and create and manipulate e-mail contacts.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.2, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.1.2, 2.6	
04.03　Identify and describe types of file systems and classify common file extensions based on software application programs used in the workplace environment.	LAFS.910.RI.2.4 LAFS.910.SL.1.2 LAFS.910.W.2.4, 2.5, 2.6, 3.8 LAFS.1112.W.2.4, 2.5, 2.6, 3.8 LAFS.1112.RI.2.4 LAFS.1112.SL.1.2	
04.04　Use reference materials such as on-line help, tutorials, and manuals available for application software.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 4.10 LAFS.1112.RI.1.1, 1.2,	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
		1.3, 2.4, 2.5, 2.6, 3.7, 4.10	
04.05	Demonstrate basic computer file management skills and file naming conventions to accurately organize files into hierarchies by labeling file folders for easy accessibility.	LAFS.910.RI.2.4 LAFS.910.SL.1.2 LAFS.910.W.2.4, 2.5, 2.6, 3.8 LAFS.1112.W.2.4, 2.5, 2.6, 3.8 LAFS.1112.RI.2.4, LAFS.1112.SL.1.2	
04.06	Discuss the process of troubleshooting problems with computer hardware peripherals, including input and output devices in the workplace environment.	LAFS.910.SL1.1, 2.5 LAFS.1112.SL.1.1, 2.5	
04.07	Describe ethical issues and problems associated with computers and information systems, including federal laws against anti-piracy with computers and PC software security protection.	LAFS.910.RI.1.1, 1.2, 1.3, 3.8, 4.10 LAFS.910.W.1.1, 1.2, 3.8 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.1.1, 1.2, 3.8 LAFS.1112.RI.1.1, 1.2, 1.3, 3.8, 4.10	
04.08	Apply ergonomic principles and view devices applicable to computer workstation and the workplace environment.	LAFS.910.L.2.3, 3.6, LAFS.1112.L.2.3, 3.6	
05.0	Use computer networks, internet and online databases to facilitate collaborative or individual learning and communication – the student will be able to:		
05.01	Demonstrate how to connect to the Internet and use appropriate Internet protocol. Identify and describe web terminology, addresses and how browsers work.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
05.02	Demonstrate proficiency using basic features of GUI browsers, including: bookmarks, basic configurations, e-mail configurations, and address books. Describe appropriate browser security configurations.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.L.2.3, 3.4, 3.5, 3.6	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
05.03	Describe information technology terminology, including Internet, intranet, ethics, copyright laws, and regulatory control.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.RI.4.10	
05.04	Demonstrate proficiency using search engines and search tools.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.RI.4.10 LAFS.1112.L.2.3, 3.4, 3.5, 3.6	
05.05	Use various web tools, including: downloading files, transfer of files, telnet, PDF, plug-ins, and data compression. Identify Boolean search strategies.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10	
05.06	Use computer networks, including on-line databases and resources to facilitate collaborative or individual learning and communication.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
05.07	Describe how business transactions and academic applications are supported by interactive web applications, including sharing photos and video clips, messaging, chatting and collaborating.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6	
05.08	Describe appropriate use of social networking sites and applications, blogs and collaborative tools for file sharing and using listservers.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	3.9, 4.10 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
06.0 Investigate emerging technologies – the student will be able to:		
06.01 Compare and contrast various methods of evaluation for emerging technologies.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 MAFS.912.A-REI.4.10 MAFS.912.S-IC.1.2, MAFS.912.S-ID1.1, 1.2, 1.3, 1.4, 2.5, 2.6, 3.7	
06.02 Demonstrate knowledge of the process of planning upgrades and changeovers.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
06.03 Compare and contrast emerging technologies and describe how they impact business in the global marketplace (e.g., wireless, wireless web, cell phones, portables/handhelds, smart appliances, home networks, peer-to-peer, etc.).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 0 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 MAFS.912.A-REI.4.10 MAFS.912.S-IC.1.2, MAFS.912.S-ID1.1, 1.2, 1.3, 1.4, 2.5, 2.6, 3.7	
07.0 Demonstrate proficiency using common software applications – the student will be able to:		
07.01 Compare and contrast the appropriate use of various software applications (e.g., word processing, desktop publishing, graphics design, web browser, e-mail, presentation, database, scheduling, financial management, Java applet, music, etc.).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
		MAFS.912.A-REI.4.10 MAFS.912.S-IC.1.2 MAFS.912.S-ID1.1, 1.2, 1.3, 1.4, 2.5, 2.6, 3.7	
07.02	Demonstrate proficiency in the use of various software applications (e.g., word processing, desktop publishing, graphics design, web browser, e-mail, presentation, database, scheduling, financial management, Java applet, music, etc.).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 MAFS.912.A-REI.4.10 MAFS.912.S-IC.1.2 MAFS.912.S-ID1.1, 1.2, 1.3, 1.4, 2.5, 2.6, 3.7	
08.0	Use database and spreadsheet applications – the student will be able to:		
08.01	Manage the worksheet environment by navigating through and printing a worksheet. Personalize the environment by manipulating the ribbon tabs, group settings, importing data, manipulating properties, files and folders.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
08.02	Create cell data, apply auto fill and hyperlinks.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.910.SL.2.5 LAFS.1112.SL.2.5 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.A-SSE.1.1, MAFS.912.A-APR.1.1, 4.6 MAFS.912.A-CED.1.1, 1.2, 1.3, 1.4 MAFS.912.A-REI.1.1, 1.2, 2.3	
08.03	Format cells and worksheets by applying cell formats, merging and splitting cells, create row and column titles, hide and unhide column titles, rows and columns. Manipulate page set up options. Create and apply cell styles.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.W.4.10 LAFS.1112.RI.4.10	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	08.04 Manage worksheets and workbooks by creating and formatting worksheets and manipulating views.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.W.4.10 LAFS.1112.RI.4.10	
	08.05 Apply formulas and functions by creating formulas, enforcing precedence and cell formula references. Apply conditional formula logic, name and cell ranges.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.W.4.10 LAFS.1112.RI.4.10 MAFS.912.A-SSE.1.1, MAFS.912.A-APR.1.1, 4.6 MAFS.912.A-CED.1.1, 1.2, 1.3, 1.4, MAFS.912.A-REI.1.1, 1.2, 2.3	
	08.06 Demonstrate data visually by creating and modifying charts and images.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.910.SL.2.5 LAFS.1112.SL.2.5 LAFS.1112.RI.4.10 LAFS.1112.W.4.10	
	08.07 Share worksheet data through email, changing file type and different versions. Manage comments.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.W.4.10 LAFS.1112.RI.4.10	
	08.08 Analyze and organize data through filters, sorting and applying conditional formatting.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.W.4.10 LAFS.1112.RI.4.10	
09.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance – the student will be able to:		
	09.01 Analyze, interpret, compile, and demonstrate the ability to present and communicate data in understandable and measurable terms using common statistical procedures using charts and graphs.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.W.4.10 LAFS.1112.RI.4.10 MAFS.9.12.A-APR.4.6 MAFS.912.A-CED.1.3 MAFS.912.S-MD.2.5 B	
	09.02 Use common standards of measurement including the metric system in solving work-	LAFS.910.RI.4.10 LAFS.910.W.4.10	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
related or business problems (e.g., length, weight, currency, time).	LAFS.1112.W.4.10 LAFS.1112.RI.4.10	
09.03 Select and use the correct mathematical processes and tools to solve complex problem situations that are typical of business settings and use formulas and spreadsheets when appropriate	LAFS.910.RI.4.10 LAFS.910.W. 4.10 LAFS.1112.W. 4.10 LAFS.1112.RI. 4.10 MAFS.9.12.A-APR.4.6 MAFS.912.A-CED.1.3 MAFS.912.S-MD.2.5 B	
10.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:		
10.01 Analyze personal skills and aptitudes in comparison with various business related job and career options.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.W.4.10 LAFS.1112.RI.4.10	
10.02 Use career resources to develop an information base that reflects local and global business related occupations and opportunities for continuing education and workplace experience.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.W.4.10 LAFS.1112.RI.4.10	
10.03 Demonstrate job-seeking skills required for entry-level employment, including resume, cover letter, thank you letter, online/hard copy application, mock interview, and follow-up call.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10	
10.04 Design and initiate a plan to facilitate growth and skill development related to anticipated job requirements and career expectations.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.W.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10	
10.05 Refine and implement a plan to facilitate personal growth and skill development related to anticipated job requirements and career expectations.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.W.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.06 Demonstrate an awareness of specific job requirements and career paths (e.g., requirements, characteristics needed) in business environments.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.W.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10	
10.07 Demonstrate an awareness of the potential impact of local and global trends on career plans and life goals.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.W.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10	
10.08 Describe the importance of building community and mentor relationships in a variety of professional and workplace situations.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.W.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10	
11.0 Demonstrate personal and interpersonal skills appropriate for the workplace – the student will be able to:		
11.01 Demonstrate ways of accepting constructive criticism on team projects within the workplace.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
11.02 Apply appropriate strategies to manage and resolve conflicts in work situations.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
11.03 Demonstrate personal and interpersonal skills appropriate for the workplace, including: responsibility, dependability, punctuality, integrity, positive attitude, initiative, respect for self and others, and professional dress.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		
12.01 Demonstrate awareness of the following workplace essentials: Quality customer service; business ethics; confidentiality of information; copyright violations; accepted workplace rules, regulations, policies, procedures, processes, and workplace safety, and appropriate attire and grooming.	LAFS.910.SL.1.1 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.W.4.10 LAFS.1112.SL1.1 LAFS.1112.RI.4.10	

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

This course has been daggered and will be deleted after the 2016-17 school year.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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

Course Title: **Business Cooperative Education - OJT**
Course Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

Secondary – Cooperative Education - OJT	
Course Number	8200410
CIP Number	05079999CP
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	ANY BUSINESS ED G ANY BUSINESS ED w/TC COOP E G BUS ED 1 @2 TC COOP ED @7 VOE @7
CTSO	FBLA BPA
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 Business Management and Administration 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 Business Management and Administration 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.

Business Cooperative 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: **Business Cooperative Education - OJT**
Secondary Number: 8200410

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)

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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: **Business Cooperative Education Organization and Managemen**t
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

Secondary – Career Preparatory	
Program Number	8200420
CIP Number	05079999OM
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	ANY BUS ED w/TC COOP ED E G BUS ED 1 @2 TC COOP ED @7 VOE @7
CTSO	FBLA BPA
SOC Codes	Varies
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This course provides Business Cooperative Education students with a common class that can be used to reinforce and provide additional competencies in their selected Business Technology Education Program.

This course may be taken only by a student who is enrolled in the BCE - OJT course. A student may earn multiple credits in this course.

The content includes but is not limited to maintaining job related forms and instruction in subjects related to the specific job that the student is performing.

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 credits.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
*	8200420	Business Cooperative Education Organization and Management	multiple credits	*	2	VO

* The OCP and SOC Codes recorded for this course vary according to the originating program.

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8200420	**	**	19/83 23%	**	19/67 28%	**	**	19/82 23%	**	19/74 26%	**

** Alignment pending review   *# Alignment attempted, but no correlation to academic course*

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8200420	14/67 21%	8/75 11%	14/54 26%	**	**	**	**

** Alignment pending review   *# Alignment attempted, but no correlation to academic course*

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. 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.

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 Business Cooperative Education Organization and Management.

02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Business Cooperative Education Organization and Management.

03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Business Cooperative Education Organization and Management.

04.0   Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.

05.0   Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.

06.0   Practice quality performance in the learning environment and the workplace.

07.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.

08.0   Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.

09.0   Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.

10.0   Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.

11.0   Demonstrate human relations/interpersonal skills appropriate for the workplace.

12.0   Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance.

Florida Department of Education
Student Performance Standards

Course Title: **Business Cooperative Education Organization and Management**
Course Number: **8200420**
Course Credit: **Multiple**

Course Description:

This course provides Business Cooperative Education students with a common class that can be used to reinforce and provide additional competencies in their selected Business Management & Administration program. Curriculum may include maintaining job related forms and instruction in subjects related to the specific job that the student is performing.

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 Business Cooperative Education Organization and Management.	
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	

Florida Standards			Correlation to CTE Program Standard #
	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 Business Cooperative Education Organization and Management.		
	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 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 Business Cooperative Education Organization and Management.			
	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 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:		
04.01 Function as a team member and participate in group discussions to identify and resolve problems.		
04.02 Organize and lead discussions.		
04.03 Use appropriate etiquette and manners when communicating with people of varying cultures.		
05.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance – the student will be able to:		
05.01 Demonstrate effective and efficient use of a variety of telephone features and equipment for business communications.		
06.0 Practice quality performance in the learning environment and the workplace – the student will be able to:		
06.01 Apply appropriate organizational skills to manage time and resources.		
06.02 Demonstrate job performance skills in the chosen occupation.		
06.03 Demonstrate increasingly higher levels of productivity in the chosen occupation.		
06.04 Perform tasks as outlined in the OJT training plan.		
06.05 Maintain appropriate OJT records (e.g., training agreement, training plan, time cards, employer forms).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		
07.01 Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.		
07.02 Follow accepted rules, regulations, policies, and workplace safety.		
07.03 Apply decision-making processes to business applications.		
07.04 Demonstrate good work habits.		
07.05 Determine priorities for assigned tasks.		
07.06 Determine appropriate actions to take in chain of command situations.		
07.07 Demonstrate knowledge of parliamentary procedure (e.g., Robert's Rules of Order).		
07.08 Participate in Future Business Leaders of America/Phi Beta Lambda activities.		
08.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace and to accomplish job objectives and enhance workplace performance – the student will be able to:		
08.01 Apply appropriate mathematical processes to complete personal finance activities (e.g., maintain a checking account, reconcile a bank statement, prepare income tax forms).		
09.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:		
09.01 Analyze school and work evaluation to assess strengths, weaknesses, and areas for improvement.		
10.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:		
10.01 Demonstrate job seeking skills required for entry-level employment (e.g., resume, application, interview, follow up).		
10.02 Refine and implement a plan to facilitate personal growth and skill development related to anticipated job requirements and career expectations.		
10.03 Create and use a portfolio in a job search process.		
10.04 Model behavior that contributes to a successful interview.		
11.0 Demonstrate human relations/interpersonal skills appropriate for the workplace – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.01 Accept constructive criticism.		
11.02 Develop professional workplace relationship skills both internally and externally to include team building, group dynamics, and conflict resolution.		
11.03 Practice appropriate interpersonal skills working with and for others.		
12.0 Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:		
12.01 Perform office tasks (e.g., filing and records management, scheduling, reprographics, mail handling).		

<p style="text-align: center;">**Additional Information**</p>

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)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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.

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.

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: **Computer Applications in Business 1**
Course Type: **Orientation/Exploratory**
Career Cluster: **Business Management and Administration**

Secondary – Middle School	
Course Number	8200520
CIP Number	05079999MS
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 @2 COMPU SCI 6 TC COOP ED @7 TEC ED 1@2 VOE @7
CTSO	FBLA 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 assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

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.

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.

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

Standards

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

01.0   Identify and understand computer hardware.
02.0   Identify information technology tools and their proper uses.
03.0   Develop and apply keyboarding skills utilizing current technology.
04.0   Develop and apply word processing skills utilizing current technology.
05.0   Develop and apply electronic presentation skills utilizing current technology.
06.0   Develop and apply spreadsheet skills utilizing current technology.
07.0   Develop and utilize business-related skills.
08.0   Perform activities using the worldwide web.
09.0   Describe how information technology is used in the Business, Management and Administration career cluster.
10.0   Describe and use communication features of information technology.

Florida Department of Education
Student Performance Standards

Course Title: **Computer Applications in Business 1**
Course Number: **8200520**
Course Length: **Semester**

Course Description:

This course is designed to provide instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and business applications skills. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

CTE Standards and Benchmarks
01.0   Identify and understand computer hardware – the student will be able to:
01.01 Define and identify input, output, and storage devices and their functions.
01.02 Define and identify memory in a computer.
02.0   Identify information technology tools and their proper uses – the student will be able to:
02.01 Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.
03.0   Develop and apply keyboarding skills utilizing current technology – the student will be able to:
03.01 Demonstrate proper keyboarding techniques using correct ergonomic habits.
03.02 Demonstrate safety and respect for equipment materials in lab.
03.03 Demonstrate proper techniques for alphanumeric keyboarding while keeping fingers on home row keys.
04.0   Develop and apply word processing skills utilizing current technology – the student will be able to:
04.01 Start and exit word processing software.
04.02 Apply different views to a document – select zoom options, document view, split windows, arrange windows, and switch windows.
04.03 Move text in a document using the copying/cutting/pasting and drag/drop text commands.
04.04 Apply tabs, line spacing and paragraph indents.

CTE Standards and Benchmarks	
04.05	Align text horizontally and vertically.
04.06	Apply character attributes – font, font size, font color, underline, bold, italic, and text effects.
04.07	Apply Styles in a document.
04.08	Utilize the Undo and Redo commands.
04.09	Utilize the Show/Hide command.
04.10	Use Find and Replace.
04.11	Utilize the Format painter.
04.12	Utilize the Text Highlight feature in a document – select highlight color.
04.13	Insert date and time.
04.14	Insert and manipulate graphics, word art and text boxes.
04.15	Insert and remove a manual page break in a document.
04.16	Create bulleted and numbered lists.
04.17	Create a table – inserting, moving, and entering data.
04.18	Format a table – insert/delete columns, rows, and cells and merge cells.
04.19	Format a table – changing column/ row width/ height.
04.20	Apply table alignment on document – horizontally and vertically.
04.21	Apply text and number alignment within a table.
04.22	Use table tools – change table styles, apply borders, and shading.
04.23	Set the Page Layout in a document – margins, page orientation, and page size.
04.24	Change the Page Background – insert a watermark, page border, and change the page color.
04.25	Create headers and footers in a document.
04.26	Use spell/grammar check/ thesaurus programs properly.

CTE Standards and Benchmarks	
04.27	Use basic proofreading skills including proofreader's marks.
04.28	Understand the difference between Save and Save As.
04.29	Save a document – specify file name and location.
04.30	Save a document in a different format, e.g., PDF, Web page, and jpeg.
04.31	Understand printing options including printer selection, scale to fit, and page number selection.
05.0	Develop and apply electronic presentation skills utilizing current technology – the student will be able to:
05.01	Start and exit presentation software.
05.02	Apply fill effects, lines and shapes.
05.03	Demonstrate ability to order, group and rotate objects.
05.04	Demonstrate ability to animate graphics.
05.05	Apply slide transitions and timings.
05.06	Incorporate text, tables, charts and graphic transitions into document.
05.07	Add sound using various media (e.g. internet and/or files).
05.08	Apply action buttons.
05.09	Insert a hyperlink.
05.10	Rearrange slide order through slide sorter.
05.11	Create note page to aid in oral presentation of slide show.
05.12	Customize timing and rehearsing to coordinate with oral presentation.
05.13	Save a presentation in a different format, e.g., PDF and Web page.
05.14	Demonstrate the ability to spell check and print presentations using different settings.
05.15	Demonstrate presentation skills.
06.0	Develop and apply spreadsheet skills utilizing current technology – the student will be able to:

CTE Standards and Benchmarks	
06.01	Start and exit spreadsheet software.
06.02	Identify the parts of the spreadsheet screen, e.g., ribbon, status bar, title bar, insertion point, scroll box and bar, and tabs.
06.03	Create a new worksheet.
06.04	Change column width and row height.
06.05	Format the contents of a cell, i.e., change fonts and font sizes, align text, and format numbers.
06.06	Merge cells.
06.07	Use Undo and Redo commands.
06.08	AutoFormat the worksheet if available. AutoFormat applies borders, shading, and data formatting.
06.09	Use the auto sum feature.
06.10	Create a chart.
07.0	Develop and utilize business-related skills – the student will be able to:
07.01	Demonstrate an understanding of the importance of a positive attitude in obtaining and maintaining a job.
07.02	Identify grooming/dress standards in various workplace environments.
07.03	Demonstrate problem solving skills.
07.04	Demonstrate an awareness of teamwork.
07.05	Make an impromptu presentation.
07.06	Make a prepared presentation.
07.07	Collaborate and effectively use teamwork to present in a group.
08.0	Perform activities using the worldwide web – the student will be able to:
08.01	Identify and define Internet vocabulary such as hyperlink, WWW, URL, and web browser
08.02	Understand basic principles of the Doman Name System (DNS).
08.03	Perform basic Internet searches.

CTE Standards and Benchmarks	
08.04	Identify and use various web browsers.
08.05	Copy and paste from browser to other applications.
08.06	Identify and use various search engines.
08.07	Evaluate websites.
08.08	Understand Favorites/ Bookmarks.
08.09	Understand and demonstrate Internet safety.
08.10	Discuss Internet privacy, ethics, network etiquette and copyright laws.
08.11	Download files.
08.12	Download graphics.
09.0	Describe how information technology is used in the Business, Management and Administration career cluster – the student will be able to:
09.01	Identify through internet research information technology (IT) careers in the Business, Management and Administration career cluster, including the responsibilities, tasks and skills they require.
09.02	Identify security-related ethical and legal IT issues faced by professionals in the Business, Management and Administration career cluster.
10.0	Describe and use communication features of information technology – the student will be able to:
10.01	Identify security and privacy issues related to the Internet, including passwords and information theft.
10.02	Identify and/or use various ways to communicate effectively using internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.

<div align="center">**Additional Information**</div>

<u>Laboratory Activities</u>

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, including access to computers and appropriate software.

<u>Special Notes</u>

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.

<u>Career and Technical Student Organization (CTSO)</u>

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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.

<u>Accommodations</u>

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.

<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: **Emerging Technology in Business**
Program Type: **Non Career Preparatory**
Career Cluster: **Business Management and Administration**

Secondary – Non Career Preparatory	
Program Number	8207010
CIP Number	05070701PA
Grade Level	9-12, 30, 31
Standard Length	1 credit
Teacher Certification	ACCTING @7 7 G BOOKKEEPIN @4 @7 7 G BUS DP @7 %G BUS ED 1 @2 CLERICAL @7 7 G COMPU SCI 6 ELECT DP @7 %G MANAG SUPV 7 G SECRETAR 7 G TC COOP ED @7 TEC ELEC @7 7 G VOE @7
CTSO	FBLA 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 Emerging Technology in Business.

The content includes but is not limited to electronic research methods; business communications including speaking, listening, writing, and telecommunicating; multimedia presentation skills; ethical considerations related to technology; and emerging technologies affecting business environments. Instruction is designed to provide an understanding of the advances being made in technology today and in the future.

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 1 credit.

The following table illustrates the secondary program structure:

Course Number	Course Title	Length	Level	Graduation Requirement
8207010	Emerging Technology in Business	1 credit	2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses <u>that have been aligned</u> to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8207010	**	**	**	**	**	**	**	**	**	**	**

** *Alignment pending review*   # *Alignment attempted, but no correlation to academic course*

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8207010	**	**	**	**	**	**	**

** *Alignment pending review*   # *Alignment attempted, but no correlation to academic course*

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 Emerging Technology in Business.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Emerging Technology in Business.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Emerging Technology in Business.
04.0   Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
05.0   Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
06.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
07.0   Perform decision-making activities.

Florida Department of Education
Student Performance Standards

Course Title: **Emerging Technology in Business**
Course Number: **8207010**
Course Credit: **1**

Course Description:

This course provides instruction in electronic research methods; business communications including speaking, listening, writing, and telecommunicating; multimedia presentation skills; ethical considerations related to technology; and emerging technologies affecting business environments.

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 Emerging Technology in Business.	
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 Emerging Technology in Business.	
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 Emerging Technology in Business.		
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	

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 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:		
04.01 Demonstrate interactive listening techniques.		
04.02 Identify research methods used to gather information.		
04.03 Demonstrate proficiency in taking notes while gathering information.		
04.04 Demonstrate interviewing techniques for gathering information.		
04.05 Identify electronic research sources.		
04.06 Evaluate and select appropriate electronic resources.		
04.07 Describe the process for arranging an electronic conference.		
05.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance – the student will be able to:		
05.01 Gather and compile data using a wide variety of references and research resources (e.g., electronic bulletin boards, information services).		
05.02 Demonstrate an awareness of emerging technologies.		
05.03 Identify and define multimedia terminology.		
05.04 Identify techniques for designing effective multimedia presentations.		
05.05 Create and deliver a multimedia presentation.		
05.06 Conduct business-related research using electronic resources.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.07 Distribute business information electronically.		
05.08 Demonstrate techniques for conducting a business meeting via satellite or on-line conferencing.		
05.09 Apply the rules of electronic conferencing etiquette.		
05.10 Participate in an electronic discussion on a business topic.		
05.11 Use electronic reference manuals.		
05.12 Evaluate and select appropriate electronic resources.		
06.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		
06.01 Identify ethical issues resulting from technological advances (e.g., computer snooping, hacking).		
06.02 Discuss copyright laws that affect the use of technology.		
06.03 Discuss computer security issues related to the use of technology.		
07.0 Perform decision-making activities – the student will be able to:		
07.01 Evaluate and select appropriate software packages to complete assigned tasks.		
07.02 Evaluate information to be used and choose relevant material.		
07.03 Compare and select appropriate multimedia tools.		

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)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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:	**Legal Administrative Specialist**
Program Type:	**Career Preparatory**
Career Cluster:	**Business Management and Administration**

Secondary – Career Preparatory	
Program Number	8212000
CIP Number	0522030103
Grade Level	9-12, 30, 31
Standard Length	7 credits
Teacher Certification	BUS ED 1 @2 CLERICAL @7 7 G SECRETAR 7 G STENOG @4 @ 7 TC COOP ED @7 VOE @7
Additional Teacher Certification:	Digital Information Technology Only: COMPU SCI 6
CTSO	FBLA BPA
SOC Codes	15-1151 – Computer User Support Specialists 43-4171 – Receptionists and Information Clerks 43-6011 – Executive Secretaries and Administrative Assistants 43-6012 – Legal Secretaries
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 as an Information Technology Assistant, Front Desk Specialist, Administrative Support, and Legal Administrative Specialist in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the use of technology to develop communications skills, higher level thinking skills, and decision making skills; legal terminology; the performance of office procedures specific to the legal environment; transcription of legal documents from machine dictation; the production of quality work in an efficient manner using advanced features of business software applications; research of job opportunities; and the production of high quality employment portfolios and job-seeking documents.

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 four occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
A	8207310	Digital Information Technology	1 credit	15-1151	2	PA
B	8212110	Administrative Office Technology 1	1 credit	43-4171	2	VO
	8212120	Business Software Applications 1	1 credit		2	VO
C	8215130	Legal Aspects of Business	1 credit	43-6011	3	VO
D	8212230	Legal Office Technology 1	1 credit	43-6012	2	VO
	8212240	Legal Office Technology 2	1 credit		2	VO
	8212250	Legal Office Technology 3	1 credit		2	VO

Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8207310	5/87 6%	5/80 6%	24/83 29%	5/69 7%	24/67 36%	5/70 7%	5/69 7%	24/82 29%	5/66 8%	24/74 32%	5/72 7%
8212110	9/87 10%	9/80 11%	27/83 33%	8/69 12%	26/67 39%	7/70 10%	18/69 26%	26/82 32%	10/66 15%	26/74 35%	8/72 11%
8212120	23/87 26%	23/80 29%	4/83 5%	23/69 33%	4/67 6%	21/70 30%	23/69 33%	4/82 5%	18/66 27%	4/74 5%	23/72 32%
8215130	27/87 31%	27/80 34%	1/83 1%	27/69 39%	1/67 1%	26/70 37%	27/69 39%	1/82 1%	22/66 33%	1/74 1%	26/72 36%
8212230	3/87 3%	3/80 4%	4/83 5%	2/69 3%	4/67 6%	1/70 1%	3/69 4%	4/82 5%	3/66 5%	4/74 5%	2/72 3%
8212240	4/87 5%	4/80 5%	**	4/69 6%	**	4/70 6%	4/69 6%	**	4/66 6%	**	4/72 6%
8212250	4/87 5%	4/80 5%	1/83 1%	4/69 6%	1/67 1%	4/70 6%	4/69 6%	1/82 1%	4/66 6%	1/74 1%	4/72 6%

** Alignment pending review   *# Alignment attempted, but no correlation to academic course*

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8207310	20/67 30%	15/75 20%	18/54 33%	40/46 87%	40/45 89%	40/45 89%	40/45 89%
8212110	21/67 31%	15/75 20%	18/54 33%	11/46 24%	11/45 24%	11/45 24%	11/45 24%
8212120	12/67 18%	16/75 21%	9/54 17%	4/46 9%	4/45 9%	4/45 9%	4/45 9%
8215130	15/67 22%	26/75 35%	13/54 24%	12/46 26%	12/45 27%	12/45 27%	12/45 27%
8212230	5/67 7%	1/75 1%	3/54 6%	9/46 20%	9/45 20%	1/45 1%	1/45 1%
8212240	#	5/75 7%	#	1/46 2%	1/45 2%	6/45 13%	6/45 13%
8212250	1/67 1%	3/75 4%	1/54 2%	3/46 7%	3/45 7%	10/45 22%	10/45 22%

** Alignment pending review   *# Alignment attempted, but no correlation to academic course*

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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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Common Career Technical Core – Career Ready Practices

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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

Digital Information Technology (8207310) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 17.0 are associated with this course.

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 Legal Administrative Specialist.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Legal Administrative Specialist.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Legal Administrative Specialist.
04.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
05.0   Develop an awareness of microprocessors and digital computers.
06.0   Demonstrate an understanding of operating systems.
07.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
08.0   Use technology to enhance communication skills utilizing presentation applications.
09.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
10.0   Use technology to enhance communication skills utilizing electronic mail.
11.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
12.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
13.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
14.0   Demonstrate competence in page design applicable to the WWW.
15.0   Develop an awareness of emerging technologies.
16.0   Develop awareness of computer languages and software applications.
17.0   Demonstrate comprehension and communication skills.
18.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations.
19.0   Demonstrate language arts knowledge and skills.
20.0   Demonstrate mathematics knowledge and skills.
21.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
22.0   Solve problems using critical thinking skills, creativity and innovation.
23.0   Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
24.0   Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
25.0   Practice quality performance in the learning environment and the workplace.

26.0 Incorporate appropriate customer service strategies to accomplish job objectives and enhance workplace performance.
27.0 Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance.
28.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
29.0 Demonstrate human relations/interpersonal skills appropriate for the workplace.
30.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.
31.0 Describe the importance of professional ethics and legal responsibilities.
32.0 Participate in work-based learning experiences.
33.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Legal Administrative Specialist.
34.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Legal Administrative Specialist.
35.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Legal Administrative Specialist.
36.0 Use technology to increase administrative office support productivity and enhance workplace performance.
37.0 Use information technology tools.
38.0 Participate in administrative work-based learning experiences.
39.0 Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing.
40.0 Participate in work-based learning experiences.
41.0 Demonstrate and understanding of business law concepts.
42.0 Demonstrate an understanding of different types of insurance.
43.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
44.0 Practice quality performance in the learning environment and the workplace.
45.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
46.0 Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance.
47.0 Participate in work-based learning experiences in a legal office.
48.0 Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance.
49.0 Participate in work-based learning experiences in a legal administrative setting.
50.0 Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance.
51.0 Use technology to increase legal office support productivity and enhance workplace performance.
52.0 Participate in work-based learning experiences.

Florida Department of Education
Student Performance Standards

Course Title: **Digital Information Technology**
Course Number: **8207310**
Course Credit: **1**

Course Description:

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Digital Information Technology (8207310) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 17.0) have been placed in a separate document. To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf.

Florida Department of Education
Student Performance Standards

Course Title: Administrative Office Technology 1
Course Number: 8212110
Course Credit: 1

Course Description:

This course is designed to assist with administrative and general office duties in a support capacity. This course explores and expands the core competencies in the areas of personal and professional development and promotes application of higher level office procedures tasks and communications skills through the use of technology.

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 Legal Administrative Specialist.	
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	

Florida Standards	Correlation to CTE Program Standard #
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 Legal Administrative Specialist.	
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 Legal Administrative Specialist.		
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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace of performance. Apply ergonomic principles applicable to the configuration of computer workstations – the student will be able to:		
18.01 Enhance proficiency with touch keyboarding skills (speed and accuracy to enter and manipulate data.		
18.02 Use communications and networking to perform tasks and solve problems in business environments.		
19.0 Demonstrate language arts knowledge and skills – the students will be able to:		
19.01 Locate, comprehend and evaluate key elements of oral and written information.	LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.1112.SL.1.3 LAFS.1112.SL.2.4	
19.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.	LAFS.910.W.2.5 LAFS.1112.W.2.5	
19.03 Present information formally and informally for specific purposes and audiences.	LAFS.910.SL.2.4 LAFS.910.SL.2.5 LAFS.1112.SL.2.4 LAFS.1112.SL.2.5	
20.0 Demonstrate mathematics knowledge and skills – the student will be able to:		
20.01 Demonstrate knowledge of arithmetic operations.		
20.02 Analyze and apply data and measurements to solve problems and interpret documents.	MAFS.912.S-IC.2.6	
20.03 Construct charts/tables/graphs using functions and data.	MAFS.912.F-IF.3.7	
21.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.	LAFS.910.W.3.8 LAFS.1112.W.3.8	
21.02 Locate, organize and reference written information from various sources.	LAFS.910.W.3.8 LAFS.1112.W.3.8	
21.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
21.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
21.05 Apply active listening skills to obtain and clarify information.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
21.06 Develop and interpret tables and charts to support written and oral communications.	LAFS.910.W.1.2 LAFS.910.SL.1.2 LAFS.1112.SL.1.2 LAFS.1112.W.1.2	
21.07 Exhibit public relations skills that aid in achieving customer satisfaction.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
22.0 Solve problems using critical thinking skills, creativity and innovation – the students will be able to:		
22.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		SC.912.L.17.13 SC.912.L.17.15
22.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
22.03 Identify and document workplace performance goals and monitor progress toward those goals.		
22.04 Conduct technical research to gather information necessary for decision-making.		SC.912.L.17.13 SC.912.L.17.15
23.0 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:		
23.01 Integrate all forms of communication in the successful pursuit of an administrative career.	LAFS.910.W.2.4 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.1112.W.2.4	
23.02 Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation.		
24.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance – the students will be able to:		
24.01 Discuss communication systems - cultural, organizational, technological, and interpersonal.		
24.02 Write complex business communications.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
25.0 Practice quality performance in the learning environment and the workplace – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
25.01 Discuss performance evaluation methods and instruments used to assess employee progress and performance.		
26.0 Incorporate appropriate customer service strategies to accomplish job objectives and enhance workplace performance – the student will be able to:		
26.01 Develop an understanding of the integral value of a customer and practice skills to provide excellent customer service.		
26.02 Develop and implement a plan for maintaining quality service and production in a workplace, business, or learning environment.		
27.0 Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		
27.01 Facilitate focus group discussions regarding service, supervision, and ethical considerations that impact the workplace, business, or learning environment.		SC.912.L.17.13 SC.912.L.17.15 SC.912.L.17.17
27.02 Discuss the main causes of accidents in the office and identify preventive measures.		
27.03 Discuss the role of agencies that establish and monitor health and safety standards (e.g., OSHA) and discuss standards established by these agencies.		
27.04 Discuss the responsibilities organizations have to their employees (e.g., Right to Work laws, risk management).		
28.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:		
28.01 Plan ethical, political strategies to achieve goals and advance careers.		
28.02 Discuss the role of and understand how to use professional networking resources, including web-based resources.		
29.0 Demonstrate human relations/interpersonal skills appropriate for the workplace – the student will be able to:		
29.01 Develop professional workplace relationship skills both internally and externally to include team building and group dynamics. Understand how individual personalities fit the team.		
29.02 Develop initiative and problem-solving skills to effectively deal with conflict resolution.		
30.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:		
30.01 Apply the use of information management tools (e.g., calendars, ticklers, and schedulers) to develop and coordinate distribution of work.		
30.02 Maintain equipment and supplies.		SC.912.L.17.15
30.03 Perform financial functions (e.g., payroll, invoices, bank deposits, and travel vouchers).	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.N-Q.1.3	
30.04 Have knowledge of transcription and how to prepare documents using machine dictation.		
30.05 Perform specialized records management functions.		
30.06 Determine the most efficient method to send mail (e.g., fax, email, external/internal courier systems, and U.S. Mail).		
31.0 Describe the importance of professional ethics and legal responsibilities – the student will be able to:		
31.01 Identify the importance of making decisions that are based on ethical reasoning.	LAFS.910.W.3.7 LAFS.910.W.3.8 LAFS.1112.W.3.7 LAFS.1112.W.3.8	
31.02 Identify and discuss personal and long term consequences of unethical choices in the workplace.	LAFS.910.W.3.7 LAFS.910.W.3.8 LAFS.1112.W.3.7 LAFS.1112.W.3.8	
32.0 Participate in work-based learning experiences – the student will be able to:		
32.01 Participate in work-based learning experiences in the administrative field.		
32.02 Discuss the use of technology in the administrative field.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
32.03 Compare and contrast the software applications used in the administrative field.	LAFS.910.W.3.8 LAFS.1112.W.3.8	
32.04 Discuss organizational networks or charts and describe the relationships between positions and responsibilities.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	

Florida Department of Education
Student Performance Standards

Course Title: **Business Software Applications 1**
Course Number: **8212120**
Course Credit: **1**

Course Description:

This course is designed to develop proficiency in using the advanced features of software programs to perform office-related tasks.

Florida Standards	Correlation to CTE Program Standard #
33.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Legal Administrative Specialist.	
33.01 Key Ideas and Details	
33.01.1 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	
33.01.2 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	
33.01.3 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	
33.02 Craft and Structure	
33.02.1 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	
33.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
33.02.3 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	
33.03 Integration of Knowledge and Ideas	

Florida Standards		Correlation to CTE Program Standard #
	33.03.1 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	
	33.03.2 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	
	33.03.3 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	
33.04	Range of Reading and Level of Text Complexity	
	33.04.1 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.	
	33.04.2 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	
34.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Legal Administrative Specialist.	
34.01	Text Types and Purposes	
	34.01.1 Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
	34.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
34.02	Production and Distribution of Writing	
	34.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
	34.02.2 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	
	34.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback,	

Florida Standards			Correlation to CTE Program Standard #
		including new arguments or information.	
		LAFS.1112.WHST.2.6	
	34.03	Research to Build and Present Knowledge	
		34.03.1 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	
		34.03.2 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	
		34.03.3 Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.1112.WHST.3.9	
	34.04	Range of Writing	
		34.04.1 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	
35.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Legal Administrative Specialist.		
	35.01	Make sense of problems and persevere in solving them.	
		MAFS.K12.MP.1.1	
	35.02	Reason abstractly and quantitatively.	
		MAFS.K12.MP.2.1	
	35.03	Construct viable arguments and critique the reasoning of others.	
		MAFS.K12.MP.3.1	
	35.04	Model with mathematics.	
		MAFS.K12.MP.4.1	
	35.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1	
	35.06	Attend to precision.	
		MAFS.K12.MP.6.1	
	35.07	Look for and make use of structure.	
		MAFS.K12.MP.7.1	

Florida Standards	Correlation to CTE Program Standard #
35.08　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
36.0　Use technology to increase administrative office support productivity and enhance workplace performance – the student will be able to:		
36.01　Access, process, and transmit information through all mediums (e.g., fax, email, modem, Internet, and collaboration software).		
36.02　Create documents using advanced features in word processing, database, spreadsheet, presentation, and multimedia software.	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2 MAFS.912.N-Q.1.3	
36.03　Discuss how to and where access is possible install/ download and update software for current office use.		
36.04　Use technology to research, compile, create, and deliver an oral presentation.		
36.05　Key with speed and accuracy to meet industry standards for employment as a secretary or administrative assistant.	LAFS.910.SL.1.2 LAFS.910.SL.2.5 LAFS.910.W.2.5 LAFS.910.W.2.6 LAFS.1112.SL.1.2 LAFS.1112.SL.2.5 LAFS.1112.W.2.5 LAFS.1112.W.2.6	
36.06　Perform integrated functions using various software applications.		
36.07　Perform proofreading skills including electronic reference tools.		
36.08　Identify various means to scan, store and manage electronic documents and understand how to use.		
37.0　Use information technology tools – the students will be able to:		
37.01　Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
37.02　Employ computer operations applications to access, create, manage, integrate, and store information.		
37.03　Employ collaborative/groupware applications to facilitate group work.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
38.0 Participate in administrative work-based learning experiences – the student will be able to:		
38.01 Participate in work-based learning experiences in the administrative field.		
38.02 Compare and contrast the software applications used in the administrative field.		
38.03 Discuss organizational networks or charts and describe the relationships between positions and responsibilities.		

Florida Department of Education
Student Performance Standards

Course Title: **Legal Aspects of Business**
Course Number: **8215130**
Course Credit: **1**

Course Description:

This course is designed to provide an introduction to the legal aspects of business. Topics include business law concepts, forms of business ownership, insurance awareness, governmental regulations, management functions, human resources management issues, and career development. The use of computers is an integral part of this program.

Florida Standards	Correlation to CTE Program Standard #
33.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Legal Administrative Specialist.	
33.01 Key Ideas and Details	
33.01.1 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	
33.01.2 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	
33.01.3 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	
33.02 Craft and Structure	
33.02.1 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	
33.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
33.02.3 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	
33.03	Integration of Knowledge and Ideas		
	33.03.1	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	
	33.03.2	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	
	33.03.3	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	
33.04	Range of Reading and Level of Text Complexity		
	33.04.1	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.	
	33.04.2	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	
34.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Legal Administrative Specialist.		
34.01	Text Types and Purposes		
	34.01.1	Write arguments focused on discipline-specific content.	
		LAFS.1112.WHST.1.1	
	34.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
		LAFS.1112.WHST.1.2	
34.02	Production and Distribution of Writing		
	34.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
		LAFS.1112.WHST.2.4	
	34.02.2	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	
	34.02.3	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	
34.03	Research to Build and Present Knowledge		
	34.03.1	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	
	34.03.2	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	
	34.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.1112.WHST.3.9	
34.04	Range of Writing		
	34.04.1	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	
35.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Legal Administrative Specialist.		
35.01	Make sense of problems and persevere in solving them.		
		MAFS.K12.MP.1.1	
35.02	Reason abstractly and quantitatively.		
		MAFS.K12.MP.2.1	
35.03	Construct viable arguments and critique the reasoning of others.		
		MAFS.K12.MP.3.1	
35.04	Model with mathematics.		
		MAFS.K12.MP.4.1	
35.05	Use appropriate tools strategically.		
		MAFS.K12.MP.5.1	
35.06	Attend to precision.		

Florida Standards	Correlation to CTE Program Standard #
MAFS.K12.MP.6.1	
35.07 Look for and make use of structure.	
MAFS.K12.MP.7.1	
35.08 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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
39.0 Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing – the student will be able to:		
39.01 Demonstrate an understanding of the importance of establishing and maintaining a work-related network through social contacts.	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
39.02 Use appropriate etiquette and manners when communicating with people of varying cultures.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3	
40.0 Participate in work-based learning experiences – the student will be able to:		
40.01 Participate in work-based learning experiences in a supervisory, management, or small business environment.	LAFS.910.L.2.3 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.W.4.10	
40.02 Discuss the use of technology in a supervisory, management, or small business	LAFS.910.RI.4.10	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
environment.	LAFS.910.SL.1.1,1.2, 1.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3	
40.03 Compare and contrast software applications used in a supervisory, management, or small business environment.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.W.4.10 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.W.4.10 MAFS.912.S-ID.2.5	
41.0 Demonstrate an understanding of business law concepts – the student will be able to:		SC.912.N.1.1
41.01 Demonstrate an understanding of contractual relationships.	LAFS.910.L.2.3 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3	
41.02 Identify the elements of an enforceable contract.	LAFS.910.L.2.3 LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1 MAFS.912.G-SRT.1.3	
41.03 Differentiate among classes of contracts (e.g., bilateral and unilateral, express and implied, oral and written).	LAFS.910.L.2.3 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-IC.1.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
41.04 Explain how offer and acceptance can create contractual rights and duties.	LAFS.910.L.2.3 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10	
41.05 Determine whether an agreement is enforceable as a contract.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.L.2.3, 3.6, 3.4, 3.5 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.RI.4.10	
41.06 Differentiate among the ways that assent can be disrupted (e.g., fraud, non-disclosure, misrepresentation, mistake, duress, undue influence).	LAFS.910.L.2.3 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1,1.2, 1.3	
41.07 Define and distinguish among different types of consideration and list the exceptions to the requirements of consideration.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-ID.2.6	
41.08 Identify people who lack contractual capacity.	LAFS.910.RI.4.10, LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
41.09 Explain a minor's right to avoid a contract.	LAFS.910.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3, LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3	
41.10 Describe the rules that apply to the interpretation of contracts.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 MAFS.912.S-IC.1.1, MAFS.912.A-REI.1.1	
41.11 Describe the rules that apply to contracts involving third parties.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3	
41.12 List the ways a contract can be discharged.	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
41.13 Describe breach of contract and the remedies available when a contract is breached.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.L.2.3, 3.4, 3.5, 3.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3	
41.14　Define an agency relationship and list the ways that agency relationships may be created.	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
41.15　Discuss potential problems with signing employment contracts.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3	
41.16　Determine questions that can and cannot be asked during an employment interview.	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
41.17　Determine which employees or applicants may be asked to participate in employee testing (e.g., aptitude, psychological, polygraph, and drug).	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
41.18　Identify legislation that regulates employee rights (e.g., Americans with Disabilities Act, Age Discrimination in Employment Act, Family and Medical Leave Act).	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
41.19　Identify legislation that regulates employment conditions (e.g., Fair Labor Standards Act, Immigration Reform and Control Act, Occupational Safety and Health Act).	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
41.20	Define key terms in computer law.	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
41.21	Identify circumstances under which the copyright of a computer program has been violated.	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
41.22	Describe the various kinds of federal, state, territory, and province statutes designed to combat computer crime and how regulations can be used to prevent the use of computers to invade privacy.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3	
41.23	Describe the purposes of various consumer laws and explain their effect on the consumer's well-being.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3	
41.24	Describe how local businesses can be a source of consumer assistance and identify consumer organizations, businesses, and governmental agencies that provide consumer assistance.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3, LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3	
41.25	Differentiate among the various types of consumer fraud and explain steps that can be taken by victims to gain redress.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.L. 2.3, 3.6, 3.4, 3.5 LAFS.1112.RI.4.10	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
41.26 Distinguish fraudulent, misleading, and legitimate product claims and explain what the consumer should do if such claims lead to the purchase of a faulty product.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.RI.4.10 LAFS.1112.W.4.10	
42.0 Demonstrate an understanding of different types of insurance – the student will be able to:		
42.01 Differentiate between requirements for insurable interest for property insurance with those needed for life insurance.	LAFS.910.L.2.3 LAFS.910.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-MD.1.2, 2.5, 2.7 MAFS.912.S-CP.1.1, 1.2, 1.3, 1.4, 1.5	
42.02 Compare and contrast the different types of life insurance (e.g., ordinary, limited payment, endowment, and term).	LAFS.910.L.2.3 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-MD.1.2, 2.5, 2.6, 2.7 MAFS.912.S-ID.2.6, MAFS.912.S-CP.1.1, 1.2, 1.3, 1.4, 1.5, 2.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
42.03 Compare and contrast the different types of other insurance (e.g., property, liability, automobile, homeowners', disability, and marine).	LAFS.910.L.2.3, LAFS.910.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-MD.1.2, 2.5, 2.6, 2.7 MAFS.912.S-ID.2.6, MAFS.912.S-CP.1.1, 1.2, 1.3, 1.4, 1.5, 2.6	
42.04 Compare and contrast the differences in health insurance coverage.	LAFS.910.L.2.3, LAFS.910.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-MD.1.2, 2.5, 2.6, 2.7 MAFS.912.S-ID.2.6, MAFS.912.S-CP.1.1, 1.2, 1.3, 1.4, 1.5, 2.6	
42.05 Demonstrate an understanding of professional liability (i.e., malpractice) coverage.		
43.0 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:		
43.01 Compare and contrast the legal procedures and processes for forming and dissolving various forms of business ownership (e.g., sole proprietorship associations, registered partnerships having limited liability, limited liability company, corporation, and franchise).	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-ID.2.6	
44.0 Practice quality performance in the learning environment and the workplace – the student will be able to:		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	44.01 Discuss the impact of time management practices on one's personal and professional image.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3	
45.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		
	45.01 Project professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.	LAFS.910.L.2.3 LAFS.910.RI.4.10 LAFS.910.SL.1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10	
	45.02 Apply principles of group dynamics in structured activities.	LAFS.910.RI.4.10 LAFS.910.SL.1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.RI.4.10	
	45.03 Exhibit a positive attitude and professional behavior.	LAFS.910.RI.4.10 LAFS.910.SL.1.2, 1.3, LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3	
	45.04 Participate in school, community, and/or volunteer activities.	LAFS.910.SL.1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3	

Florida Department of Education
Student Performance Standards

Course Title: **Legal Office Technology 1**
Course Number: **8212230**
Course Credit: **1**

Course Description:

This course is designed to assist with administrative office duties and procedures specific to the legal environment. The course explores and expands the competencies learned in Administrative Office Technology 1 and promotes application of higher level office procedures tasks and communication skills.

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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
46.0 Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:		
46.01 Use legal terminology.	LAFS.910.SL.1.1 LAFS.910.L.3.6	
46.02 Perform specialized legal office procedures.	MAFS.912.N-Q.1.1	
46.03 Prepare legal documents.	LAFS.910.W.2.6 LAFS.910.W.3.9 LAFS.910.L.1.2 MAFS.912.S-IC.2.6	
46.04 Utilize an electronic legal reference library.	LAFS.1112.RI.3.7 MAFS.912.S-ID.1.1	
46.05 Use legal and ethical procedures in the legal office.	MAFS.912.S-IC.2.6	
46.06 Recognize usage of specialized legal software.	LAFS.910.W.2.6 MAFS.912.S-IC.2.6	
46.07 Proofread to include mechanics, content, and specialized legal formats.	LAFS.910.L.1.1 LAFS.910.L.1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
46.08 Perform specialized records management functions specific to the legal field.	LAFS.910.RI.1.2	
47.0 Participate in work-based learning experiences in a legal office – the student will be able to:		
47.01 Participate in work-based learning experiences in a legal office environment.	LAFS.910.SL.1.1 LAFS.910.SL.1.3 MAFS.912.S-IC.2.6	
47.02 Discuss the use of technology in a legal office environment.	LAFS.910.SL.1.2	

Florida Department of Education
Student Performance Standards

Course Title: **Legal Office Technology 2**
Course Number: **8212240**
Course Credit: **1**

Course Description:

This course expands the competencies learned in Legal Office Technology 1, including legal terminology usage, proofreading, and legal office procedures. Students are required to perform higher-level thinking and decision making and to use technology as a resource to efficiently perform systematic procedural tasks and to produce quality work in an efficient manner.

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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
48.0 Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:		
48.01 Recognize the levels of the judicial system.	LAFS.1112.RI.3.7	
48.02 Apply professional communication skills in all situations with clients and legal contacts.	LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.SL.2.4 LAFS.1112.SL.2.6	
49.0 Participate in work-based learning experiences in a legal administrative setting – the student will be able to:		
49.01 Participate in work-based learning experiences in a legal office environment.	LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.SL.2.4 MAFS.912.S-CP.1.5	
49.02 Discuss the use of technology in a legal office environment.	LAFS.1112.SL.2.5 LAFS.1112.SL.1.2	
49.03 Discuss the management/supervisory skills needed in a legal office environment.	LAFS.1112.SL.2.5 LAFS.1112.SL.1.2 MAFS.912.S-CP.2.7	

Florida Department of Education
Student Performance Standards

Course Title: **Legal Office Technology 3**
Course Number: **8212250**
Course Credit: **1**

Course Description:

This course expands the competencies learned in Legal Office Technology 2, including communication skills, technology skills, and legal office responsibilities. It is designed to develop skill in transcribing legal documents from machine dictation. Students will use technology to produce high quality employment portfolios, research job opportunities, and compile and disseminate job-seeking documents.

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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
50.0 Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:		
50.01 Understand various ways to complete electronic filing.	LAFS.1112.W.2.6	
50.02 Demonstrate general knowledge of rules regulating the Florida Bar at www.floridabar.org.	LAFS.1112.W.1.1 LAFS.1112.W.1.2	
50.03 Identify references for Federal and State rules of civil procedure and a general understanding of their purpose and application.	LAFS.1112.RI.3.7 LAFS.1112.RI.4.10	
50.04 Manage time efficiently (e.g., organizational skills, prioritizing, managing interruptions, etc.).		
50.05 Perform specialized legal office tasks within acceptable time frames (e.g., diarying, docketing, statute of limitations, etc.).		
50.06 Demonstrate knowledge of the rules of lawyer/client confidentiality.	LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.SL.2.4 LAFS.1112.SL.2.5 MAFS.912.S-MD.2.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
50.07 Demonstrate familiarity with different governmental agencies (e.g., Secretary of State, insurance commissioner's office, medical regulations office, etc.).	LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.SL.2.4 LAFS.1112.SL.2.5	
50.08 Demonstrate knowledge of the various types of law practices found in each of the areas of law, including Business Law, Civil Law and Criminal Law; i.e. Business Law includes corporate, tax, real estate, etc.	LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.SL.2.4 LAFS.1112.SL.2.5	
51.0 Use technology to increase legal office support productivity and enhance workplace performance – the student will be able to:		
51.01 Transcribe legal documents.	LAFS.910.W.2.4 LAFS.910.L.1.2	
51.02 Key with speed and accuracy to meet industry standards for employment as a legal secretary.	LAFS.910.W.2.4 LAFS.910.L.1.2	
51.03 Integrate all forms of communication in the successful pursuit of a career as a legal secretary.	LAFS.910.W.2.4 LAFS.910.L.1.2	
52.0 Participate in work-based learning experiences – the student will be able to:		
52.01 Participate in work-based learning experiences in a legal office environment.	LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 MAFS.912.S-MD.2.7	
52.02 Discuss the use of technology in a legal office environment.	LAFS.910.SL.1.2 LAFS.1112.SL.2.5	
52.03 Compare and contrast the software applications used in a legal office environment.	LAFS.1112.SL.1.1	
52.04 Discuss ways to respond positively to change and reduce stress in a busy legal office.	LAFS.1112.SL.1.1 LAFS.1112.SL.2.5 LAFS.1112.SL.2.6, LAFS.910.SL.1.2	
52.05 Discuss the management/supervisory skills needed in a legal office environment.	LAFS.1112.SL.2.6 LAFS.1112.SL.1.1	

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.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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: **Medical Administrative Specialist**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

Secondary – Career Preparatory	
Program Number	8212300
CIP Number	0551071603
Grade Level	9-12, 30, 31
Standard Length	7 credits
Teacher Certification	BUS ED 1 @2 CLERICAL @7 7 G SECRETAR 7 G STENOG @4 @7 TC COOP ED @7 VOE @7
Additional Teacher Certification:	Digital Information Technology Only: COMPU SCI 6
CTSO	FBLA BPA
SOC Codes	15-1151 – Computer User Support Specialists 43-4171 – Receptionists and Information Clerks 43-6013 – Medical Secretaries
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 as an Information Technology Assistant, Front Desk Specialist, Medical Office Technologist, and Medical Administrative Specialist in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the use of technology to develop communication skills, higher level thinking skills, and decision making skills; medical terminology; the performance of office procedures specific to the medical environment; transcription of medical documents from machine dictation; the production of quality work in an efficient manner using advanced features of business software applications; research of job opportunities; and the production of high quality employment portfolios and job-seeking documents.

Program Structure

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

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
A	8207310	Digital Information Technology	1 credit	15-1151	2	PA
B	8212110	Administrative Office Technology 1	1 credit	43-4171	2	VO
	8212120	Business Software Applications 1	1 credit		2	VO
C	8212201	Medical Office Technology 1	1 credit	43-6013	2	VO
	8212202	Medical Office Technology 2	1 credit		2	VO
D	8212203	Medical Office Technology 3	1 credit	43-6013	2	VO
	8212204	Medical Office Internship	1 credit		2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8207310	5/87 6%	5/80 6%	24/83 29%	5/69 7%	24/67 36%	5/70 7%	5/69 7%	24/82 29%	5/66 8%	24/74 32%	5/72 7%

Courses											
8212110	9/87 10%	9/80 11%	27/83 33%	8/69 12%	26/67 39%	7/70 10%	18/69 26%	26/82 32%	10/66 15%	26/74 35%	8/72 11%
8212120	23/87 26%	23/80 29%	4/83 5%	23/69 33%	4/67 6%	21/70 30%	23/69 33%	4/82 5%	18/66 27%	4/74 5%	23/72 32%
8212201	26/87 30%	26/80 33%	2/83 2%	25/69 36%	2/67 3%	23/70 33%	26/69 38%	2/82 2%	21/66 32%	2/74 3%	25/72 35%
8212202	5/87 6%	5/80 6%	**	4/69 6%	**	4/70 6%	5/69 7%	**	5/66 8%	**	4/72 6%
8212203	5/87 6%	5/80 6%	**	4/69 6%	**	4/70 6%	5/69 7%	**	5/66 8%	**	4/72 6%
8212204	**	**	**	**	**	**	**	**	**	**	**

** Alignment pending review *# Alignment attempted, but no correlation to academic course*

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8207310	20/67 30%	15/75 20%	18/54 33%	40/46 87%	40/45 89%	40/45 89%	40/45 89%
8212110	21/67 31%	15/75 20%	18/54 33%	12/46 26%	12/45 27%	12/45 27%	12/45 27%
8212120	12/67 18%	16/75 21%	9/54 17%	4/46 9%	4/45 9%	4/45 9%	4/45 9%
8212201	12/67 18%	20/75 27%	8/54 15%	**	**	15/45 33%	15/45 33%
8212202	#	5/75 7%	#	**	**	13/45 29%	13/45 29%
8212203	1/67 1%	5/75 7%	#	**	**	13/45 29%	13/45 29%
8212204	**	**	**	**	**	**	**

** Alignment pending review *# Alignment attempted, but no correlation to academic course*

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

Digital Information Technology (8207310) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 17.0 are associated with this course.

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 Medical Administrative Specialist.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Medical Administrative Specialist.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Medical Administrative Specialist.
04.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
05.0   Develop an awareness of microprocessors and digital computers.
06.0   Demonstrate an understanding of operating systems.
07.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
08.0   Use technology to enhance communication skills utilizing presentation applications.
09.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
10.0   Use technology to enhance communication skills utilizing electronic mail.
11.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
12.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
13.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
14.0   Demonstrate competence in page design applicable to the WWW.
15.0   Develop an awareness of emerging technologies.
16.0   Develop awareness of computer languages and software applications.
17.0   Demonstrate comprehension and communication skills.
18.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace of performance. Apply ergonomic principles applicable to the configuration of computer workstations.
19.0   Demonstrate language arts knowledge and skills.
20.0   Demonstrate mathematics knowledge and skills.
21.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
22.0   Solve problems using critical thinking skills, creativity and innovation.
23.0   Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise and correct manner on personal and professional levels.
24.0   Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
25.0   Practice quality performance in the learning environment and the workplace.
26.0   Incorporate appropriate customer service strategies to accomplish job objectives and enhance workplace performance.

27.0   Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance.
28.0   Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
29.0   Demonstrate human relations/interpersonal skills appropriate for the workplace.
30.0   Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.
31.0   Describe the importance of professional ethics and legal responsibilities.
32.0   Participate in work-based learning experiences.
33.0   Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Medical Administrative Specialist.
34.0   Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Medical Administrative Specialist.
35.0   Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Medical Administrative Specialist.
36.0   Use technology to increase administrative office support productivity and enhance workplace performance.
37.0   Use information technology tools.
38.0   Participate in administrative work-based learning experiences.
39.0   Perform medical office functions and responsibilities to accomplish job objectives and enhance workplace performance.
40.0   Participate in work-based learning experiences in a medical office environment.
41.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
42.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
43.0   Perform medical office functions and responsibilities to accomplish job objectives and enhance workplace performance.
44.0   Use technology to increase medical office support productivity and enhance workplace performance.
45.0   Participate in work-based learning experiences.
46.0   Perform medical office functions and responsibilities to accomplish job objectives and enhance workplace performance.
47.0   Use technology to increase medical office support productivity and enhance workplace performance.
48.0   Participate in medical office work-based learning experiences.
49.0   Demonstrate employability skills.
50.0   Explain the importance of employability skill and entrepreneurial skills.
51.0   Demonstrate business management skills.
52.0   Demonstrate positive human relations and leadership skills in the workplace.
53.0   Demonstrate business ethics.
54.0   Describe the importance of professional ethics and legal responsibilities.
55.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
56.0   Demonstrate personal money-management concepts, procedures, and strategies.

Florida Department of Education
Student Performance Standards

Course Title: **Digital Information Technology**
Course Number: **8207310**
Course Credit: **1**

Course Description:

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Digital Information Technology (8207310) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 17.0) have been placed in a separate document.   To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf.

Florida Department of Education
Student Performance Standards

Course Title: **Administrative Office Technology 1**
Course Number: **8212110**
Course Credit: **1**

Course Description:

This course is designed to assist with administrative and general office duties in a support capacity. This course explores and expands the core competencies in the areas of personal and professional development and promotes application of higher level office procedures tasks and communications skills through the use of technology.

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 Medical Administrative Specialist.	
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 Medical Administrative Specialist.	
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	

Florida Standards			Correlation to CTE Program Standard #
	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 Medical Administrative Specialist.		
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		

Florida Standards	Correlation to CTE Program Standard #
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
18.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace of performance. Apply ergonomic principles applicable to the configuration of computer workstations – the student will be able to:		
18.01 Enhance proficiency with touch keyboarding skills (speed and accuracy to enter and manipulate data.		
18.02 Use communications and networking to perform tasks and solve problems in business environments.		
19.0 Demonstrate language arts knowledge and skills – the students will be able to:		
19.01 Locate, comprehend and evaluate key elements of oral and written information.	LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.1112.SL.1.3 LAFS.1112.SL.2.4	
19.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.	LAFS.910.W.2.5 LAFS.1112.W.2.5	
19.03 Present information formally and informally for specific purposes and audiences.	LAFS.910.SL.2.4 LAFS.910.SL.2.5 LAFS.1112.SL.2.4 LAFS.1112.SL.2.5	
20.0 Demonstrate mathematics knowledge and skills – the student will be able to:		
20.01 Demonstrate knowledge of arithmetic operations.		
20.02 Analyze and apply data and measurements to solve problems and interpret documents.	MAFS.912.S-IC.2.6	
20.03 Construct charts/tables/graphs using functions and data.	MAFS.912.F-IF.3.7	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:		
21.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.	LAFS.910.W.3.8 LAFS.1112.W.3.8	
21.02 Locate, organize and reference written information from various sources.	LAFS.910.W.3.8 LAFS.1112.W.3.8	
21.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
21.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
21.05 Apply active listening skills to obtain and clarify information.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
21.06 Develop and interpret tables and charts to support written and oral communications.	LAFS.910.W.1.2 LAFS.910.SL.1.2 LAFS.1112.SL.1.2 LAFS.1112.W.1.2	
21.07 Exhibit public relations skills that aid in achieving customer satisfaction.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
22.0 Solve problems using critical thinking skills, creativity and innovation – the students will be able to:		
22.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		SC.912.L.17.13 SC.912.L.17.15
22.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
22.03 Identify and document workplace performance goals and monitor progress toward those goals.		
22.04 Conduct technical research to gather information necessary for decision-making.		SC.912.L.17.13 SC.912.L.17.15
23.0 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:		
23.01 Integrate all forms of communication in the successful pursuit of an administrative career.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
23.02 Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation.	LAFS.910.W.2.4 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.1112.W.2.4	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
24.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance – the students will be able to:		
24.01 Discuss communication systems - cultural, organizational, technological, and interpersonal.		
24.02 Write complex business communications.		
25.0 Practice quality performance in the learning environment and the workplace – the student will be able to:	LAFS.910.W.2.6 LAFS.1112.W.2.6	
25.01 Discuss performance evaluation methods and instruments used to assess employee progress and performance.		
26.0 Incorporate appropriate customer service strategies to accomplish job objectives and enhance workplace performance – the student will be able to:		
26.01 Develop an understanding of the integral value of a customer and practice skills to provide excellent customer service.		
26.02 Develop and implement a plan for maintaining quality service and production in a workplace, business, or learning environment.		
27.0 Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		
27.01 Facilitate focus group discussions regarding service, supervision, and ethical considerations that impact the workplace, business, or learning environment.		
27.02 Discuss the main causes of accidents in the office and identify preventive measures.		SC.912.L.17.13 SC.912.L.17.15 SC.912.L.17.17
27.03 Discuss the role of agencies that establish and monitor health and safety standards (e.g., OSHA) and discuss standards established by these agencies.		
27.04 Discuss the responsibilities organizations have to their employees (e.g., Right to Work laws, risk management).		
28.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
28.01 Plan ethical, political strategies to achieve goals and advance careers.		
28.02 Discuss the role of and understand how to use professional networking resources, including web-based resources.		
29.0 Demonstrate human relations/interpersonal skills appropriate for the workplace – the student will be able to:		
29.01 Develop professional workplace relationship skills both internally and externally to include team building and group dynamics. Understand how individual personalities fit the team.		
29.02 Develop initiative and problem-solving skills to effectively deal with conflict resolution.		
30.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:		
30.01 Apply the use of information management tools (e.g., calendars, ticklers, schedulers) to develop and coordinate distribution of work.		
30.02 Maintain equipment and supplies.		
30.03 Perform financial functions (e.g., payroll, invoices, bank deposits, travel vouchers).		SC.912.L.17.15
30.04 Have knowledge of transcription and how to prepare documents using machine dictation.	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2 MAFS.912.N-Q.1.3	
30.05 Perform specialized records management functions.		
30.06 Determine the most efficient method to send mail (e.g., fax, e-mail, external/internal courier systems, U.S. Mail).		
31.0 Describe the importance of professional ethics and legal responsibilities – the student will be able to:		
31.01 Identify the importance of making decisions that are based on ethical reasoning.		
31.02 Identify and discuss personal and long term consequences of unethical choices in the workplace.	LAFS.910.W.3.7 LAFS.910.W.3.8 LAFS.1112.W.3.7 LAFS.1112.W.3.8	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
32.0 Participate in work-based learning experiences – the student will be able to:	LAFS.910.W.3.7 LAFS.910.W.3.8 LAFS.1112.W.3.7 LAFS.1112.W.3.8	
32.01 Participate in work-based learning experiences in the administrative field.		
32.02 Discuss the use of technology in the administrative field.		
32.03 Compare and contrast the software applications used in the administrative field.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
32.04 Discuss organizational networks or charts and describe the relationships between positions and responsibilities.	LAFS.910.W.3.8 LAFS.1112.W.3.8	

Florida Department of Education
Student Performance Standards

Course Title: **Business Software Applications 1**
Course Number: **8212120**
Course Credit: **1**

Course Description:

This course is designed to develop proficiency in using the advanced features of software programs to perform office-related tasks.

Florida Standards	Correlation to CTE Program Standard #
33.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Medical Administrative Specialist.	
33.01 Key Ideas and Details	
33.01.1 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	
33.01.2 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	
33.01.3 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	
33.02 Craft and Structure	
33.02.1 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	
33.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
33.02.3 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 #
33.03 Integration of Knowledge and Ideas	
33.03.1 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	
33.03.2 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	
33.03.3 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	
33.04 Range of Reading and Level of Text Complexity	
33.04.1 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.	
33.04.2 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	
34.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Medical Administrative Specialist.	
34.01 Text Types and Purposes	
34.01.1 Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
34.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
34.02 Production and Distribution of Writing	
34.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
34.02.2 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	
34.02.3 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	
34.03 Research to Build and Present Knowledge	
34.03.1 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	
34.03.2 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	
34.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
34.04 Range of Writing	
34.04.1 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	
35.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Medical Administrative Specialist.	
35.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
35.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
35.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
35.04 Model with mathematics. MAFS.K12.MP.4.1	
35.05 Use appropriate tools strategically. MAFS.K12.MP.5.1	
35.06 Attend to precision. MAFS.K12.MP.6.1	
35.07 Look for and make use of structure.	

Florida Standards	Correlation to CTE Program Standard #
MAFS.K12.MP.7.1	
35.08 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
36.0 Use technology to increase administrative office support productivity and enhance workplace performance – the student will be able to:		
36.01 Access, process, and transmit information through all mediums (e.g., fax, email, Internet, and collaboration software).	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2 MAFS.912.N-Q.1.3	
36.02 Create documents using advanced features in word processing, database, spreadsheet, presentation, and multimedia software.		
36.03 Discuss how to and where access is possible install/ download and update software for current office use.	LAFS.910.SL.1.2 LAFS.910.SL.2.5 LAFS.910.W.2.5 LAFS.910.W.2.6 LAFS.1112.SL.1.2 LAFS.1112.SL.2.5 LAFS.1112.W.2.5 LAFS.1112.W.2.6	
36.04 Use technology to research, compile, create, and deliver an oral presentation.		
36.05 Key with speed and accuracy to meet industry standards for employment as a secretary or administrative assistant.		
36.06 Perform integrated functions using various software applications.		
36.07 Perform proofreading skills including electronic reference tools.		
36.08 Identify various means to scan, store and manage electronic documents and understand how to use.		
37.0 Use information technology tools – the students will be able to:		
37.01 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
37.02 Employ computer operations applications to access, create, manage, integrate, and store information.		
37.03 Employ collaborative/groupware applications to facilitate group work.		
38.0 Participate in administrative work-based learning experiences – the student will be able to:		
38.01 Participate in work-based learning experiences in the administrative field.		
38.02 Compare and contrast the software applications used in the administrative field.		
38.03 Discuss organizational networks or charts and describe the relationships between positions and responsibilities.		

Florida Department of Education
Student Performance Standards

Course Title: Medical Office Technology 1
Course Number: 8212201
Course Credit: 1

Course Description:

This course is designed to assist with administrative office duties and procedures specific to the medical environment. The course explores and expands the competencies learned in Administrative Office Technology 1 and promotes application of higher level office procedures tasks and communication skills.

Florida Standards	Correlation to CTE Program Standard #
33.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Medical Administrative Specialist.	
33.01 Key Ideas and Details	
33.01.1 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	
33.01.2 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	
33.01.3 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	
33.02 Craft and Structure	
33.02.1 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	
33.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
33.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards	Correlation to CTE Program Standard #
issues that remain unresolved. LAFS.1112.RST.2.6	
33.03 Integration of Knowledge and Ideas	
33.03.1 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	
33.03.2 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	
33.03.3 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	
33.04 Range of Reading and Level of Text Complexity	
33.04.1 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.	
33.04.2 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	
34.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Medical Administrative Specialist.	
34.01 Text Types and Purposes	
34.01.1 Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
34.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
34.02 Production and Distribution of Writing	
34.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
34.02.2 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	
	34.02.3	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	
34.03	Research to Build and Present Knowledge		
	34.03.1	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	
	34.03.2	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	
	34.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.1112.WHST.3.9	
34.04	Range of Writing		
	34.04.1	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	
35.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Medical Administrative Specialist.		
35.01	Make sense of problems and persevere in solving them.		
		MAFS.K12.MP.1.1	
35.02	Reason abstractly and quantitatively.		
		MAFS.K12.MP.2.1	
35.03	Construct viable arguments and critique the reasoning of others.		
		MAFS.K12.MP.3.1	
35.04	Model with mathematics.		
		MAFS.K12.MP.4.1	
35.05	Use appropriate tools strategically.		
		MAFS.K12.MP.5.1	
35.06	Attend to precision.		

Florida Standards	Correlation to CTE Program Standard #
MAFS.K12.MP.6.1	
35.07 Look for and make use of structure.	
MAFS.K12.MP.7.1	
35.08 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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
39.0 Perform medical office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:		
39.01 Perform specialized medical office procedures including health insurance and insurance verification, billing and collections, and scheduling auxiliary services.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.3 LAFS.1112.SL.2.4 LAFS.1112.SL.2.6 LAFS.1112.L.1.1 MAFS.912.N-RN.2.3 MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3 MAFS.912.A-REI.1.2 MAFS.912.A-REI.4.10	
39.02 Prepare medical documents.	LAFS.1112.W.2.4 LAFS.1112.W.2.6 LAFS.1112.L.3.6	
39.03 Maintain and utilize a medical reference library.	LAFS.1112.RI.3.7	
39.04 Discuss and simulate legal and ethical procedures in the medical office.	LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.SL.1.3	
39.05 Recognize usage of specialized medical software.		
39.06 Proofread to include mechanics, content, and specialized medical formats.	LAFS.1112.RI.2.4 LAFS.1112.L.1.1 LAFS.1112.L.1.2	
39.07 Perform specialized records management functions specific to the medical field.	LAFS.1112.RI.1.3 MAFS.912.N-Q.1.3	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
39.08 Use medical terminology.	LAFS.1112.RI.3.7 LAFS.1112.SL.2.6 LAFS.1112.L.3.6	
39.09 Identify key standards for privacy of health information as mandated in Health Insurance Portability and Accountability Act HIPAA), including online application process, state standards and standards for minors.	LAFS.1112.RI.3.7 LAFS.1112.SL.2.6	
39.10 Transcribe medical documents, including use of voice-integration technology applications and scanning technology for medical records.	LAFS.1112.RI.3.7 LAFS.1112.W.2.4 LAFS.1112.W.2.5 LAFS.1112.W.2.6	
39.11 Discuss how to use encryption to support patient confidentiality when sending communication.	LAFS.1112.SL.1.1	
40.0 Participate in work-based learning experiences in a medical office environment – the student will be able to:		
40.01 Participate in work-based learning experiences in a medical office environment.	LAFS.1112.RI.3.7 LAFS.1112.W.2.4 LAFS.1112.W.3.8 LAFS.1112.SL.1.1 LAFS.1112.SL.2.4 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.3.6 MAFS.912.S-MD.2.6 MAFS.912.S-IC.2.6	
40.02 Discuss the use of technology in a medical office environment.	LAFS.1112.SL.1.1	
40.03 Discuss the management/supervisory skills needed in a medical office environment.	LAFS.1112.SL.1.1 MAFS.912.S-MD.2.6	
41.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the student will be able to:		
41.01 Describe the nature and types of business organizations.	LAFS.1112.RI.3.7 LAFS.1112.L.3.6 MAFS.912.S-IC.2.6	
41.02 Explain the effect of key organizational systems on performance and quality.	LAFS.1112.SL.1.2	
41.03 List and describe quality control systems and/or practices common to the workplace.	LAFS.1112.SL.1.2	
41.04 Explain the impact of the global economy on business organizations.	LAFS.1112.SL.1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
42.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the student will be able to:		
42.01 Employ leadership skills to accomplish organizational goals and objectives.	LAFS.1112.SL.1.1 LAFS.1112.SL.2.4 LAFS.1112.SL.2.6 MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.3	
42.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.	LAFS.1112.SL.1.1 LAFS.1112.SL.2.4 LAFS.1112.SL.2.6	
42.03 Employ mentoring skills to inspire and teach others.	LAFS.1112.SL.1.1 LAFS.1112.SL.2.4 LAFS.1112.SL.2.6	

Florida Department of Education
Student Performance Standards

Course Title: **Medical Office Technology 2**
Course Number: **8212202**
Course Credit: **1**

Course Description:

This course expands the competencies learned in Medical Office Technology 1. Students are required to perform higher level thinking and decision making and to use technology as a resource to efficiently perform systematic procedural tasks and to produce quality work in an efficient manner.

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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
43.0 Perform medical office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:		
43.01 Simulate professional communication skills in situations with patients and medical contacts.	LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.SL.1.3	
43.02 Use medical terminology.	LAFS.1112.RI.3.7 LAFS.1112.SL.2.6 LAFS.1112.L.3.6	
44.0 Use technology to increase medical office support productivity and enhance workplace performance – the student will be able to:		
44.01 Transcribe medical documents, including the use of voice-integration technology applications and scanning technology for medical records.	LAFS.1112.RI.3.7 LAFS.1112.W.2.4 LAFS.1112.W.2.5 LAFS.1112.W.2.6	
44.02 Discuss how to use encryption to support patient confidentiality when sending communication.	LAFS.1112.SL.1.1	
45.0 Participate in work-based learning experiences – the student will be able to:		
45.01 Participate in work-based learning experiences in a medical office environment.	LAFS.1112.RI.3.7 LAFS.1112.W.2.4 LAFS.1112.W.3.8	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.SL.1.1 LAFS.1112.SL.2.4 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.3.6 MAFS.912.S-MD.2.6 MAFS.912.S-IC.2.6	
45.02 Discuss the use of technology in a medical office environment.	LAFS.1112.SL.1.1	
45.03 Discuss the management/supervisory skills needed in a medical office environment.	LAFS.1112.SL.1.1	

Florida Department of Education
Student Performance Standards

Course Title: **Medical Office Technology 3**
Course Number: **8212203**
Course Credit: **1**

Course Description:

This course expands the competencies learned in Medical Office Technology 2 and is designed to develop medical vocabulary and skill in transcribing medical documents from machine transcription. Students will use technology to produce high-quality employment portfolios, research job opportunities, and compile and disseminate job-seeking documents.

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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
46.0 Perform medical office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:		
46.01 Use medical terminology.	LAFS.1112.RI.3.7 LAFS.1112.SL.2.6 LAFS.1112.L.3.6	
46.02 Demonstrate knowledge of medical emergency management procedures (e.g., perform CPR, call 911, etc.).	LAFS.1112.RI.3.7 LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.L.3.6	
46.03 Demonstrate an understanding of insurance fraud and abuse.	LAFS.1112.RI.3.7 LAFS.1112.L.3.6	
46.04 Communicate with health organizations to process referrals and verify patient coverage.	LAFS.1112.W.2.6 LAFS.1112.SL.1.1	
46.05 Demonstrate knowledge of OSHA regulations and compliances as they relate to medical offices (e.g., disposal of biohazard waste, do's and don'ts of transporting files into and out of contaminated areas, etc.).	LAFS.1112.RI.3.7 LAFS.1112.SL.2.6	
46.06 Identify and discuss various State Insurance Licenses offered covering physicians' offices.	LAFS.1112.RI.3.7 LAFS.1112.SL.1.1	
46.07 Participate in work-based learning experiences in a medical office environment.	LAFS.1112.RI.3.7 LAFS.1112.W.2.4	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.W.3.8 LAFS.1112.SL.1.1 LAFS.1112.SL.2.4 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.3.6 MAFS.912.S-MD.2.6 MAFS.912.S-IC.2.6	
46.08 Discuss the use of technology in a medical office environment.	LAFS.1112.SL.1.1	
47.0 Use technology to increase medical office support productivity and enhance workplace performance – the student will be able to:		
47.01 Transcribe medical documents, including the use of voice-integrations technology applications and scanning technology.	LAFS.1112.RI.3.7 LAFS.1112.W.2.4 LAFS.1112.W.2.5 LAFS.1112.W.2.6	
47.02 Key with speed and accuracy to meet industry standards for employment as a medical secretary.	LAFS.1112.W.2.6 LAFS.1112.L.1.1 LAFS.1112.L.1.2	
47.03 Integrate all forms of communication in the successful pursuit of a career as a medical secretary.	LAFS.1112.SL.2.5 LAFS.1112.L.1.1 LAFS.1112.L.1.2	
48.0 Participate in medical office work-based learning experiences – the student will be able to:		
48.01 Participate in work-based learning experiences in a medical office environment.	LAFS.1112.RI.3.7 LAFS.1112.W.2.4 LAFS.1112.W.3.8 LAFS.1112.SL.1.1 LAFS.1112.SL.2.4 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.3.6 MAFS.912.S-MD.2.6 MAFS.912.S-IC.2.6	
48.02 Compare and contrast the software applications used in a medical office environment.	LAFS.1112. W.3.8 LAFS.1112.SL.2.4 LAFS.1112.L.1.1 LAFS.1112.L.1.2 MAFS.912.N-Q.1.1	
48.03 Discuss ways to respond positively to change and reduce stress in a business medical office.	LAFS.1112.SL.1.1 LAFS.1112.SL.2.6	

Florida Department of Education
Student Performance Standards

Course Title: **Medical Office Internship**
Course Number: **8212204**
Course Credit: **1**

Course Description:

This course is designed to provide students with the opportunity to stimulate their career interest in medical secretarial technology. Students will also enhance and apply the instructional competencies learned in the classroom with the internship experience. Students will be able to develop human relations skills, communications and employability skills needed to secure a position in the medical office environment.

For this six to eight-week internship, the rules, guidelines, and requirements specified in the Florida Department of Education Cooperative Education Manual.

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
49.0 Demonstrate employability skills – the student will be able to:		
49.01 Demonstrate successful interview techniques.		
49.02 Maintain and update a career portfolio.		
49.03 Define terms related to medical office careers.		
49.04 Apply for positions with a letter of application and resume.		
50.0 Explain the importance of employability skills and entrepreneurial skills – the student will be able to:		
50.01 Identify and demonstrate positive work behaviors needed to be employable.		
50.02 Develop personal career plan that includes goals, objectives, and strategies.		
50.03 Examine licensing, certification, and industry credentialing requirements.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
50.04 Maintain a career portfolio to document knowledge, skills, and experience.		
50.05 Evaluate and compare employment opportunities that match career goals.		
50.06 Identify and exhibit traits for retaining employment.		
50.07 Identify opportunities and research requirements for career advancement.		
50.08 Research the benefits of ongoing professional development.		
50.09 Examine and describe entrepreneurship opportunities as a career planning		
51.0 Demonstrate business management skills – the student will be able to:		
51.01 Apply the major functions of management in all workplace experiences.		
52.0 Demonstrate positive human relations and leadership skills in the workplace – the student will be able to:		
52.01 Apply ethnocentric, polycentric, regiocentric, and geocentric approaches to managing human resources.		
52.02 Demonstrate communication strategies (verbal and non-verbal) necessary and appropriate for effective medical office business relations.		
52.03 Demonstrate skills as a team member.		
52.04 Participate in leadership activities in FBLA or BPA.		
52.05 Participate in community service activities.		
53.0 Demonstrate business ethics – the student will be able to:		
53.01 Demonstrate ethical medical business behavior.		
54.0 Describe the importance of professional ethics and legal responsibilities – the student will be able to:		
54.01 Evaluate and justify decisions based on ethical reasoning.		
54.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities and employer policies.		
54.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
54.04 Interpret and explain written organizational policies and procedures.		
55.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
– the student will be able to:		
55.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
55.02 Explain the effect of key organizational systems on performance and quality.		
55.03 Create a disaster and/or emergency response plan.		
56.0 Demonstrate personal money-management concepts, procedures, and strategies – the student will be able to:		
56.01 Identify and describe the services and legal responsibilities of financial institutions.		
56.02 Describe the effect of money management on personal and career goals.		
56.03 Develop a personal budget and financial goals.		
56.04 Complete financial instruments for making deposits and withdrawals.		
56.05 Maintain financial records.		
56.06 Read and reconcile financial statements.		
56.07 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.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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: **Administrative Office Specialist**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

Secondary – Career Preparatory	
Program Number	8212500
CIP Number	0552040103
Grade Level	9-12, 30, 31
Standard Length	7 credits
Teacher Certification	BUS ED 1 @2 CLERICAL @7 7 G MANAG SUPV 7 G SECRETAR 7 G STENOG @4 @ 7 TC COOP ED @7 VOE @7
Additional Teacher Certifications:	Digital Information Technology Only: COMPU SCI 6
CTSO	FBLA BPA
SOC Codes	15-1151 – Computer User Support Specialists 43-1011 – First-Line Supervisors of Office and Administrative Support Workers 43-9031 – Desktop Publishers 43-6011 – Executive Secretaries and Executive Administrative Assistants
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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the use of technology to develop communications skills, higher level thinking skills, and decision making skills; the performance of office procedures tasks; the production of quality work in an efficient manner using advanced features of business software applications; research of job opportunities; and the production of high quality employment portfolios and job-seeking documents.

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 four occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
A	8207310	Digital Information Technology	1 credit	15-1151	2	PA
B	8212110	Administrative Office Technology 1	1 credit	43-1011	2	VO
	8212120	Business Software Applications 1	1 credit		2	VO
C	8209510	Digital Design 1	1 credit	43-9031	2	PA
D	8212410	Administrative Office Technology 2	1 credit	43-6011	2	VO
	8212420	Administrative Office Technology 3	1 credit		2	VO
	8212160	Business Software Applications 2	1 credit		2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8207310	5/87 6%	5/80 6%	24/83 29%	5/69 7%	24/67 36%	5/70 7%	5/69 7%	24/82 29%	5/66 8%	24/74 32%	5/72 7%
8212110	9/87 10%	9/80 11%	27/83 33%	8/69 12%	26/67 39%	7/70 10%	18/69 26%	26/82 32%	10/66 15%	26/74 35%	8/72 11%
8212120	23/87 26%	23/80 29%	4/83 5%	23/69 33%	4/67 6%	21/70 30%	23/69 33%	4/82 5%	18/66 27%	4/74 5%	23/72 32%
8209510	4/87 5%	5/80 6%	22/83 27%	5/69 7%	23/67 34%	2/70 3%	4/69 6%	22/82 27%	4/66 6%	23/74 31%	5/72 7%
8212410	3/87 3%	3/80 4%	4/83 5%	3/69 4%	3/67 4%	2/70 3%	3/69 4%	3/82 4%	4/66 6%	3/74 4%	3/72 4%
8212420	3/87 3%	4/80 5%	3/83 4%	2/69 3%	2/67 3%	3/70 4%	4/69 6%	2/82 2%	5/66 8%	2/74 3%	3/72 4%
8212160	1/87 1%	1/80 1%	1/83 1%	1/69 1%	1/67 1%	1/70 1%	1/69 1%	1/82 1%	1/66 2%	1/74 1%	1/72 1%

** Alignment pending review   *# Alignment attempted, but no correlation to academic course*

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8207310	20/67 30%	15/75 20%	18/54 33%	40/46 87%	40/45 89%	40/45 89%	40/45 89%
8212110	21/67 31%	15/75 20%	18/54 33%	11/46 24%	11/45 24%	11/45 24%	11/45 24%
8212120	12/67 18%	16/75 21%	9/54 17%	4/46 9%	4/45 9%	4/45 9%	4/45 9%
8209510	21/67 31%	14/75 19%	33/54 61%	5/46 11%	5/45 11%	5/45 11%	5/45 11%
8212410	4/67 6%	2/75 3%	1/54 2%	5/46 11%	5/45 11%	5/45 11%	5/45 11%
8212420	2/67 3%	3/75 4%	5/54 9%	4/46 9%	4/45 9%	4/45 9%	4/45 9%
8212160	1/67 1%	1/75 1%	1/54 2%	8/46 18%	8/45 18%	8/45 18%	8/45 18%

** Alignment pending review   *# Alignment attempted, but no correlation to academic course*

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

Digital Information Technology (8207310) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 17.0 are associated with this course.

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 Administrative Office Specialist.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Administrative Office Specialist.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Administrative Office Specialist.
04.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
05.0   Develop an awareness of microprocessors and digital computers.
06.0   Demonstrate an understanding of operating systems.
07.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
08.0   Use technology to enhance communication skills utilizing presentation applications.
09.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
10.0   Use technology to enhance communication skills utilizing electronic mail.
11.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
12.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
13.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
14.0   Demonstrate competence in page design applicable to the WWW.
15.0   Develop an awareness of emerging technologies.
16.0   Develop awareness of computer languages and software applications.
17.0   Demonstrate comprehension and communication skills.
18.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace of performance. Apply ergonomic principles applicable to the configuration of computer workstations.
19.0   Demonstrate language arts knowledge and skills.
20.0   Demonstrate mathematics knowledge and skills.
21.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
22.0   Solve problems using critical thinking skills, creativity and innovation.
23.0   Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise and correct manner on personal and professional levels.
24.0   Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
25.0   Practice quality performance in the learning environment and the workplace.
26.0   Incorporate appropriate customer service strategies to accomplish job objectives and enhance workplace performance.

27.0 Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance.

28.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.

29.0 Demonstrate human relations/interpersonal skills appropriate for the workplace.

30.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.

31.0 Describe the importance of professional ethics and legal responsibilities.

32.0 Participate in work-based learning experiences.

33.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Administrative Office Specialist.

34.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Administrative Office Specialist.

35.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Administrative Office Specialist.

36.0 Use technology to increase administrative office support productivity and enhance workplace performance.

37.0 Use information technology tools.

38.0 Participate in administrative work-based learning experiences.

39.0 Demonstrate proficiency in computer skills.

40.0 Demonstrate knowledge of digital publishing concepts.

41.0 Perform decision–making activities.

42.0 Perform layout, design, and measurement activities.

43.0 Demonstrate proficiency in digital publishing operations.

44.0 Demonstrate proficiency in digital imaging processes.

45.0 Demonstrate proficiency in creating a simple website.

46.0 Participate in work-based learning experiences.

47.0 Apply communication skills (reading, writing speaking, listening and viewing) in a courteous, concise, and correct manner on personal and professional levels.

48.0 Use information to accomplish job objectives and enhance workplace performance.

49.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.

50.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.

51.0 Participate in administrative office work-based learning experiences.

52.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

53.0 Demonstrate the importance of health, safety, and environmental management in organizations and their importance to organizational performance and regulatory compliance.

54.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.

55.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.

56.0 Use technology to increase administrative office support productivity and enhance workplace performance.

57.0 Participate in administrative support work-based learning experiences.

58.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

59.0   Assess the importance of professional ethics and legal responsibilities.
60.0   Explain the importance of employability skill and entrepreneurship skills.
61.0   Demonstrate personal money-management concepts, procedures, and strategies.

Florida Department of Education
Student Performance Standards

Course Title: Digital Information Technology
Course Number: 8207310
Course Credit: 1

Course Description:

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Digital Information Technology (8207310) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 17.0) have been placed in a separate document. To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf.

Florida Department of Education
Student Performance Standards

Course Title: **Administrative Office Technology 1**
Course Number: **8212110**
Course Credit: **1**

Course Description:

This course is designed to assist with administrative and general office duties in a support capacity. This course explores and expands the core competencies in the areas of personal and professional development and promotes application of higher level office procedures tasks and communications skills through the use of technology.

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 Administrative Office Specialist.	
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 Administrative Office Specialist.	
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	

Florida Standards			Correlation to CTE Program Standard #
	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 Administrative Office Specialist.		
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	

Florida Standards	Correlation to CTE Program Standard #
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
18.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace of performance. Apply ergonomic principles applicable to the configuration of computer workstations – the student will be able to:		
18.01 Enhance proficiency with touch keyboarding skills (speed and accuracy to enter and manipulate data.		
18.02 Use communications and networking to perform tasks and solve problems in business environments.		
19.0 Demonstrate language arts knowledge and skills – the students will be able to:		
19.01 Locate, comprehend and evaluate key elements of oral and written information.	LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.1112.SL.1.3 LAFS.1112.SL.2.4	
19.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.	LAFS.910.W.2.5 LAFS.1112.W.2.5	
19.03 Present information formally and informally for specific purposes and audiences.	LAFS.910.SL.2.4 LAFS.910.SL.2.5 LAFS.1112.SL.2.4 LAFS.1112.SL.2.5	
20.0 Demonstrate mathematics knowledge and skills – the student will be able to:		
20.01 Demonstrate knowledge of arithmetic operations.		
20.02 Analyze and apply data and measurements to solve problems and interpret documents.	MAFS.912.S-IC.2.6	
20.03 Construct charts/tables/graphs using functions and data.	MAFS.912.F-IF.3.7	
21.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:		
21.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.	LAFS.910.W.3.8 LAFS.1112.W.3.8	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.02 Locate, organize and reference written information from various sources.	LAFS.910.W.3.8 LAFS.1112.W.3.8	
21.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
21.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
21.05 Apply active listening skills to obtain and clarify information.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
21.06 Develop and interpret tables and charts to support written and oral communications.	LAFS.910.W.1.2 LAFS.910.SL.1.2 LAFS.1112.SL.1.2 LAFS.1112.W.1.2	
21.07 Exhibit public relations skills that aid in achieving customer satisfaction.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
22.0 Solve problems using critical thinking skills, creativity and innovation – the students will be able to:		
22.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		SC.912.L.17.13 SC.912.L.17.15
22.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
22.03 Identify and document workplace performance goals and monitor progress toward those goals.		
22.04 Conduct technical research to gather information necessary for decision-making.		SC.912.L.17.13 SC.912.L.17.15
23.0 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:		
23.01 Integrate all forms of communication in the successful pursuit of an administrative career.	LAFS.910.W.2.4 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.1112.W.2.4	
23.02 Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation.		
24.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance – the students will be able to:		
24.01 Discuss communication systems - cultural, organizational, technological, and interpersonal.		
24.02 Write complex business communications.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
25.0 Practice quality performance in the learning environment and the workplace – the student will be able to:		
25.01 Discuss performance evaluation methods and instruments used to assess employee progress and performance.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
26.0　Incorporate appropriate customer service strategies to accomplish job objectives and enhance workplace performance – the student will be able to:		
26.01　Develop an understanding of the integral value of a customer and practice skills to provide excellent customer service.		
26.02　Develop and implement a plan for maintaining quality service and production in a workplace, business, or learning environment.		
27.0　Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		
27.01　Facilitate focus group discussions regarding service, supervision, and ethical considerations that impact the workplace, business, or learning environment.		SC.912.L.17.13 SC.912.L.17.15 SC.912.L.17.17
27.02　Discuss the main causes of accidents in the office and identify preventive measures.		
27.03　Discuss the role of agencies that establish and monitor health and safety standards (e.g., OSHA) and discuss standards established by these agencies.		
27.04　Discuss the responsibilities organizations have to their employees (e.g., Right to Work laws, risk management).		
28.0　Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:		
28.01　Plan ethical, political strategies to achieve goals and advance careers.		
28.02　Discuss the role of and understand how to use professional networking resources, including web-based resources.		
29.0　Demonstrate human relations/interpersonal skills appropriate for the workplace – the student will be able to:		
29.01　Develop professional workplace relationship skills both internally and externally to include team building and group dynamics. Understand how individual personalities fit the team.		
29.02　Develop initiative and problem-solving skills to effectively deal with conflict resolution.		
30.0　Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:		
30.01　Apply the use of information management tools (e.g., calendars, ticklers, schedulers) to develop and coordinate distribution of work.		
30.02　Maintain equipment and supplies.		SC.912.L.17.15
30.03　Perform financial functions (e.g., payroll, invoices, bank deposits, travel vouchers).	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2 MAFS.912.N-Q.1.3	

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CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	30.04 Have knowledge of transcription and how to prepare documents using machine dictation.		
	30.05 Perform specialized records management functions.		
	30.06 Determine the most efficient method to send mail (e.g., fax, e-mail, external/internal courier systems, U.S. Mail).		
31.0	Describe the importance of professional ethics and legal responsibilities – the student will be able to:		
	31.01 Identify the importance of making decisions that are based on ethical reasoning.	LAFS.910.W.3.7 LAFS.910.W.3.8 LAFS.1112.W.3.7 LAFS.1112.W.3.8	
	31.02 Identify and discuss personal and long term consequences of unethical choices in the workplace.	LAFS.910.W.3.7 LAFS.910.W.3.8 LAFS.1112.W.3.7 LAFS.1112.W.3.8	
32.0	Participate in work-based learning experiences – the student will be able to:		
	32.01 Participate in work-based learning experiences in the administrative field.		
	32.02 Discuss the use of technology in the administrative field.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
	32.03 Compare and contrast the software applications used in the administrative field.	LAFS.910.W.3.8 LAFS.1112.W.3.8	
	32.04 Discuss organizational networks or charts and describe the relationships between positions and responsibilities.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	

Florida Department of Education
Student Performance Standards

Course Title: **Business Software Applications 1**
Course Number: **8212120**
Course Credit: **1**

Course Description:

This course is designed to develop proficiency in using the advanced features of software programs to perform office-related tasks.

Florida Standards	Correlation to CTE Program Standard #
33.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Administrative Office Specialist.	
33.01 Key Ideas and Details	
33.01.1 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	
33.01.2 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	
33.01.3 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	
33.02 Craft and Structure	
33.02.1 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	
33.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
33.02.3 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	
33.03 Integration of Knowledge and Ideas	

	33.03.1	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	
	33.03.2	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	
	33.03.3	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	
	33.04	Range of Reading and Level of Text Complexity	
	33.04.1	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.	
	33.04.2	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	
34.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Administrative Office Specialist.		
	34.01	Text Types and Purposes	
	34.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
	34.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
	34.02	Production and Distribution of Writing	
	34.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
	34.02.2	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	
	34.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback,	

Florida Standards			Correlation to CTE Program Standard #
		including new arguments or information.	
		LAFS.1112.WHST.2.6	
	34.03	Research to Build and Present Knowledge	
		34.03.1 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	
		34.03.2 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	
		34.03.3 Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.1112.WHST.3.9	
	34.04	Range of Writing	
		34.04.1 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	
35.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Administrative Office Specialist.		
	35.01	Make sense of problems and persevere in solving them.	
		MAFS.K12.MP.1.1	
	35.02	Reason abstractly and quantitatively.	
		MAFS.K12.MP.2.1	
	35.03	Construct viable arguments and critique the reasoning of others.	
		MAFS.K12.MP.3.1	
	35.04	Model with mathematics.	
		MAFS.K12.MP.4.1	
	35.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1	
	35.06	Attend to precision.	
		MAFS.K12.MP.6.1	
	35.07	Look for and make use of structure.	
		MAFS.K12.MP.7.1	

Florida Standards	Correlation to CTE Program Standard #
35.08 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
36.0 Use technology to increase administrative office support productivity and enhance workplace performance – the student will be able to:		
36.01 Access, process, and transmit information through all mediums (e.g., fax, email, Internet, and collaboration software).		
36.02 Create documents using advanced features in word processing, database, spreadsheet, presentation, and multimedia software.	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2 MAFS.912.N-Q.1.3	
36.03 Discuss how to and where access is possible install/ download and update software for current office use.		
36.04 Use technology to research, compile, create, and deliver an oral presentation.	LAFS.910.SL.1.2 LAFS.910.SL.2.5 LAFS.910.W.2.5 LAFS.910.W.2.6 LAFS.1112.SL.1.2 LAFS.1112.SL.2.5 LAFS.1112.W.2.5 LAFS.1112.W.2.6	
36.05 Key with speed and accuracy to meet industry standards for employment as a secretary or administrative assistant.		
36.06 Perform integrated functions using various software applications.		
36.07 Perform proofreading skills including electronic reference tools.		
36.08 Identify various means to scan, store and manage electronic documents and understand how to use.		
37.0 Use information technology tools – the students will be able to:		
37.01 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
37.02 Employ computer operations applications to access, create, manage, integrate, and store information.		
37.03 Employ collaborative/groupware applications to facilitate group work.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
38.0 Participate in administrative work-based learning experiences – the student will be able to:		
38.01 Participate in work-based learning experiences in the administrative field.		
38.02 Compare and contrast the software applications used in the administrative field.		
38.03 Discuss organizational networks or charts and describe the relationships between positions and responsibilities.		

Florida Department of Education
Student Performance Standards

Course Title: **Digital Design 1**
Course Number: **8209510**
Course Credit: **1**

Course Description:

This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; decision-making activities; and digital imaging. After successful completion of Digital Publishing 1 students will have met Occupational Completion Point C, Desktop Publisher, SOC Code 43-9031.

Florida Standards	Correlation to CTE Program Standard #
33.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Administrative Office Specialist.	
19.01 Key Ideas and Details	
19.01.1 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	
19.01.2 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	
19.01.3 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	
19.02 Craft and Structure	
19.02.1 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	
19.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
19.02.3 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.	

Florida Standards	Correlation to CTE Program Standard #
LAFS.1112.RST.2.6	
19.03 Integration of Knowledge and Ideas	
19.03.1 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	
19.03.2 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	
19.03.3 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	
19.04 Range of Reading and Level of Text Complexity	
19.04.1 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.	
19.04.2 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	
20.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Administrative Office Specialist.	
20.01 Text Types and Purposes	
20.01.1 Write arguments focused on discipline-specific content.	
LAFS.1112.WHST.1.1	
20.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
LAFS.1112.WHST.1.2	
20.02 Production and Distribution of Writing	
20.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
LAFS.1112.WHST.2.4	
20.02.2 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	

Florida Standards			Correlation to CTE Program Standard #
	20.02.3	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	
20.03	Research to Build and Present Knowledge		
	20.03.1	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	
	20.03.2	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	
	20.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.1112.WHST.3.9	
20.04	Range of Writing		
	20.04.1	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	
21.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Administrative Office Specialist.		
21.01	Make sense of problems and persevere in solving them.		
		MAFS.K12.MP.1.1	
21.02	Reason abstractly and quantitatively.		
		MAFS.K12.MP.2.1	
21.03	Construct viable arguments and critique the reasoning of others.		
		MAFS.K12.MP.3.1	
21.04	Model with mathematics.		
		MAFS.K12.MP.4.1	
21.05	Use appropriate tools strategically.		
		MAFS.K12.MP.5.1	
21.06	Attend to precision.		
		MAFS.K12.MP.6.1	

Florida Standards	Correlation to CTE Program Standard #
21.07 Look for and make use of structure. MAFS.K12.MP.7.1	
21.08 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
39.0 Demonstrate proficiency in computer skills – the student will be able to:		
39.01 Identify basic computer parts (e.g., RAM, ROM).	LAFS.910.L.3.6 LAFS.1112.L.3.6	
39.02 Demonstrate an understanding of all functions of a computer.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
39.03 Utilize appropriate font management techniques (e.g., true type, postscript, install and remove fonts).		
39.04 Perform storage management (e.g., hard drive, DVD, CD).		
39.05 Perform basic maintenance of computers and peripherals.		
40.0 Demonstrate knowledge of digital publishing concepts – the student will be able to:		
40.01 Identify the skills needed by a digital designer.		
40.02 Define commonly used terms in graphic communications.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
40.03 Identify characteristics of paper.	MAFS.912.N-Q.1.1,1.2, 1.3 MAFS.912.G-SRT.1.1, 1.2, 1.3 MAFS.912.G-SRT.2.4, 2.5 MAFS.912.G-SRT.3.6, 3.8 MAFS.912.A-SSE.1.1	
40.04 Identify different kinds of color (e.g., spot, process).	MAFS.912.G-CO.1.1, 1.2, 1.3, 1.4, 1.5 MAFS.912.G-CO.2.6, 2.7, 2.8 MAFS.912.G-CO.3.9 MAFS.912.G-CO.4.12 MAFS.912.G-GPE.2.4, 2.7	SC.912.P.10.18
40.05 Identify software used in digital publishing.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
40.06 Demonstrate knowledge of copyright laws.	LAFS.910.L.3.6 LAFS.1112.L.3.6 MAFS.912.A-REI.1.1	
41.0 Perform decision-making activities – the student will be able to:		
41.01 Determine work priorities.	MAFS.912.N-Q.1.1,2,3	
41.02 Evaluate information to be used and choose relevant material.	LAFS.1112.W.2.5 LAFS.910.W.2.5 LAFS.910.W.3.8 LAFS.1112.W.3.8 MAFS.912.N-Q.1.1, 1.2, 1.3	SC.912.N.1.1
41.03 Determine the audience.	LAFS.910.W.2.4, 2.5 LAFS.1112.W.2.4, 2.5	
41.04 Demonstrate an understanding of various advertising mediums.		
41.05 Recognize and maintain ethical standards.		
42.0 Perform layout, design, and measurement activities – the student will be able to:		
42.01 Identify characteristics of type, type families, type series, and type styles.	MAFS.912.N-Q.1.1, 1.2, 1.3	
42.02 Assemble mechanical elements electronically.		
42.03 Prepare rough layout designs.		
42.04 Identify elements of design.		
43.0 Demonstrate proficiency in digital publishing operations – the student will be able to:		
43.01 Key with speed and accuracy to meet industry standards.		
43.02 Demonstrate core publishing skills, including creating tables, text boxes, manipulating graphics and inserting images.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
43.03 Insert and format references and captions.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
43.04 Complete projects using a variety of fonts, sizes, leading, and alignments.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
43.05 Output projects using a variety of devices (e.g., printers, image setters).	LAFS.910.W.2.6 LAFS.1112.W.2.6	
43.06 Design with type using kerning, tracking, horizontal/vertical scale, baseline shift, etc.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
43.07 Produce projects using tables, layouts and templates.	LAFS.910.W.2.6 LAFS.1112.W.2.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.F-IF.2.4, 2.5	
43.08 Produce projects using white space.		
43.09 Assemble multipage documents.		
43.10 Create documents that use master pages.		
43.11 Use a variety of styles to produce effective layouts		
43.12 Produce a document using printer and reader spreads.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
43.13 Use publishing software to create a pre-press profile.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
43.14 Produce a variety of designs using layout/paste up software.		
43.15 Create various print and digital publications, including: business cards, letterheads, brochures, newsletters, and calendars.		
43.16 Create electronic forms.		
43.17 Assign passwords and create restrictions with portable document formats.		
43.18 Design an electronic portfolio.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
44.0 Demonstrate proficiency in digital imaging processes – the student will be able to:		
44.01 Demonstrate proper use of a scanner/input devices/ digital camera.		
44.02 Proofread electronically and manually.	LAFS.910.W.2.5 LAFS.1112.W.2.5	
45.0 Demonstrate proficiency in creating a simple website – the student will be able to:		
45.01 Create a webpage.	MAFS.912.S-IC.2.3	
45.02 Create a simple website and use hyperlinks.		
45.03 Convert publications for viewing on the Internet.		
45.04 Save files in multiple formats.		
45.05 Create, send and manage a survey and survey results.		

Florida Department of Education
Student Performance Standards

Course Title: **Administrative Office Technology 2**
Course Number: **8212410**
Course Credit: **1**

Course Description:

This course explores and expands the competencies learned in Administrative Office Technology 1 and promotes application of higher level office procedures tasks and communication skills.

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
46.0 Participate in work-based learning experiences – the student will be able to:		
46.01 Participate in work-based learning experiences in an administrative office environment.	LAFS.910.SL.1.1 LAFS.910.RL.3.7 LAFS.910.W.3.7 LAFS.1112.RL.3.7 LAFS.1112.SL.1.1 LAFS.1112.W.3.7	
46.02 Discuss the use of technology in an administrative office environment.		
47.0 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:		
47.01 Deliver impromptu and planned speeches.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
47.02 Synthesize information from multiple speakers in a group and respond in an effective manner.	LAFS.910.SL.1.1 LAFS.910.RL.3.7 LAFS.910.RL.3.9 LAFS.1112.RL.3.7 LAFS.1112.RL.3.9 LAFS.1112.SL.1.1	
47.03 Communicate in a multicultural setting (e.g., with people from varying international, cultural, ethnic, and racial backgrounds).	LAFS.910.RL.2.6 LAFS.1112.RL.2.6	
48.0 Use information to accomplish job objectives and enhance workplace performance – the student will be able to:		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	48.01 Gather and compile data for supervisors and for company reports.	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2 MAFS.912.N-Q.1.3	
49.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		
	49.01 Serve as interviewer, interviewee, and liaison in public relations, civic, media, community, and employment situations.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
	49.02 Demonstrate leadership behavior to include delegation of duties.		
50.0	Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:		
	50.01 Organize and conduct a meeting using parliamentary procedures.		
	50.02 Plan and arrange business functions.		
	50.03 Maintain and utilize a resource library.		
	50.04 Perform specialized office procedures.		
	50.05 Identify ways to maintain an operative, professional and clean facility. Discuss need to contract services for certain needs while performing others effectively completed as a secretary or administrative assistant.		SC.912.L.17.13 SC.912.L.17.17
	50.06 Identify responsibilities of a landlord and discuss ways to manage maintenance needs with landlord.		

Florida Department of Education
Student Performance Standards

Course Title: **Administrative Office Technology 3**
Course Number: **8212420**
Course Credit: **1**

Course Description:

This course expands the competencies learned in Administrative Office Technology 2. Students are required to perform higher level thinking and decision making and to use technology as a resource to efficiently perform systematic procedural tasks and to produce quality work in an efficient manner

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
51.0 Participate in administrative office work-based learning experiences – the student will be able to:		
51.01 Participate in work-based learning experiences in an administrative office environment.		
51.02 Discuss the use of technology in an administrative office environment.	LAFS.910.SL.1.1 LAFS.910.W.3.7 LAFS.1112.SL.1.1 LAFS.1112.W.3.7	
51.03 Compare and contrast the software applications used in an administrative office environment.		
51.04 Discuss the changing role of administrative support in today's business environment and the ways to manage stress related to these changes.	LAFS.910.SL.1.1 LAFS.910.W.3.7 LAFS.1112.SL.1.1 LAFS.1112.W.3.7	
51.05 Discuss the management/supervisory skills needed in an administrative office environment.	LAFS.910.SL.1.1 LAFS.910.W.3.7 LAFS.1112.SL.1.1 LAFS.1112.W.3.7	
52.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the student will be able to:		
52.01 Describe the nature and types of business organizations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
52.02 Explain the effect of key organizational systems on performance, quality and excellent customer service.	LAFS.910.SL.2.4 LAFS.910.W.1.2 LAFS.1112.SL.2.4 LAFS.1112.W.1.2	
52.03 List and describe quality control systems and/or practices common to the workplace.		
53.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the student will be able to:		
53.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.	LAFS.910.SL.1.1 LAFS.910.W.3.7 LAFS.1112.SL.1.1 LAFS.1112.W.3.7	SC.912.L.17.13 SC.912.L.17.17
53.02 Explain emergency procedures to follow in response to workplace accidents.	LAFS.910.SL.2.4 LAFS.910.W.1.2 LAFS.1112.SL.2.4 LAFS.1112.W.1.2	
53.03 Create a disaster and/or emergency response plan.		
54.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		
54.01 Train and assist others in business behavior, procedures and skills.		
55.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:		
55.01 Perform budgeting and accounting procedures.		
55.02 Plan and design the physical layout of an office to meet ergonomic and federal requirements.	MAFS.912.G-MG.1.1 MAFS.912.G-MG.1.2 MAFS.912.G-MG.1.3	
55.03 Analyze equipment specifications to meet required needs and make purchase recommendations.	MAFS.912.S-IC.2.6	

Florida Department of Education
Student Performance Standards

Course Title: **Business Software Applications 2**
Course Number: **8212160**
Course Credit: **1**

Course Description:

This course is designed to use technology to produce high quality employment portfolios, research job opportunities, and compile and disseminate job-seeking documents.

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
56.0 Use technology to increase administrative office support productivity and enhance workplace performance – the student will be able to:		
56.01 Key with speed and accuracy to meet industry standards for employment as a secretary or administrative assistant.		
56.02 Integrate all forms of communication in the successful pursuit of a career as a secretary or administrative assistant.		
57.0 Participate in administrative support work-based learning experiences – the student will be able to:		
57.01 Participate in work-based learning experiences in an administrative office environment.		
57.02 Discuss the use of technology in an administrative office environment.	LAFS.910.SL.1.1 LAFS.910.W.3.7 LAFS.1112.SL.1.1 LAFS.1112.W.3.7	
57.03 Compare and contrast the software applications used in an administrative office environment.		
57.04 Discuss the changing role of administrative support in today's business environment and the ways to manage stress related to these changes.	LAFS.910.SL.1.1 LAFS.910.W.3.7 LAFS.1112.SL.1.1 LAFS.1112.W.3.7	
57.05 Discuss the management/supervisory skills needed in an administrative office environment.	LAFS.910.SL.1.1 LAFS.910.W.3.7 LAFS.1112.SL.1.1 LAFS.1112.W.3.7	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
58.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the student will be able to:		
58.01 Employ leadership skills to accomplish organizational goals and objectives.		
58.02 Establish and maintain positive working relationships with others in order to effectively accomplish objectives and tasks.		
58.03 Conduct and participate in meetings to accomplish work tasks.		
58.04 Employ mentoring skills to inspire and teach others.		
59.0 Assess the importance of professional ethics and legal responsibilities – the student will be able to:		
59.01 Evaluate and justify decisions based on ethical reasoning.	LAFS.910.W.1.1 LAFS.1112.W.1.1	
59.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
59.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.	LAFS.910.W.1.3 LAFS.1112.W.1.3	
59.04 Understand and explain written organizational policies and procedures.	LAFS.910.W.1.3 LAFS.1112.W.1.3	
60.0 Explain the importance of employability skill and entrepreneurship skills – the student will be able to:		
60.01 Identify and demonstrate positive work behaviors needed to be employable.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
60.02 Develop personal career plan that includes goals, objectives, and strategies.		
60.03 Examine licensing, certification, and industry credentialing requirements.		
60.04 Maintain a career portfolio to document knowledge, skills, and experience.	LAFS.910.W.2.4 LAFS.910.W.2.6 LAFS.1112.W.2.4 LAFS.1112.W.2.6	
60.05 Evaluate and compare employment opportunities that match career goals.		
60.06 Identify and exhibit traits for retaining employment.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
60.07 Identify opportunities and research requirements for career advancement.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
60.08 Research the benefits of ongoing professional development.	LAFS.910.W.3.8 LAFS.1112.W.3.8	
60.09 Practice employability skills using online resources to prepare for interviews in the administrative field.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
61.0 Demonstrate personal money-management concepts, procedures, and strategies – the student will be able to:		
61.01 Identify and describe the services and legal responsibilities of financial institutions.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
61.02 Describe the effect of money management on personal and career goals.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
61.03 Develop a personal budget and financial goals.		
61.04 Complete financial instruments for making deposits and withdrawals.		
61.05 Maintain financial records.		
61.06 Read and reconcile financial statements.	LAFS.910.RI.1.2 LAFS.1112.RI.1.2	
61.07 Compare and contrast investment opportunities.	LAFS.910.W.2.6 LAFS.910.W.3.7 LAFS.1112.W.2.6 LAFS.1112.W.3.7	

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.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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: **International Business**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

Secondary – Career Preparatory	
Program Number	8216100
CIP Number	0552110110
Grade Level	9-12, 30, 31
Standard Length	5 credits
Teacher Certification	BOOKKEEPIN @4 @7 7 G BUS ED 1 @2 MANAG SUPV 7 G TC COOP ED @7 VOE @7
CTSO	FBLA BPA
SOC Codes	15-1151 – Computer User Support Specialists 11-1021 – General and Operations Managers
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 such as entry-level management trainee positions (SOC Code 11-1021) in the international business environment in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the study of organizational structures, business management, entrepreneurship, human relations, cross-cultural communications, leadership, marketing, legal agreements, trade relations, banking and finance, and international economics.

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.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
A	8207310	Digital Information Technology	1 credit	15-1151	2	PA
B	8203310	Accounting Applications 1	1 credit	11-1021	3	VO
	8216110	International Business Systems	1 credit		2	VO
	8216120	International Finance and Law	1 credit		3	VO
	8216130	Business Internship	1 credit		2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses <u>that have been aligned</u> to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8207310	5/87 6%	5/80 6%	24/83 29%	5/69 7%	24/67 36%	5/70 7%	5/69 7%	24/82 29%	5/66 8%	24/74 32%	5/72 7%
8203310	14/87 16%	19/80 24%	30/83 36%	17/69 25%	28/67 42%	19/70 27%	16/69 23%	29/82 35%	21/66 32%	31/74 42%	16/72 22%
8216110	34/87 39%	34/80 43%	7/83 8%	33/69 48%	7/67 10%	29/70 41%	34/69 49%	7/82 9%	29/66 44%	16/74 22%	33/72 46%
8216120	30/87 34%	30/80 38%	1/83 1%	29/69 42%	1/67 1%	26/70 37%	30/69 43%	1/82 1%	25/66 38%	1/74 1%	29/72 40%
8216130	**	**	**	**	**	**	**	**	**	**	**

**   Alignment pending review   *#   Alignment attempted, but no correlation to academic course*

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8207310	20/67 30%	15/75 20%	18/54 33%	40/46 87%	40/45 89%	40/45 89%	40/45 89%
8203310	37/67 55%	32/75 43%	18/54 33%	22/46 48%	22/45 49%	22/45 49%	22/45 49%
8216110	39/67 58%	51/75 68%	17/54 31%	34/46 74%	34/45 76%	34/45 76%	34/45 76%
8216120	39/67 58%	38/75 51%	17/54 31%	28/46 61%	28/45 62%	28/45 62%	28/45 62%
8216130	**	**	**	**	**	**	**

** *Alignment pending review*   # *Alignment attempted, but no correlation to academic course*

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

Digital Information Technology (8207310) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 17.0 are associated with this course.

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 International Business.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in International Business.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in International Business.
04.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
05.0   Develop an awareness of microprocessors and digital computers.
06.0   Demonstrate an understanding of operating systems.
07.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
08.0   Use technology to enhance communication skills utilizing presentation applications.
09.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
10.0   Use technology to enhance communication skills utilizing electronic mail.
11.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
12.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
13.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
14.0   Demonstrate competence in page design applicable to the WWW.
15.0   Develop an awareness of emerging technologies.
16.0   Develop awareness of computer languages and software applications.
17.0   Demonstrate comprehension and communication skills.
18.0   Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles.
19.0   Practice quality performance in the learning environment and the workplace.
20.0   Exhibit customer service skills.
21.0   Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations.
22.0   Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
23.0   Apply accounting principles and concepts to the performance of accounting activities.
24.0   Apply accounting principles and concepts using appropriate technology.
25.0   Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in International Business.

26.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in International Business.
27.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in International Business.
28.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
29.0 Practice quality performance in the learning environment and the workplace.
30.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
31.0 Explain the importance of employability skill and entrepreneurial skills.
32.0 Describe the importance of professional ethics and legal responsibilities.
33.0 Exhibit positive human relations and leadership skills.
34.0 Demonstrate employability skills.
35.0 Perform technology applications.
36.0 Demonstrate an understanding of the principles of business in global economy.
37.0 Develop an understanding of cultural diversity/customs.
38.0 Identify business ethics.
39.0 Identify channels of promoting and distributing goods.
40.0 Identify governmental and political influences.
41.0 Perform financial operations.
42.0 Use information technology tools.
43.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
44.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
45.0 Exhibit positive human relations and leadership skills.
46.0 Demonstrate employability skills.
47.0 Identify business ethics.
48.0 Identify channels of promoting and distributing goods.
49.0 Perform financial operations.
50.0 Demonstrate personal money-management concepts, procedures, and strategies.
51.0 Demonstrate knowledge of trade law.
52.0 Identify import/export activities.
53.0 Identify global organizational structures.
54.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
55.0 Demonstrate employability skills.
56.0 Demonstrate business management skills.
57.0 Demonstrate positive human relations and leadership skills in the workplace.
58.0 Solve problems using critical thinking skills, creativity and innovation.
59.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

60.0   Describe the roles within teams, work units, departments, organizations, inter-organizations systems, and the larger environment.
61.0   Demonstrate knowledge of historical and current ethical international business behavior.

Florida Department of Education
Student Performance Standards

Course Title: **Digital Information Technology**
Course Number: **8207310**
Course Credit: **1**

Course Description:

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Digital Information Technology (8207310) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 17.0) have been placed in a separate document.   To access this document, visit:
http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf.

Florida Department of Education
Student Performance Standards

Course Title: **Accounting Applications 1**
Course Number: **8203310**
Course Credit: **1**

Course Description:

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required.

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 International Business.	
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 International Business.	
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	

Florida Standards		Correlation to CTE Program Standard #
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 International Business.	
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	

Florida Standards		Correlation to CTE Program Standard #
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
18.0 Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles – the student will be able to:		
18.01 Describe how accounting departments work within and across organizations.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.3.7, 3.8, 4.10 LAFS.1112.RI.4.10 MAFS.912.F-BF.1.1	
18.02 Describe the roles and responsibilities of employees within the organization of a small, medium, or large accounting department (including the CFO, controller, accounting manager, accounts payable and receivable coordinator, payroll administrator, bookkeeper and credit and collection manager).	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.3.7, 3.8, 4.10 LAFS.1112.RI.4.10	
18.03 Explain the impact of the global economy on business organizations.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10 LAFS.1112.W.4.10	
19.0 Practice quality performance in the learning environment and the workplace – the student will be able to:		SC.912.N.1.1, 1.4, 2.2, 3.5
19.01 Apply appropriate organizational skills to manage time and resources.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
19.02　Perform tasks accurately, completely, and with attention to detail on a consistent basis.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
19.03　Think critically and make informed decisions.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
19.04　Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
19.05　Follow accepted rules, regulations, policies and workplace safety.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
20.0　Exhibit customer service skills – the student will be able to:		SC.912.L.16.10, 17.11, 17.16 SC.912.N.1.1, 2.2, 3.5, 4.2
20.01　Listen and identify customer's needs and concerns.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
20.02　Model appropriate ways to problem solve with customers in various situations.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 MAFS.912.F-LE.1.3 MAFS.912.F-IF.2.4, 3.7. 3.9	
20.03　Model proper business etiquette (including introductions, phone etiquette, dining, networking, marketing, online services and community service).	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	

CTE Standards and Benchmarks			FS-M/LA	NGSSS-Sci
			LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
	20.04	Develop a personal and work ethic (including punctuality, use of company's technology, and loyalty to company, distinction between personal and business tasks).	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.4.10	
	20.05	Develop and articulate a personal and business code of ethical behavior.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.4.10	
21.0		Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations – the student will be able to:		SC.912.N.1.1, 2.2, 3.5, 4.2
	21.01	Develop an awareness of effective credit management.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.S-MD.1.4	
	21.02	Prepare and analyze a personal budget.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.A-CED.1.1, 1.2 MAFS.912.F-IF.1.1, 1.2	
22.0		Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:		SC.912.L.17.20; SC.912.N.1.1, 1.4, 1.5, 1.7, 2.2, 3.5
	22.01	Analyze job and career requirements and relate career interests to opportunities in accounting occupations in the global economy.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.S-ID.3.9	
23.0		Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:		SC.912.L.17.11, 17.15, 17.20, SC.912.N.1.1, 2.2, 3.5

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
23.01 Demonstrate the application of the full accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, posting of journal entries, preparation of trial balance, journalizing and posting of adjusting entries, journalizing and posting of post-closing entries, and preparation of an income statement, statement of owner's equity, and balance sheet).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.L.2.3, 3.4, 3.6 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2, MAFS.912.F-LE.1.1, 1.2, MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	
23.02 Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, proof of cash, petty cash, and journal entries related to all banking activities).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.2.3, 3.4, 3.6 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2, MAFS.912.F-LE.1.1, 1.2, MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	
23.03 Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).	LAFS.910.SL.1.2, 1.3 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.SL.1.2, 1.3 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 LAFS.1112.L.2.3, 3.4, 3.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2 MAFS.912.F-LE.1.1, 1.2 MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	
23.04 Use payroll records to prepare and analyze transactions (including maintaining payroll records to include employee time processing procedures, payroll checks, a payroll register, employee earnings record, employer payroll taxes (to include tax forms and all associated journal entries).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.2.3, 3.4, 3.6 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2 MAFS.912.F-LE.1.1, 1.2 MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	
23.05 Analyze transactions for accuracy and prepare appropriate correcting entries.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.910.W.4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.2.3, 3.4, 3.6 LAFS.1112.W.4.10 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.F-LE.1.1, 1.2 MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	
23.06 Understand the purpose of financial accounting and the users of financial information.		
24.0 Apply accounting principles and concepts using appropriate technology – the student will be able to:		
24.01 Identify and use communication technology in an accounting environment such as word processing and email.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI. 4.10	
24.02 Demonstrate proficiency in the use of spreadsheet and accounting software to maintain accounting records to include creating and manipulating both data and formulas, formatting data, securing data and presenting results visually (including charts and graphs).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.W.4.10 MAFS.912.A-CED.1.1, 1.2, MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.7, 3.8 MAFS.912.S-IC.2.6	

Florida Department of Education
Student Performance Standards

Course Title: **International Business Systems**
Course Number: **8216110**
Course Credit: **1**

Course Description:

This course is designed to prepare students to live and work in a global economy. Students develop an understanding of business principles, management styles, economics, and customs which affect business systems in the international environment.

Florida Standards	Correlation to CTE Program Standard #
25.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in International Business.	
25.01 Key Ideas and Details	
25.01.1 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	
25.01.2 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	
25.01.3 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	
25.02 Craft and Structure	
25.02.1 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	
25.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
25.02.3 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.	

Florida Standards	Correlation to CTE Program Standard #
LAFS.1112.RST.2.6	
25.03 Integration of Knowledge and Ideas	
25.03.1 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	
25.03.2 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	
25.03.3 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	
25.04 Range of Reading and Level of Text Complexity	
25.04.1 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.	
25.04.2 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	
26.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in International Business.	
26.01 Text Types and Purposes	
26.01.1 Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
26.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
26.02 Production and Distribution of Writing	
26.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
26.02.2 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	

Florida Standards		Correlation to CTE Program Standard #
	26.02.3 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	
26.03	Research to Build and Present Knowledge	
	26.03.1 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	
	26.03.2 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	
	26.03.3 Draw evidence from informational texts to support analysis, reflection, and research.	
	LAFS.1112.WHST.3.9	
26.04	Range of Writing	
	26.04.1 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	
27.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in International Business.	
27.01	Make sense of problems and persevere in solving them.	
	MAFS.K12.MP.1.1	
27.02	Reason abstractly and quantitatively.	
	MAFS.K12.MP.2.1	
27.03	Construct viable arguments and critique the reasoning of others.	
	MAFS.K12.MP.3.1	
27.04	Model with mathematics.	
	MAFS.K12.MP.4.1	
27.05	Use appropriate tools strategically.	
	MAFS.K12.MP.5.1	
27.06	Attend to precision.	
	MAFS.K12.MP.6.1	

Florida Standards	Correlation to CTE Program Standard #
27.07 Look for and make use of structure. MAFS.K12.MP.7.1	
27.08 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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
28.0 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:		
28.01 Identify the major functions of management.	LAFS.910.RI.1.3 LAFS.1112.RI.1.3 MAFS.912.S-IC.2.6 MAFS.912.F-IF.2.5	
28.02 Identify international business environmental factors that influence business operations.	LAFS.910.RI.1.3 LAFS.1112.RI.1.3 MAFS.912.S-IC.2.6 MAFS.912.F-IF.2.5	
29.0 Practice quality performance in the learning environment and the workplace -- the student will be able to:		
29.01 Examine quality control, quality circle, total quality management and other management styles and how they relate to an organization's international business operations.	LAFS.910.RI.1.3 LAFS.1112.RI.1.3 MAFS.912.S-IC.1.2	
30.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance -- the student will be able to:		
30.01 Identify the factors that influence how managerial styles are applied in different countries.	LAFS.910.RI.1.3 LAFS.1112.RI.1.3 MAFS.912.S-IC.1.1	
30.02 Accomplish tasks within given deadlines.		
30.03 Recognize differences in work environments (i.e., safety regulations, ergonomics, gender equity, family leave, work week, fringe benefits).	LAFS.910.RI.1.3, 3.7 LAFS.1112.RI.1.3, 3.7	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.S-ID.1.3	
31.0 Explain the importance of employability skill and entrepreneurial skills – the student will be able to:		
31.01 Identify and demonstrate positive work behaviors needed to be employable.	LAFS.910.RI.1.3 LAFS.1112.RI.1.3 MAFS.912.N-VM.3.6	
31.02 Develop personal career plan that includes goals, objectives, and strategies.	LAFS. 910.RI.1.3 LAFS.910.W.1.1 LAFS.1112.RI.1.3 LAFS.1112.W.1.1	
31.03 Examine licensing, certification, and industry credentialing requirements.	LAFS.910.RI.1.3 LAFS.910.W.1.3 LAFS.1112.RI.1.3 LAFS.1112.W.1.3	
31.04 Maintain a career portfolio to document knowledge, skills, and experience.	LAFS.910.RI.1.3 LAFS.910.W.1.3; LAFS.1112.RI.1.3 LAFS.1112.W.1.3	
31.05 Evaluate and compare employment opportunities that match career goals.	LAFS.910.RI.3.7 LAFS.1112.RI.3.7	
31.06 Identify and exhibit traits for retaining employment.	LAFS.910.RI.1.3, 3.7 LAFS.1112.RI.1.3, 3.7 MAFS.912.N-VM.3.6	
31.07 Identify opportunities and research requirements for career advancement.	LAFS.910.RI.1.3, 3.7 LAFS.1112.RI.1.3, 3.7	
31.08 Research the benefits of ongoing professional development.	LAFS.910.RI.1.3 LAFS.910.W.3.7, 3.8 LAFS.1112.RI.1.3; LAFS.1112.W.3.7, 3.8	
31.09 Examine and describe entrepreneurship opportunities as a career planning option.	LAFS.910.RI.1.3, 3.7 LAFS.1112.RI.1.3, 3.7 MAFS.912.F-BF.1.1	
32.0 Describe the importance of professional ethics and legal responsibilities – the student will be able to:		
32.01 Evaluate and justify decisions based on ethical reasoning.	LAFS.910.RI.1.3, 3.7 LAFS.1112.RI.1.3, 3.7 MAFS.912.S-MD.2.7 MAFS.912.S-MD.2.5	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	32.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.	LAFS.910.RI.1.3, 3.7 LAFS.1112.RI.1.3, 3.7	
	32.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.	LAFS.910.RI.1.3, 3.7 LAFS.1112.RI.1.3, 3.7 MAFS.912.S-CP.1.5	
	32.04 Interpret and explain written organizational policies and procedures.	LAFS.910.W.3.7, 3.8 LAFS.1112.W.3.7, 3.8	
33.0	Exhibit positive human relations and leadership skills – the student will be able to:		
	33.01 Compare ethnocentric, polycentric, regiocentric, and geocentric approaches to managing human resources.	LAFS.910.RI.3.7 LAFS.1112.RI.3.7 MAFS.912.F-IF.3.9	
	33.02 Explain how staffing needs are determined, potential employees are recruited, and qualified applicants are selected for employment.	LAFS.910.W.1.2 LAFS.910.SL.2.4 LAFS.1112.W.1.2 LAFS.1112.SL.2.4 MAFS.912.S-IC.1.1 MAFS.912.A-REI.1.1	
	33.03 Identify the factors that influence how managerial styles are applied in different countries.	LAFS.910.RI.1.3 LAFS.1112.RI.1.3 MAFS.912.F-BF.2.3	
	33.04 Recognize that employee motivation is culturally based.	MAFS.912.S-ID.2.5	
	33.05 Differentiate host-country nationals, home-country nationals, and third-country nationals.	LAFS.910.W.1.2; LAFS.1112.W.1.2 MAFS.912.S-IC.2.6 MAFS912.S-IC.1.1	
34.0	Demonstrate employability skills – the student will be able to:		
	34.01 Explore domestic and international business career opportunities.	MAFS.912.S-MD.1.4	
	34.02 Describe the steps in the career planning process.	LAFS.910.W.1.2 LAFS.910.SL.1.2 LAFS.1112.W.1.2 LAFS.1112.SL.1.2 MAFS.912.N-Q.1.1	
	34.03 Research sources of career planning information.	MAFS.912.S-CP.1.4	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
34.04 Identify international business career opportunities based on personal factors and job availability.	MAFS.912.N-Q.1.1	
34.05 Evaluate the advantages/disadvantages of entrepreneurship opportunities.	LAFS.910.W.1.1; LAFS.910.SL.2.5; LAFS.1112.W.1.1; LAFS.1112.SL.2.5 MAFS.912.N-Q.1.1	
34.06 Identify local business involved in international trade.		
34.07 Create a plan to obtain the skills/qualifications to enter an elected international business career.	LAFS.910.W.2.4; LAFS.1112.W.2.4	
34.08 Create a letter of application and resume.	LAFS.910.W.2.5; LAFS.910.L.1.1, 1.2; LAFS.1112.W.2.5; LAFS.1112.L.1.1, 1.2 MAFS.912.S-ID.1.4, MAFS.912.S-ID.3.8, MAFS.912.F-IF.3.7	
34.09 Exhibit successful interview techniques.	LAFS.910.SL.1.1; LAFS.1112.SL.1.1 MAFS.912.S-MD.2.5	
34.10 Maintain and update a career portfolio.	MAFS.912.S-ID.1.4, MAFS.912.S-ID.3.8, MAFS.912.F-IF.3.7	
34.11 Define terms related to international business careers.	LAFS.910.L.3.6; LAFS.1112.L.3.6 MAFS.912.N-Q.1.1, 1.2, 1.3 MAFS.912.N-VM.3.6 MAFS.912.A-CED1.1, 1.2, 1.3, 1.4 MAFS.912.F-IF.2.4, 2.5, 2.6	
35.0 Perform technology applications – the student will be able to:		
35.01 Prepare documents using word processing software.	LAFS.910.L.1.1, 1.2; LAFS.1112.L.1.1, 1.2 MAFS.912.S-ID.3.8	
35.02 Prepare documents using database software.	LAFS.910.L.1.1, 1.2; LAFS.1112.L.1.1, 1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.S-ID.1.4, MAFS.912.S-ID.3.8, MAFS.912.F-IF.3.7	
35.03 Prepare documents using spreadsheet software.	LAFS.910.L.1.1, 1.2; LAFS.1112.L.1.1, 1.2 MAFS.912.N-Q.1.1 MAFS.912.A-CED.1.1, 1.2, 1.3, 1.4	
35.04 Operate and troubleshoot peripherals.	MAFS.912.S-ID.1.4, MAFS.912.S-ID.3.8, MAFS.912.F-IF.3.7	
35.05 Identify ethical issues related to technology.	LAFS.910.RI.3.7, 3.8; LAFS.1112.RI.3.7, 3.8 MAFS.912.S-IC.2.6	
35.06 Demonstrate proficiency using the Internet.	LAFS.910.RI.3.7, 3.8; LAFS.1112.RI.3.7, 3.8 MAFS.912.S-ID.1.4, MAFS.912.S-ID.3.8, MAFS.912.F-IF.3.7	
35.07 Demonstrate an awareness of the differing stages of technological development in other countries.	LAFS.910.RI.3.7, 3.8; LAFS.1112.RI.3.7, 3.8	
36.0 Demonstrate an understanding of the principles of business in a global economy – the student will be able to:		
36.01 Define terms related to business.	LAFS.910.L.3.6; LAFS.1112.L.3.6 MAFS.912.N-Q.1.1, 1.2, 1.3 MAFS.912.N-VM.3.6 MAFS.912.A-CED1.1, 1.2, 1.3, 1.4 MAFS.912.F-IF.2.4, 2.5, 2.6	
36.02 Define international business.	LAFS.910.L.3.4; LAFS.1112.L.3.4 MAFS.912.N-Q.1.1, 1.2, 1.3 MAFS.912.N-VM.3.6 MAFS.912.A-CED.1.1, 1.2, 1.3, 1.4 MAFS.912.F-IF.2.4, 2.5, 2.6	
36.03 Discuss the reasons why international business is important.	LAFS.910.SL.2.4;	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
		LAFS.1112.SL.2.4 MAFS.912.F-IF.2.4	
36.04	Explain the components of the international business environment.	LAFS.910.W.1.1; LAFS.1112.W.1.1	
36.05	Describe the impact of international business activities on the local, regional, national, and international economies.	LAFS.910.W.1.2; LAFS.910.SL.2.4; LAFS.1112.W.1.2; LAFS.1112.SL.2.4 MAFS.912.N-Q.1.1 MAFS.912.F-IF.2.4	
36.06	Interpret the impact of emerging economic and political changes in international operations.	LAFS.910.R.1.1; LAFS.1112.R.1.1 MAFS.912.F-BF.1.2 MAFS.912.F-IF.2.5	
36.07	Describe the resources (e.g., ports, trade routes, transportation centers, foreign trade zones, and natural, financial, and human resources) of major cities around the world.	LAFS.910.W.1.2; LAFS.910.SL.2.4; LAFS.1112.W.1.2; LAFS.1112.SL.2.4 MAFS.912.F-IF.2.5	
36.08	Determine the impact of geography on international business, to include areas such as climate, time zones, distance, topography, and social, economic and natural resources.	LAFS.910.W.3.7; LAFS.1112.W.3.7 MAFS.912.F-BF.1.1 MAFS.912.F-IF.2.6	
36.09	Determine social and cultural influences on the form of business ownership used or required in different countries.	LAFS.910.W.3.7; LAFS.1112.W.3.7 MAFS.912.N-Q.1.1, MAFS.912.N-Q.1.2, MAFS.912.N-Q.1.3	
36.10	Determine qualifications necessary for a successful business.	LAFS.910.W.3.7; LAFS.1112.W.3.7 MAFS.912.N-Q.1.1, 1.2, 1.3 MAFS.912.N-VM.3.6, 3.7, MAFS.912.A-SSE.2.4, MAFS.912.A-CED.1.1, 1.2, 1.3, 1.4	
37.0	Develop an understanding of cultural diversity/customs – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
37.01 Demonstrate knowledge of multi-cultural environments.	MAFS.912.N-Q.1.1, MAFS.912.F-IF.2.4, MAFS.912.F-IF.3.9, MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4	
37.02 Identify distinctive social and cultural factors affecting business protocol.	MAFS.912.N-Q.1.1, 1.2, 1.3	
37.03 Explain the impact of cultures on human resource management.	LAFS.910.W.1.2; LAFS.1112.W.1.2 MAFS.912.F-IF.2.4 MAFS.912.F-IF.2.5	
37.04 Identify personal documentation for international travel (i.e., passport, visa).		
37.05 Describe the importance of verbal and non-verbal communications.	LAFS.910.SL.2.4; LAFS.910.W.1.2; LAFS.1112.SL.2.4; LAFS.1112.W.1.2 MAFS.912.A-REI.1.1	
37.06 Compare social customs (i.e., holidays, attire, gifts).	MAFS.912.N-Q.1.1	
37.07 Plan marketing strategies for diverse cultures.	LAFS.910.W.2.4 LAFS.1112.W.2.4 MAFS.912.S-IC.2.3, 2.4, 2.5, 2.6	
37.08 Compare customs for conducting business in other countries (i.e., the need for consensus, closing for the Mexican siesta and staying open until late in the evening, etc.).	MAFS.912.N-Q.1.1	
38.0 Identify business ethics – the student will be able to:		
38.01 Recognize ethical international business issues.	LAFS.910.RL.1.2, 2.6 LAFS.910.W.1.1; 2.4, 2.5, 2.6 LAFS.1112.RL.1.2, 2.6 LAFS.1112.W.1.1; 2.4, 2.5, 2.6	
38.02 Describe the factors in the international business environment affecting ethical behavior.	LAFS.910.RL.1.1 LAFS.910.RI.2.4, 3.7 LAFS.910.W.3.7 LAFS.1112.RL.1.1 LAFS.1112.RI.2.4, 3.7 LAFS.1112.W.3.7	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
39.0 Identify channels of promoting and distributing goods – the students will be able to:		
39.01 Define terms related to international marketing.	LAFS.910.RL.2.4; LAFS.910.W.2.6; LAFS.910.SL.2.5; LAFS.1112.RL.2.4; LAFS.1112.W.2.6; LAFS.1112.SL.2.5 MAFS.912.N-RN.1.1, MAFS.912.N-Q.1.2, MAFS.912.N-CN.3.9 MAFS.912.N-VM.3.6	
39.02 Recognize risks in overseas markets.	LAFS.910.RL.2.6; LAFS.910.W.1.1; LAFS.910.SL.1.2; LAFS.1112.RL.2.6; LAFS.1112.W.1.1; LAFS.1112.SL.1.2 MAFS.912.N-CN.1.1, 2.4, 2.5 MAFS.912.N-VM.1.1, 3.9, 3.10 MAFS.912.A-APR.1.1	
39.03 Illustrate how social, cultural, technological, and geographic factors influence consumer buying behavior in different cultures.	LAFS.910.W.1.1, 2.6, 3.8; LAFS.1112.W.1.1, 2.6, 3.8 MAFS.912.N-RN.1.1, MAFS.912.N-CN.1.2, 2.6, 3.7 MAFS.912.N-VM.1.1, 2.4, 2.5, 3.8, 3.11, 3.12	
39.04 Identify trends that influence global marketing opportunities.	LAFS.910.RL.2.6; LAFS.910.RI.3.7; LAFS.910.W.2.6; LAFS.910.SL.1.2, 1.3; LAFS.1112.RL.2.6; LAFS.1112.RI.3.7; LAFS.1112.W.2.6; LAFS.1112.SL.1.2, 1.3 MAFS.912.N-RN.2.3, MAFS.912.N-Q.1.1,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.N-CN.2.5, 2.4 MAFS.912.A-REI.3.8	
39.05 Identify the differences in roles of agents, wholesalers, retailers, freight forwarders, export companies, trading companies, and customs brokers.	LAFS.910.L.2.3; LAFS.910.RL.2.4; LAFS.910.RI.2.5; LAFS.1112.L.2.3; LAFS.1112.RL.2.4; LAFS.1112.RI.2.5 MAFS.912.N-CN.1.3, 3.7 MAFS.912.A-SSE.2.3, 2.4 MAFS.912.A-REI.3.5 MAFS.912.F-IF.2.4	
39.06 Define procedures and prepare documentation associated with transportation of goods.	LAFS.910.W.2.6, 3.7, 3.8; LAFS.1112.W.2.6, 3.7, 3.8 MAFS.912.N-CN.3.9, MAFS.912.N-VM.1.2, MAFS.912.A-SSE.1.2, MAFS.912.A-APR.2.2, 3.5, 4.6 MAFS.912.A-REI.3.9	
40.0 Identify governmental and political influences – the student will be able to:		
40.01 Define terms related to international economics.	LAFS.910.RL.2.4, LAFS.910.RI.1.1; LAFS.1112.RL.2.4, LAFS.1112.RI.1.1; MAFS.912.G-CO.1.1, 1.4	
40.02 Identify the impact of geography and resources on trade.	LAFS.910.W.3.9, LAFS.910.L.3.4, LAFS.910.L.3.6; LAFS.1112.W.3.9, LAFS.1112.L.3.4, LAFS.1112.L.3.6 MAFS9.12.F-BF.2.3, MAFS.912.S-ID.1.3	
40.03 Describe the impact of supply and demand.	LAFS.910.L.1.1, LAFS.910.L.3.5; LAFS.1112.L.1.1, LAFS.1112.L.3.5	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.S-IC.2.3	
40.04 Identify advantages and disadvantages of free trade.	LAFS.910.W.3.9, LAFS.910.L.3.4, LAFS.910.L.3.6; LAFS.1112.W.3.9, LAFS.1112.L.3.4, LAFS.1112.L.3.6 MAFS.912.G-SRT.1.2, MAFS.912.G-SRT.1.3, MAFS.912.G-SRT.2.4, MAFS.912.G-SRT.2.5	
40.05 Describe the role that US Customs and the customs agencies of other countries play in international trade activities.	LAFS.910.L.1.1, LAFS.910.L.3.5; LAFS.1112.L.1.1, LAFS.1112.L.3.5 MAFS.912.F-BF.1.1	
40.06 Analyze the impact of political environments on international business.	LAFS.910.RL.1.2; 1.3; 2.5, 2.6, 3.7, 3.9 LAFS.910.RI.3.7 LAFS.1112.RL.1.2 1.3, 2.5, 2.6, 3.7, 3.9 LAFS.1112.RI.3.7 MAFS.912.F-LE.2.5, MAFS.912.G-CO.1.5, MAFS.912.S-ID.3.9	
41.0 Perform financial operations – the student will be able to:		
41.01 Identify factors that influence consumer behavior in different countries.	LAFS.910.W.3.9 LAFS.910.L.3.4 LAFS.910.L.3.6 LAFS.1112.W.3.9 LAFS.1112.L.3.4 LAFS.1112.L.3.6 MAFS.912.G-SRT.4.10, MAFS.912.G-C.1.2	
41.02 Calculate currency exchange rates.	LAFS.910.L.3.4 LAFS.910.W.2.6 LAFS.1112.L.3.4 LAFS.1112.W.2.6	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
		MAFS.912.S-IC.2.4, MAFS.912.F-IF.2.6	
	41.03 Explain how currency exchange rates affect international trade.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4 MAFS.912.F-TF.1.2, MAFS.912.G-GMD.1.1, MAFS.912.G-GMD.1.2, MAFS.912.S-ID.2.5	
42.0	Use information technology tools – the student will be able to:		
	42.01 Use personal information management (PIM) applications to increase workplace efficiency.	LAFS.910.W.2.6; LAFS.910.SL.2.5; LAFS.1112.W.2.6; LAFS.1112.SL.2.5 MAFS.912.S-ID.3.8	
	42.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, e-mail, and internet applications.	LAFS.910.SL.2.4, 2.5 LAFS.910.W.2.6; LAFS.1112.SL.2.4, 2.5 LAFS.1112.W.2.6 MAFS.912.S-ID.1.4, MAFS.912.S-ID.3.8, MAFS.912.F-IF.3.7	
	42.03 Employ computer operations to access, create, manage, integrate, and store information.	MAFS.912.S-ID.3.8	
	42.04 Employ collaborative/groupware applications to facilitate group work.	MAFS.912.S-IC.2.6	

Florida Department of Education
Student Performance Standards

Course Title: **International Finance and Law**
Course Number: **8216120**
Course Credit: **1**

Course Description:

This course is designed to introduce students to the laws and regulations governing international trade including knowledge of import-export activities, banking, treaties, and currency exchange rates.

Florida Standards	Correlation to CTE Program Standard #
25.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in International Business.	
25.01 Key Ideas and Details	
25.01.1 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	
25.01.2 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	
25.01.3 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	
25.02 Craft and Structure	
25.02.1 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	
25.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
25.02.3 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.	

Florida Standards	Correlation to CTE Program Standard #
	LAFS.1112.RST.2.6	
25.03 Integration of Knowledge and Ideas	
25.03.1 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	
25.03.2 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	
25.03.3 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	
25.04 Range of Reading and Level of Text Complexity	
25.04.1 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.	
25.04.2 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	
26.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in International Business.	
26.01 Text Types and Purposes	
26.01.1 Write arguments focused on discipline-specific content.	
LAFS.1112.WHST.1.1	
26.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
LAFS.1112.WHST.1.2	
26.02 Production and Distribution of Writing	
26.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
LAFS.1112.WHST.2.4	
26.02.2 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	

Florida Standards		Correlation to CTE Program Standard #
	26.02.3 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	
26.03	Research to Build and Present Knowledge	
	26.03.1 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	
	26.03.2 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	
	26.03.3 Draw evidence from informational texts to support analysis, reflection, and research.	
	LAFS.1112.WHST.3.9	
26.04	Range of Writing	
	26.04.1 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	
27.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in International Business.	
27.01	Make sense of problems and persevere in solving them.	
	MAFS.K12.MP.1.1	
27.02	Reason abstractly and quantitatively.	
	MAFS.K12.MP.2.1	
27.03	Construct viable arguments and critique the reasoning of others.	
	MAFS.K12.MP.3.1	
27.04	Model with mathematics.	
	MAFS.K12.MP.4.1	
27.05	Use appropriate tools strategically.	
	MAFS.K12.MP.5.1	
27.06	Attend to precision.	
	MAFS.K12.MP.6.1	

Florida Standards	Correlation to CTE Program Standard #
27.07 Look for and make use of structure. MAFS.K12.MP.7.1	
27.08 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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
43.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance -- the student will be able to:		
43.01 Identify the major issues related to the work environment (i.e., safety regulations, ergonomics, gender equity, family leave, workweek, fringe benefits).	LAFS.910.RI.1.3; LAFS.1112.RI.1.3 MAFS.912.N-CN.1.3, MAFS.912.A-REI.3.9, MAFS.912.F-BF.2.3	
44.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance -- the student will be able to:		
44.01 Use estimation and approximation strategies to compare, contrast, and analyze a variety of business-related financial calculations.	LAFS.910.RI.3.7; LAFS.1112.RI.3.7 MAFS.912.N-Q.1.1, MAFS.912.A-SSE1.1, MAFS.912.A-REI.2.3, MAFS.912.A-CED.1.1, MAFS.912.A-CED1.2	
44.02 Analyze and discuss graphs and tables as used in the business world.	LAFS.910.RI.1.3; 3.7; LAFS.910.SL.1.1; LAFS.1112.RI.1.3; 3.7; LAFS.1112.SL.1.1 MAFS.912.A-REI.4.10, MAFS.912.A-REI.4.11, MAFS.912.A-REI.4.12, MAFS.912.F-BF.2.3, MAFS.912.F-IF3.9,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.S-ID3.7	
44.03 Construct and discuss tables, graphs, and charts using appropriate computer software and data from the business world.	LAFS.910.SL.1.1; LAFS.1112.SL.1.1 MAFS.912. A-REI.4.10, MAFS.912.A-REI.4.11, MAFS.912.A-REI.4.12, MAFS.912.F-IF.2.4, MAFS.912.F-IF.3.7, MAFS.912.F-LE.1.2	
44.04 Apply concepts of forecasting with financial information using appropriate technology (graphing calculators, business calculators and/or computer software) for written and oral presentations.	LAFS.910.W.2.6; LAFS.1112.W.2.6 MAFS.912.F-IF.3.8, MAFS.912.F-IF.3.9, MAFS.912.F-IF.2.5, MAFS.912.F-LE.1.3, MAFS.912.F-LE.2.5, MAFS.912.S-ID.3.8	
44.05 Investigate and discuss the impact of probability and statistics in all aspects of business activities.	LAFS.910.W.3.7; 3.8; LAFS.910.SL.1.1; LAFS.1112.W.3.7; 3.8; LAFS.1112.SL.1.1 MAFS.912.S-IC.1.1, MAFS.912.S-IC.2.3, MAFS.912.S-MD.2.6, MAFS.912.S-MD.2.7	
45.0 Exhibit positive human relations and leadership skills – the student will be able to:		
45.01 Apply communication strategies (verbal and non-verbal) necessary and appropriate for effective and profitable international business relations.	LAFS.910.W.2.6; LAFS.1112.W.2.6 MAFS.912.F-IF.2.5, MAFS.912.F-IF.2.4, MAFS.912.A-REI.1.1, MAFS.912.H-RN.2.3	
45.02 Develop the ability to work in teams.	LAFS.910.SL.1.1; LAFS.1112.SL.1.1 MAFS.912.S-MD.2.7, MAFS.912.S-IC.1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
45.03 Participate in leadership activities in FBLA or BPA.	LAFS.910.SL.1.1; LAFS.1112.SL.1.1	
45.04 Participate in community service activities.	LAFS.910.SL.1.1; LAFS.1112.SL.1.1	
46.0 Demonstrate employability skills – the student will be able to:		
46.01 Define the requirements of business careers.	LAFS.910.RI.2.4; LAFS.1112.RI.2.4 MAFS.912.N-Q.1.1, MAFS.912.N-Q.1.2, MAFS.912.A-CED.1.1, MAFS.912.A-CED.1.2, MAFS.912.N-VM.3.6, MAFS.912.F-IF.2.4	
46.02 Explore domestic and international business career opportunities.	LAFS.910.W.3.7, 3.8; LAFS.1112.W.3.7, 3.8 MAFS.912.S-MD.1.4	
46.03 Describe the steps in the career planning process.	LAFS.910.RI.1.3; LAFS.1112.RI.1.3 MAFS.912.N-Q.1.1	
46.04 Research sources of career planning information.	LAFS.910.W.3.7,3.8; LAFS.1112.W.3.7,3.8 MAFS.912.S-CP.1.4	
46.05 Identify international business career opportunities based on personal factors and job availability.	LAFS.910.RI.1.3; LAFS.1112.RI.1.3 MAFS.912.N-Q.1.1	
46.06 Evaluate the advantages/disadvantages of entrepreneurship opportunities.	MAFS.91.2.N-Q.1.1	
46.07 Identify local business involved in international trade.	LAFS.910.RI.3.7; LAFS.1112.RI.3.7	
46.08 Create a plan to obtain the skills/qualifications to enter a selected international business career.	LAFS.910.W.1.2; LAFS.1112.W.1.2	
46.09 Create a letter of application and resume.	LAFS.910.W.1.3; LAFS.1112.W.1.3 MAFS.912.S-ID.1.4, MAFS.912.S-ID.3.8, MAFS.912.F-IF.3.7	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
46.10 Exhibit successful interview techniques.	LAFS.910.SL.1.1; LAFS.1112.SL.1.1 MAFS.912.S-MD.2.5	
46.11 Maintain and update a career portfolio.	LAFS.910.W.1.3; LAFS.1112.W.1.3 MAFS.912.S-ID.1.4, MAFS.912.S-ID.3.8, MAFS.912.F-IF.3.7	
46.12 Define terms related to international business careers.	LAFS.910.RI.2.4; LAFS.1112.RI.2.4 MAFS.912.N-Q.1.1, MAFS.912.N-Q.1.2 MAFS.912.N-VM.3.6, MAFS.912.A-CED1.1, MAFS.912.A-CED.1.2, MAFS.912.F-IF.2.4	
47.0 Identify business ethics – the student will be able to:		
47.01 Recognize ethical international business issues.	MAFS.912.N-Q.1.1, MAFS.912.A-CED.1.3, MAFS.912.F-IF.2.4, MAFS.912.N-VM.3.6, MAFS.912.S-IC.2.3, MAFS.912.S-IC.2.6	
47.02 Describe the factors in the international business environment affecting ethical business behavior.	LAFS.910.W.1.2; LAFS.910.SL.2.4; LAFS.1112.W.1.2; LAFS.1112.SL.2.4 MAFS.912.N-Q.1.1, MAFS.912.A-CED.1.2, MAFS.912.F-IF.2.4, MAFS.912.S-ID.1.2	
47.03 Define terms, such as ethics, social responsibility and bribe.	LAFS.910.L.3.6; LAFS.1112.L.3.6 MAFS.912.N-Q.1.1 MAFS.912.N-VM.3.6 MAFS.912.A-CED.1.3 MAFS.912.F-IF.2.4	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
47.04 Analyze the effect of an international business organization's action on a host country, the company's home country, owners, employees, consumers and society.	LAFS.910.RI.1.1; LAFS.910.W.3.9; LAFS.1112.RI.1.1; LAFS.1112.W.3.9 MAFS.912.S-ID.1.4 MAFS.912.S-IC.1.2 MAFS.912.N-Q.1.1 MAFS.912.N-VM.3.6 MAFS.912.A-CED.1.3 MAFS.912.F-IF.2.4	
48.0 Identify channels of promoting and distributing goods – the student will be to:		
48.01 Identify trends that influence global marketing opportunities.	MAFS.912.N-Q.1.1 MAFS.912.A-CED.1.2 MAFS.912.A-CED1.3 MAFS.912.F-IF.2.4 MAFS.912.S-IC.1.1, MAFS.912.S-IC.2.3	
48.02 Identify the differences in roles of agents, wholesalers, retailers, freight forwarders, export companies, trading companies and customs brokers.	MAFS.912.S-IC.2.6	
48.03 Define procedures and prepare documentation associated with transportation of goods.	LAFS.910.L.3.6; LAFS.1112.L.3.6 MAFS.912.N-Q.1.1 MAFS.912.N-VM.3.6 MAFS.912.S-IC.2.6	
48.04 Explain how foreign exchange, economic conditions, and the international business environment affect prices charged in foreign markets.	LAFS.910.W.1.2; LAFS.1112.W.1.2 MAFS.912.N-Q.1. MAFS.912.A-CED.1.3 MAFS.912.F-IF.2.4	
48.05 Describe business documents used in international trade (i.e., shipping, billing, method of payment).	MAFS.912.S-IC.2.6	
49.0 Perform financial operations – the student will be able to:		
49.01 Explain how currency exchange rates affect international trade.	LAFS.910.SL.2.4; LAFS.1112.SL.2.4 MAFS.912.S-IC.2.6 MAFS.912.N-Q.1.1	
49.02 Define terms related to international finance and law.	LAFS.910.L.3.6; LAFS.1112.L.3.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.S-IC.2.6 MAFS.912.N-Q.1.1 MAFS.912.S-IC.1.2	
49.03 Describe methods and procedures used to control risks.	MAFS.912.S-IC2.3 MAFS.912.A-CED.1.3 MAFS.912.S-IC.2.6 MAFS.912.A-CED.1.2	
49.04 Identify international services and practices of financial institutions.	MAFS.912.N-Q.1.1 MAFS.912.F-IF.2.4 MAFS.912.A-CED.1.2 MAFS.912.S-IC.2.6	
49.05 Identify the components of the US balance of payments account.	MAFS.912.N-Q1.1 MAFS.912.N-VM.3.6 MAFS.912.A-CED.1.2 MAFS.912.A-CED.1.3 MAFS.912.F-IF.2.4	
49.06 Recognize pricing factors.	MAFS.912.N-Q1.1 MAFS.912.N-VM.3.6 MAFS.912.A-CED.1.2 MAFS.912.A-CED.1.3 MAFS.912.F-IF.2.5	
49.07 Explain how currency exchange rates affect international trade.	LAFS.910.SL.2.4; LAFS.1112.SL.2.4 MAFS.912.N-Q.1.1 MAFS.912.N-VM.3.6 MAFS.912.A-CED.1.2 MAFS.912.A-CED.1.3 MAFS.912.F-IF.2.4	
49.08 Describe how economic conditions, balance of payment situations, and political stability affect currency values.	LAFS.910.W.3.7; LAFS.1112.W.3.7 MAFS.912.N-Q.1.1 MAFS.912.N-VM.3.6 MAFS.912.A-CED.1.3 MAFS.912.A-CED.1.2	
50.0 Demonstrate personal money-management concepts, procedures, and strategies – the student will be able to:		
50.01 Identify and describe the services and legal responsibilities of financial institutions.	LAFS.910.RI.1.3; LAFS.910.W.1.3; LAFS.1112.RI.1.3; LAFS.1112.W.1.3	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.N-Q.1.1 MAFS.912.F-IF.2.4 MAFS.912.S-ID.1.4 MAFS.912.S-IC.2.6	
50.02 Describe the effect of money management on personal and career goals.	LAFS.910.RI.1.3; LAFS.910.W.1.3; LAFS.1112.RI.1.3; LAFS.1112.W.1.3 MAFS.912.S-IC.2.6 MAFS.912.N-Q.1.1 MAFS.912.A-CED.1.2 MAFS.912.A-CED.1.3 MAFS.912.F-IF.2.5	
50.03 Develop a personal budget and financial goals.	MAFS.912.S-IC.2.6 MAFS.912.N-Q.1.1 MAFS.912.A-CED.1.2 MAFS.912.A-CED.1.3 MAFS.912.F-IF.2.5	
50.04 Complete financial instruments for making deposits and withdrawals.		
50.05 Maintain financial records.		
50.06 Read and reconcile financial statements.	LAFS.910.RI.4.10; LAFS.1112.RI.4.10 MAFS.912.N-Q.1.1 MAFS.912.A-CED.1.3 MAFS.912.F-IF.2.4 MAFS.912.S-ID.1.2 MAFS.912.S-ID.1.4	
50.07 Research, compare and contrast investment opportunities.	LAFS.910.W.3.7, 3.8; LAFS.1112.W.3.7, 3.8 MAFS.912.N-Q.1. MAFS.912.A-CED.1.2 MAFS.912.A-CED1.3 MAFS.912.F-IF.2.4 MAFS.912.S-IC.1.1, MAFS.912.S-IC.2.3	
51.0 Demonstrate knowledge of trade law – the student will be able to:		
51.01 Describe the differences among various legal systems such as code, statutory, and common law.	LAFS.910.SL.2.4, 2.5, 2.6; LAFS.1112.SL.2.4, 2.5, 2.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.A-REI.4.12, MAFS.912.F-IF.1.1, MAFS.912.F-IF.3.8, MAFS.912.F-IF.3.9, MAFS.912.F-BF.1.1	
51.02 Define terms related to trade law.	LAFS.910.RL.2.4; LAFS.910.SL.1.2; LAFS.1112.RL.2.4; LAFS.1112.SL.1.2 MAFS.912.N-RN.1.1, MAFS.912.N-Q.1.2, MAFS.912.G-CO.1.4	
51.03 Describe how trade barriers, tariffs, quotas, and taxation policies affect choices of location for companies operating internationally.	LAFS.910.W.2.6; LAFS.1112.W.2.6 MAFS.912.A-SSE.1.1, MAFS.912.F-BF.1.1, MAFS.912.G-CO.1.1, MAFS.912.G-CO.1.3, MAFS.912.G-SRT.1.1, MAFS.912.G.SRT.1.2	
51.04 Recognize government's role in international law (i.e., protect against illegal imports, protect individual rights, ecology).	LAFS.910.RL.2.4, 2.5, 2.6; LAFS.1112.RL.2.4, 2.5, 2.6 MAFS.912.N-VM.1.1, MAFS.912.N-VM.3.9, MAFS.912.N-VM.3.10, MAFS.912.A-ARP 2.2, MAFS.912.F-LE.1.1	
51.05 Recognize legal differences that exist between/among countries in areas such as consumer protection, product guidelines, labor laws, contract formulation, liability, and taxation.	LAFS.910.RL.2.4, 2.5, 2.6; LAFS.1112.RL.2.4, 2.5, 2.6 MAFS.912.N-VM.1.1, MAFS.912.N-VM.3.9, MAFS.912.N-VM.3.10, MAFS.912.A-ARP.2.2, MAFS.912.F-IF.3.8	
51.06 Identify unfair trade practices.	LAFS.910.RL.1.1, 2.4; LAFS.1112.RL.1.1, 2.4 MAFS.912.N-CN.1.3, MAFS.912.A-REI.3.9.	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.F-BF.2.3	
52.0 Identify import/export activities – the student will be able to:		
52.01 Define terms related to import/export.	LAFS.910.RL.2.4; LAFS.910.SL.1.2; LAFS.1112.RL.2.4; LAFS.1112.SL.1.2 MAFS.912.N-RN.1.1, MAFS.912.N-Q.1.2, MAFS.912.G-CO.1.1, MAFS.912.G-CO.1.4	
52.02 Describe barriers to international trade.	LAFS.910.SL.2.4, 2.5, 2.6; LAFS.1112.SL.2.4, 2.5, 2.6 MAFS.912.G-CO.1.2, MAFS.912.G-CO.1.3, MAFS.912.G-SRT.1.2	
52.03 Identify practices that influence international trade (i.e., quotas, tariffs, embargoes).	LAFS.910.RL.1.1, 2.4; LAFS.1112.RL.1.1, 2.4 MAFS.912.N-CN.1.3, MAFS.912.A-ARP.1.1, MAFS.912.A-ARP.2.2, MAFS.912.F-BF.2.3	
52.04 Explain reasons governments attempt to regulate trade.	LAFS.910.W.2.6, 3.8; LAFS.1112.W.2.6, 3.8 MAFS.912.N-RN.1.1, MAFS.912.N-RN.2.3, MAFS.912.A-ARP.3.5, MAFS..912.A-REI.1.1, MAFS.912.A-REI.3.5	
52.05 Identify different standards and measures (i.e., weight, volume, distance).	LAFS.910.RL.1.1, 2.4; LAFS.1112.RL.1.1, 2.4 MAFS.912.A-REI.4.12, MAFS.912.F-IF.2.4, MAFS.912.F-IF.3.8, MAFS.912.F-IF.3.9, MAFS.912.F-BF.1.1	
52.06 Identify specific job skills needed for import and export activities.	LAFS.910.RL.1.1, 2.4; LAFS.1112.RL.1.1, 2.4	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.N-CN.1.3, MAFS.912.N-VM.1.2, MAFS.912.A-SSE.1.1, MAFS.912.A-ARP.1.1, MAFS.912.A-ARP.2.2	
53.0 Identify global organizational structures – the student will be able to:		
53.01 Identify international banking organizations.	LAFS.910.RL.1.1, 2.4; LAFS.1112.RL.1.1, 2.4 MAFS.912.N-CN.1.3, MAFS.912.N-VM.1.2, MAFS.912.F-BF.2.3	
53.02 Describe the international monetary system, including the International Monetary Fund, World Bank, and Eurocurrency.	LAFS.910.SL.2.4, 2.5, 2.6; LAFS.1112.SL.2.4, 2.5, 2.6 MAFS.912.F-BF.1.1, MAFS.912.G-CO.1.2, MAFS.912.G-CO.1.3	
53.03 Define terms related to global organizations and trade alliances.	LAFS.910.RL.2.4; LAFS.910.SL1.2; LAFS.1112.RL.2.4; LAFS.1112.SL1.2 MAFS.912.N-RN.1., MAFS.912.N-Q.1.2, MAFS.912.G-CO.1.1, MAFS.912.G-CO.1.4	
53.04 Explain purpose of trade alliances.	LAFS.910.W.2.6, 3.8; LAFS.1112.W.2.6, 3.8 MAFS.912.N-RN.1.1, MAFS.912.N-RN.2.3, MAFS.912.A-ARP.3.5, MAFS.912.A-REI.1.1, MAFS.912.A-REI.3.5	
53.05 Identify major trade alliances (e.g., NAFTA, GATT, Mercosur, Caribbean Basin Initiative, European Union, Pacific Rim Initiative, etc.).	LAFS.910.RL.1.1, 2.4; LAFS.1112.RL.1.1, 2.4 MAFS.912.N-VM.1.2, MAFS.912.A-SSE.1.2, MAFS.912.F-BF.1.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
54.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
54.01 Employ leadership skills to accomplish organizational goals and objectives.	LAFS.910.W.2.6, 2.4; LAFS.1112.W.2.6, 2.4 MAFS.912.S-ID.2.5, MAFS.912.S-IC.1.1, MAFS.912.S-IC.1.2, MAFS.912.S-IC.2.3, MAFS.912.S-IC.2.6	
54.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.	LAFS.910.W.2.6, 2.4; LAFS.1112.W.2.6, 2.4 MAFS.912.S-IC.2.3, MAFS.912.S-IC.2.6	
54.03 Conduct and participate in meetings to accomplish work tasks.	LAFS.910.W.2.6, 2.4; LAFS.1112.W.2.6, 2.4 MAFS.912.S-ID.2.5, MAFS.912.S-IC.2.3, MAFS.912.S-IC.2.6	
54.04 Employ mentoring skills to inspire and teach others.	LAFS.910.W.2.6, 2.4; LAFS.1112.W.2.6, 2.4 MAFS.912.S-IC.2.3	

Florida Department of Education
Student Performance Standards

Course Title: **Business Internship**
Course Number: **8216130**
Course Credit: **1**

Course Description:

This course is designed to provide students with the opportunity to stimulate their career interest in business. Students will also enhance and apply the instructional competencies learned in the classroom with the internship experience. Students will be able to develop human relations skills, communications and employability skills needed to secure a position in the business environment.

For this six to eight-week internship, the rules, guidelines, and requirements specified in the Florida Department of Education Cooperative Education Manual apply. This manual is available online at: http://www.fldoe.org/core/fileparse.php/3/urlt/steps-manual.pdf.

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
55.0 Demonstrate employability skills – the student will be able to:		
55.01 Demonstrate successful interview techniques.		
55.02 Maintain and update a career portfolio.		
55.03 Define terms related to international business careers.		
55.04 Apply for positions with a letter of application and resume.		
56.0 Demonstrate business management skills – the student will be able to:		
56.01 Apply the major functions of management in all areas of the internship workplace.		
57.0 Demonstrate positive human relations and leadership skills in the workplace – the student will be able to:		
57.01 Apply ethnocentric, polycentric, regiocentric, and geocentric approaches to managing human resources.		

	57.02	Demonstrate communication strategies (verbal and non-verbal) necessary and appropriate for effective and profitable international business relations.		
	57.03	Demonstrate skills as a team member.		
	57.04	Participate in leadership activities in FBLA or BPA.		
	57.05	Participate in community service activities.		
58.0	Solve problems using critical thinking skills, creativity and innovation – the student will be able to:			
	58.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.		
	58.02	Employ critical thinking and interpersonal skills to resolve conflicts.		
	58.03	Identify and document workplace performance goals and monitor progress toward those goals.		
	58.04	Conduct technical research to gather information necessary for decision-making.		
59.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the student will be able to:			
	59.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
	59.02	Explain emergency procedures to follow in response to workplace accidents.		
	59.03	Create a disaster and/or emergency response plan.		
60.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the student will be able to:			
	60.01	Describe the nature and types of business organizations.		
	60.02	Explain the effect of key organizational systems on performance and quality.		
	60.03	List and describe quality control systems and/or practices common to the workplace.		
	60.04	Explain the impact of the global economy on business organizations.		
61.0	Demonstrate knowledge of historical and current ethical international business behavior – the student will be able to:			
	61.01	Demonstrate ethical international business behavior.		

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.

Implementation

This program is intended for implementation as an academy and as such, it is strongly suggested that a total interdisciplinary approach be implemented. It is through a balanced and integrated curriculum that students attain the attitudes, skills, and knowledge needed to compete successfully in today's work force. It is also strongly suggested that program teachers have common planning periods to achieve curriculum integration.

The use of cooperative learning groups through program courses is recommended. By learning and practicing group process skills, students will be prepared to work "together" in real work situations.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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: **Promotional Enterprise**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

Secondary – Career Preparatory	
Program Number	8217100
CIP Number	0552070302
Grade Level	9-12, 30, 31
Standard Length	7 credits
Teacher Certification	BUS ED 1 @2 VOE @7 TC COOP ED @7 BUS DP @7 %G ELECT DP @7 %G CLERICAL @7 7 G SECRETAR 7 G STENOG @4 @ 7 TEC ELEC $7 G COMPU SCI 6 COMM ART @7 7 G
CTSO	FBLA BPA
SOC Codes	15-1151 – Computer User Support Specialists 27-1021 – Commercial and Industrial Designers 41-1011 – First-line Supervisors of Retail Sales Workers 11-2021 – Marketing Managers
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 such as an Information Technology Assistant, Custom Promotional Design Manager, First Line Supervisor, Small Business Manager, and General Operations Manager/Owner in the Business

Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to enhanced practical experiences in management of digital layout and design, production of embroidered apparel, direct to garment print, sublimation, specialty items and signs as it relates to the running and management of a digital imprinted merchandise business. Development of specialized skills in production planning, design, layout, and evaluation of business promotional campaigns in the digital imprinted merchandise industry are critical components within the 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 five occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
A	8207310	Digital Information Technology	1 credit	15-1151	2	PA
B	8217110	Custom Promotional Layout Design	1 credit	27-1021	2	PA
	8217120	Promotional Design Management	1 credit		2	VO
C	8217130	Custom Promotional Sales and Distribution Management	1 credit	41-1011	2	PA
D	8217140	Promotional Business Management and Supervision 1	1 credit	11-2021	2	VO
	8217150	Promotional Business Management and Supervision 2	1 credit		2	VO
E	8217160	Legal Aspects of Promotional Industry Ownership	1 credit	11-2021	2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8207310	5/87 6%	5/80 6%	24/83 29%	5/69 7%	24/67 36%	5/70 7%	5/69 7%	24/82 29%	5/66 8%	24/74 32%	5/72 7%
8217110	1/87 1%	1/80 1%	20/83 24%	1/69 1%	20/67 30%	1/70 1%	1/69 1%	20/82 24%	1/66 2%	20/74 27%	1/72 1%
8217120	21/87 24%	21/80 26%	1/83 1%	20/69 29%	1/67 1%	20/70 29%	21/69 30%	1/82 1%	16/66 24%	1/74 1%	20/72 28%
8217130	21/87 24%	21/80 26%	2/83 2%	20/69 29%	1/67 1%	20/70 29%	21/69 30%	2/82 2%	17/66 26%	1/74 1%	20/72 28%
8217140	**	**	**	**	**	**	**	**	**	**	**
8217150	**	**	**	**	**	**	**	**	**	**	**
8217160	**	**	**	**	**	**	**	**	**	**	**

** *Alignment pending review*   # *Alignment attempted, but no correlation to academic course*

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8207310	20/67 30%	15/75 20%	18/54 33%	40/46 87%	40/45 89%	40/45 89%	40/45 89%
8217110	14/67 21%	8/75 11%	14/54 26%	**	**	**	**
8217120	8/67 12%	14/75 19%	8/54 15%	**	**	**	**
8217130	9/67 13%	15/75 20%	8/54 15%	**	**	**	**
8217140	**	**	**	**	**	**	**
8217150	**	**	**	**	**	**	**
8217160	**	**	**	**	**	**	**

** *Alignment pending review*   # *Alignment attempted, but no correlation to academic course*

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

Digital Information Technology (8207310) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 17.0 are associated with this course.

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 Promotional Enterprise.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Promotional Enterprise
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Promotional Enterprise.
04.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
05.0   Develop an awareness of microprocessors and digital computers.
06.0   Demonstrate an understanding of operating systems.
07.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
08.0   Use technology to enhance communication skills utilizing presentation applications.
09.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
10.0   Use technology to enhance communication skills utilizing electronic mail.
11.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
12.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
13.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
14.0   Demonstrate competence in page design applicable to the WWW.
15.0   Develop an awareness of emerging technologies.
16.0   Develop awareness of computer languages and software applications.
17.0   Demonstrate comprehension and communication skills.
18.0   Participate in work-based learning experiences.
19.0   Demonstrate language arts knowledge and skills.
20.0   Demonstrate mathematics knowledge and skills.
21.0   Demonstrate proficiency in computer skills.
22.0   Demonstrate knowledge of digital design concepts.
23.0   Use information technology tools.
24.0   Perform decision-making activities.
25.0   Perform layout, design, and measurement activities.
26.0   Demonstrate proficiency in digital design operations.
27.0   Demonstrate proficiency in digital imaging.

28.0 Justify the need to gain and maintain competitive advantage.
29.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Promotional Enterprise.
30.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Promotional Enterprise.
31.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Promotional Enterprise.
32.0 Integrate and evaluate numerous sources of information that demonstrate an understanding of entrepreneurship.
33.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
34.0 Perform supervisory/management functions.
35.0 Maintain an e-portfolio for job applications purposes
36.0 Discuss importance of ethics in business.
37.0 Identify strategies and methods for generating a business idea.
38.0 Demonstrate the knowledge of merchandising and inventory.
39.0 Identify the elements of manufacturing and production.
40.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
41.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
42.0 Explain the importance of employability skill and entrepreneurship skills.
43.0 Describe the importance of professional ethics and legal responsibilities.
44.0 Participate in work-based learning experiences.
45.0 Perform decision-making activities.
46.0 Demonstrate proficiency in digital design operations.
47.0 Demonstrate proficiency in digital imaging.
48.0 Maintain an e-portfolio for job application purposes.
49.0 Integrate and evaluate numerous sources of information addressing the role of the entrepreneur.
50.0 Participate in work-based learning experiences.
51.0 Demonstrate personal money-management concepts, procedures, and strategies.
52.0 Identify basic economic principles of entrepreneurship.
53.0 Use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables to describe the concept of the global economy and related functions.
54.0 Outline steps in planning a new business.
55.0 Identify principles of marketing.
56.0 Use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables to identify the functions of selling.
57.0 Identify principles of financing. Use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables to identify the functions of financing.
58.0 Identify principles of pricing. Use diagrams, charts, solve simple simple problems, and a variety of variables.
59.0 Identify and demonstrate employability and human relations skills.
60.0 Identify principles of management.

61.0　　Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
62.0　　Solve problems using critical thinking skills, creativity and innovation.
63.0　　Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
64.0　　Participate in work-based learning experiences.
65.0　　Demonstrate proficiency in digital design operations.
66.0　　Maintain an e-portfolio for job application purposes.
67.0　　Demonstrate an understanding of entrepreneurship and the free enterprise system.
68.0　　Identify types and sources of government regulations and taxation that may affect a business.
69.0　　Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
70.0　　Describe roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

Florida Department of Education
Student Performance Standards

Course Title: **Digital Information Technology**
Course Number: **8207310**
Course Credit: **1**

Course Description:

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Digital Information Technology (8207310) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 17.0) have been placed in a separate document.   To access this document, visit:
http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf.

Florida Department of Education
Student Performance Standards

Course Title: **Custom Promotional Layout Design**
Course Number: **8217110**
Course Credit: **1**

Course Description:

This course is designed to develop basic entry-level skills required for careers in the custom imprinted merchandise industry. The content includes computer skills, layout, design, measurement activities, decision making activities, digital imaging, sublimation activities, digital embroidery activities, digital precision cutting activities, direct to garment printing activities, and sign making activities. After successful completion of Custom Promotional Layout Design students will be able to perform basic design and layout in predictable situations.

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 Promotional Enterprise.		
	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	

Florida Standards		Correlation to CTE Program Standard #
	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 Promotional Enterprise.		
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	

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 09-10 Mathematical Practices in Technical Subjects for student success in Promotional Enterprise.		
03.01	Make sense of problems and persevere in solving them.		
		LAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively.		
		LAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others.		
		LAFS.K12.MP.3.1	
03.04	Model with mathematics.		
		LAFS.K12.MP.4.1	
03.05	Use appropriate tools strategically.		
		LAFS.K12.MP.5.1	

Florida Standards	Correlation to CTE Program Standard #
03.06 Attend to precision. LAFS.K12.MP.6.1	
03.07 Look for and make use of structure. LAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning. LAFS.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 Participate in work-based learning experiences – the student will be able to:		SC.912.N.1.1
18.01 Operate and perform basic maintenance on a digital embroidery machine.		
18.02 Operate and perform basic maintenance on a digital cutter.		
18.03 Operate and perform basic maintenance on a flat heat press.		
18.04 Operate and perform basic maintenance on a round/mug heat press.		
18.05 Operate and perform basic maintenance on a hat/cap heat press.		
18.06 Operate and perform basic maintenance on a sublimation printer.		
18.07 Operate and perform basic maintenance on a direct to garment printer.		
18.08 Operate and perform basic maintenance on a grommet press.		
18.09 Operate and perform basic maintenance on a laser engraver.		
19.0 Demonstrate language arts knowledge and skills – the student will be able to:		
19.01 Locate, comprehend and evaluate key elements for oral and written information.		
19.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		
19.03 Present information formally and informally for specific purposes and audiences.		
20.0 Demonstrate mathematics knowledge and skills – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
20.01 Demonstrate knowledge of arithmetic operations.		
20.02 Analyze and apply data and measurements to solve problems and interpret documents.		
20.03 Construct charts/tables/graphs using functions and data.		
21.0 Demonstrate proficiency in computer skills -- the student will be able to:		SC.912.N.1.1
21.01 Identify all computer parts (e.g., RAM, ROM).		
21.02 Demonstrate an understanding of all functions of a computer.		
21.03 Utilize appropriate font management techniques (e.g., TrueType, postscript, install and remove fonts).		
21.04 Perform storage management (e.g., hard drive, floppy disk).		
21.05 Perform maintenance of computers and peripherals.		
22.0 Demonstrate knowledge of digital design concepts – the student will be able to:		SC.912.N.1.1
22.01 Identify the skills needed by a digital designer.		
22.02 Define commonly used terms in graphic communications.		
22.03 Identify characteristics of paper and other products.		
22.04 Identify different kinds of color (e.g., spot, process).		
22.05 Identify software used in digital design.		
22.06 Demonstrate knowledge of copyright laws.		
23.0 Use information technology tools – the student will be able:		
23.01 Use personal information management (PIM) applications to increase workplace efficiency.		
23.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, e-mail, and internet applications.		
23.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
23.04 Employ collaborative/groupware applications to facilitate group work.		
24.0 Perform decision-making activities -- the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
24.01 Determine work priorities.		
24.02 Evaluate information to be used and choose relevant material.		
24.03 Determine the audience.		
24.04 Demonstrate an understanding of various promotional mediums.		
24.05 Recognize and maintain ethical standards.		
25.0 Perform layout, design, and measurement activities -- the student will be able to:		
25.01 Identify characteristics of type, type families, type series, and type styles.		
25.02 Paste up mechanical elements electronically.		
25.03 Prepare rough layout designs.		
25.04 Identify elements of design.		
26.0 Demonstrate proficiency in digital design operations -- the student will be able to:		
26.01 Complete projects using a variety of fonts, sizes, leading, and alignments.		
26.02 Output projects using a variety of devices (e.g., printers, image setters).		
26.03 Design with type using kerning, tracking, horizontal/vertical scale, baseline shift, etc.		
26.04 Produce projects using tables.		
26.05 Produce projects using white space.		
26.06 Assemble products.		
26.07 Create documents that use master pages.		
26.08 Use a variety of styles to produce effective layouts		
26.09 Produce a document using printer and reader spreads.		
26.10 Use design software to create a pre-press profile.		
26.11 Produce a variety of designs using layout/paste-up software.		
27.0 Demonstrate proficiency in digital imaging -- the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
27.01 Demonstrate proper use of a scanner/input devices/digital camera.		
27.02 Crop and scale photographs electronically.		
27.03 Demonstrate an understanding of formats and modes (e.g., EPS, TIFF, PICT, JPEG, ASCII, binary).		
27.04 Demonstrate use of image editing software.		
27.05 Proofread electronically and manually.		
28.0 Justify the need to gain and maintain competitive advantage -- the student will be able to:		
28.01 Identify ways in which businesses compete with each other (e.g., quality, service, status, price).		
28.02 Define market share.		
28.03 Identify various forms of competition (e.g., pure competition, oligopoly, monopolistic competition, monopoly).		

Florida Department of Education
Student Performance Standards

Course Title: **Promotional Design Management**
Course Number: **8217120**
Course Credit: **1**

Course Description:

This course is designed to develop organizational skills needed for the imprinted merchandise industry. The content includes entrepreneur concepts, basic supervision and management activities, portfolio development activities, and workforce development skills evaluation activities. After successful completion of Promotional Design Management the student will be able to manage small production runs of imprinted merchandise in unpredictable situations.

Florida Standards	Correlation to CTE Program Standard #
29.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Promotional Enterprise.	
29.01 Key Ideas and Details	
29.01.1 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	
29.01.2 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	
29.01.3 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	
29.02 Craft and Structure	
29.02.1 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	
29.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
29.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

<table>
<tr><td colspan="3">issues that remain unresolved.
LAFS.1112.RST.2.6</td><td></td></tr>
<tr><td colspan="2">29.03</td><td>Integration of Knowledge and Ideas</td><td></td></tr>
<tr><td></td><td>29.03.1</td><td>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</td><td></td></tr>
<tr><td></td><td>29.03.2</td><td>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</td><td></td></tr>
<tr><td></td><td>29.03.3</td><td>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</td><td></td></tr>
<tr><td colspan="2">29.04</td><td>Range of Reading and Level of Text Complexity</td><td></td></tr>
<tr><td></td><td>29.04.1</td><td>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.</td><td></td></tr>
<tr><td></td><td>29.04.2</td><td>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</td><td></td></tr>
<tr><td>30.0</td><td colspan="2">Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Promotional Enterprise.</td><td></td></tr>
<tr><td colspan="2">30.01</td><td>Text Types and Purposes</td><td></td></tr>
<tr><td></td><td>30.01.1</td><td>Write arguments focused on discipline-specific content.
LAFS.1112.WHST.1.1</td><td></td></tr>
<tr><td></td><td>30.01.2</td><td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LAFS.1112.WHST.1.2</td><td></td></tr>
<tr><td colspan="2">30.02</td><td>Production and Distribution of Writing</td><td></td></tr>
<tr><td></td><td>30.02.1</td><td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.4</td><td></td></tr>
<tr><td></td><td>30.02.2</td><td>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.</td><td></td></tr>
</table>

Florida Standards			Correlation to CTE Program Standard #
		LAFS.1112.WHST.2.5	
	30.02.3	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	
30.03	Research to Build and Present Knowledge		
	30.03.1	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	
	30.03.2	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	
	30.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.1112.WHST.3.9	
30.04	Range of Writing		
	30.04.1	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	
31.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Promotional Enterprise.		
31.01	Make sense of problems and persevere in solving them.		
		LAFS.K12.MP.1.1	
31.02	Reason abstractly and quantitatively.		
		LAFS.K12.MP.2.1	
31.03	Construct viable arguments and critique the reasoning of others.		
		LAFS.K12.MP.3.1	
31.04	Model with mathematics.		
		LAFS.K12.MP.4.1	
31.05	Use appropriate tools strategically.		
		LAFS.K12.MP.5.1	
31.06	Attend to precision.		

Florida Standards		Correlation to CTE Program Standard #
	LAFS.K12.MP.6.1	
31.07 Look for and make use of structure.		
	LAFS.K12.MP.7.1	
31.08 Look for and express regularity in repeated reasoning.		
	LAFS.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
32.0 Integrate and evaluate numerous sources of information that demonstrate an understanding of entrepreneurship – the student will be able to:	MAFS.912.S-IC.2.6	
32.01 Define entrepreneurship.		
32.02 Discuss the evolution of entrepreneurship.		
32.03 Evaluate, compare and contrast the differences between a product-based business and a service-based business. Use charts, graphs, linear equations, operations tools, union, intersections, and complements to describe the differences.		
32.04 Identify contributions of entrepreneurs to the economic growth of the United States; use charts and tables.		
32.05 Discuss future prospects for entrepreneurship and its anticipated impact on the economy.		
32.06 Discuss the role of the entrepreneur in his/her local community (mentoring, philanthropy).		
33.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:		
33.01 Identify personal strengths and weaknesses relating to work habits		
33.02 Identify short-term goals for work readiness		
33.03 Design a plan to strengthen work habits		
34.0 Perform supervisory/management functions – the student will be able to:		
34.01 Describe the functions of management (e.g., planning, organizing, staffing, directing, controlling) and discuss how the functions are interrelated		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
34.02 Identify factors of strategic planning and define the role of strategic planning in a business environment.		
34.03 Define the purpose of a business plan and describe the major components included in a business plan.		
34.04 Define the marketing concept and explain its impact on consumers.		
34.05 Identify and describe examples of diverse marketing activities. Use charts, graphs, linear equations, operations tools, union, intersections, and complements to describe the functions.		
35.0 Maintain an e-portfolio for job application purposes – the student will be able to:		SC.912.N.1.1
35.01 Plan, design, and create e-commerce websites that include a theme, backgrounds, content, categories and product, text, graphics, graphic buttons, graphics as a form button, hyperlinks, form elements, company and contact information, navigation bars, navigation aids, a company logo, audio and video files, a host counter, frames.		
35.02 Prepare and submit a résumé to use for online job applications.		
35.03 Prepare and submit a letter of application online.		
36.0 Discuss importance of ethics in business – the student will be able to:		
36.01 Define "ethics" and "ethical behavior."		
36.02 Identify examples of ethical business practices.		
36.03 Discuss role of the entrepreneur in promoting ethical business practices and relationships.		
36.04 Identify social responsibilities and/or legal issues involved in making ethical choices in business. Use charts, graphs, linear equations, operations tools, union, intersections, and complements to describe the functions.		
37.0 Identify strategies and methods for generating a business idea – the student will be able to:		
37.01 Identify current publications and websites available to assist with determining what type of business to start.		
37.02 Discuss importance of personality and ability when selecting type of business to open.		
37.03 Identify changes and trends as a source of new enterprise ideas (e.g., outsourcing). Use charts, graphs, linear equations, operations tools, union, intersections, and complements to describe the functions.		
37.04 Discuss how brainstorming, creative thinking, and observations can be used to develop new enterprise ideas.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
37.05 Explain how personal goals, life style, background, hobbies, interests, experience, abilities, and financial resources will impact ones' choice of business.		
38.0 Demonstrate the knowledge of merchandising and inventory – the student will be able to:		
38.01 Define planned sales, planned stock levels, estimated markdowns, and shrinkage.		
38.02 Analyze options for inventory control (cost vs. retail).		
38.03 Explain the purchasing procedures for a small business by defining model stock.		
38.04 Describe factors to consider when selecting vendors (e.g., terms of sale, cash discount, quantity discount, seasonal discount, future dating, Free On Board destination, consignment buying).		
38.05 Define and calculate basic business measurements (e.g., break-even point, stock turnover, cost of goods sold, markup, markdown, and discounts/terms).		
38.06 Explain methods that businesses use to authorize payments for goods and services.		
38.07 Identify use of computer systems in managing merchandise and inventory.		
39.0 Identify the elements of manufacturing and production – the student will be able to:		
39.01 Identify different types of manufacturing (e.g., custom, mass, continuous, repetitive, and intermittent).		
39.02 Identify the elements of product production planning (e.g., inventory, human resources, and production scheduling).		
39.03 Identify factors that influence the location of a manufacturing business.		
39.04 Discuss the principles of quality management.		

Florida Department of Education
Student Performance Standards

Course Title: **Custom Promotional Sales and Distribution Management**
Course Number: **82171310**
Course Credit: **1**

Course Description:

This course is designed to develop mid-level management skills required in the imprinted merchandise industry. The content includes real world production schedules for single lines of merchandise, management of production equipment, customer relations, and sales of imprinted merchandise and delivery of the product. This course is designed to be done in a real production environment through placement in a school-based imprinted merchandise enterprise or industry internship placement.   After successful completion of Custom Promotional Sales and Distribution the student will be able to manage a production line from customer product design through delivery of final product.

Florida Standards	Correlation to CTE Program Standard #
29.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Promotional Enterprise.	
29.01 Key Ideas and Details	
29.01.1 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	
29.01.2 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	
29.01.3 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	
29.02 Craft and Structure	
29.02.1 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	
29.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
29.02.3 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	
	29.03	Integration of Knowledge and Ideas	
	29.03.1	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	
	29.03.2	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	
	29.03.3	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	
	29.04	Range of Reading and Level of Text Complexity	
	29.04.1	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.	
	29.04.2	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	
30.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in [Promotional Enterprise.		
	30.01	Text Types and Purposes	
	30.01.1	Write arguments focused on discipline-specific content.	
		LAFS.1112.WHST.1.1	
	30.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
		LAFS.1112.WHST.1.2	
	30.02	Production and Distribution of Writing	
	30.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
		LAFS.1112.WHST.2.4	
	30.02.2	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	
	30.02.3	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	
30.03	Research to Build and Present Knowledge		
	30.03.1	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	
	30.03.2	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	
	30.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.1112.WHST.3.9	
30.04	Range of Writing		
	30.04.1	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	
31.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Promotional Enterprise.		
31.01	Make sense of problems and persevere in solving them.		
		LAFS.K12.MP.1.1	
31.02	Reason abstractly and quantitatively.		
		LAFS.K12.MP.2.1	
31.03	Construct viable arguments and critique the reasoning of others.		
		LAFS.K12.MP.3.1	
31.04	Model with mathematics.		
		LAFS.K12.MP.4.1	
31.05	Use appropriate tools strategically.		
		LAFS.K12.MP.5.1	

Florida Standards	Correlation to CTE Program Standard #
31.06 Attend to precision. LAFS.K12.MP.6.1	
31.07 Look for and make use of structure. LAFS.K12.MP.7.1	
31.08 Look for and express regularity in repeated reasoning. LAFS.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
40.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:		
40.01 Prepare a portfolio.		
40.02 Present a portfolio to an audience.		
41.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – the student will be able to:		
41.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
41.02 Locate, organize, and reference written information from various sources.		
41.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
41.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
41.05 Apply active listening skills to obtain and clarify information.		
41.06 Develop and interpret tables and charts to support written and oral communications.		
41.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
42.0 Explain the importance of employability skill and entrepreneurship skills – the student will be able to:		
42.01 Identify and demonstrate positive work behaviors needed to be employable.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
42.02 Develop personal career plan that includes goals, objectives, and strategies.		
42.03 Maintain a career portfolio to documents knowledge, skills and experience.		
42.04 Evaluate and compare employment opportunities that match career goals.		
42.05 Identify and exhibit traits for retaining employment.		
42.06 Identify opportunities and research requirements for career advancement.		
42.07 Research the benefits of ongoing professional development.		
42.08 Examine and describe entrepreneurship opportunities as a career planning option.		
43.0 Describe the importance of professional ethics and legal responsibilities – the student will be able to:		
43.01 Evaluate and justify decisions based on ethical reasoning.		
43.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
43.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
43.04 Interpret and explain written organizational policies and procedures.		
44.0 Participate in work-based learning experiences – the student will be able to:		
44.01 Participate in work-based learning experiences in a digital design environment.		
44.02 Compare and contrast the software applications used in a digital design environment. Use charts, graphs, operations tools, union, intersections, and complements to describe the functions.		
45.0 Perform decision-making activities – the student will be able to:		
45.01 Determine project specifications.		
46.0 Demonstrate proficiency in digital design operations – the student will be able to:		SC.912.L.17.11
46.01 Produce multiple color designs using different color techniques including process color and spot color.		
46.02 Prepare output files using pre-press preparations (e.g., color separation, font management, file management, use of postscript fonts, etc.)		
46.03 Read work orders and prepare electronic files that meet all specifications.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
46.04 Design a document using grids and formats.		
46.05 Produce documents integrating elements of design.		
46.06 Demonstrate proficiency in the use of a vector based illustration program.		
47.0 Demonstrate proficiency in digital imaging – the student will be able to:	MAFS.912.N-Q.1.3; MAFS.912.S-IC.2.6;	SC.912.L.17.11
47.01 Crop and scale photographs electronically.		
47.02 Demonstrate proficiency in use of an understanding of formats and modes (e.g., EPS, TIFF, PICT, JPEG, ASCII, binary).		
47.03 Demonstrate use of image editing software.		
47.04 Complete projects using proper resolution and screen values (e.g., PPI, LPI, DPI).		
47.05 Produce electronically retouched photographs.		
47.06 Produce projects using a digital camera.		
47.07 Scan multiple documents.		
47.08 Crop and scale photographs electronically using a scanner.		
47.09 Apply the use of proper resolution and screen values (e.g., PPI, LPI, DPI in documents).		
47.10 Produce electronically retouched photographs using tones, hues, and values.		
47.11 Apply special effects to image files.		
48.0 Maintain an e-portfolio for job application purposes – the student will be able to:		SC.912.L.17.11
48.01 Develop primary examples of documentation for inclusion in a career portfolio i.e. sublimation products, embroidery products, direct to garment print products, custom print or cut products.		
48.02 Analyze e-portfolio web site for graphical changes to improve communication of products and ideas.		
49.0 Integrate and evaluate numerous sources of information addressing the role of the entrepreneur – the student will be able to:		
49.01 Define "entrepreneurship."		
49.02 Compare and contrast the future prospects for entrepreneurship and its anticipated impact on the economy. Use charts, graphs, operations tools, union, intersections, and complements to describe the functions.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
49.03 Discuss the role of the entrepreneur in his/her local community (mentoring, philanthropy).		

Florida Department of Education
Student Performance Standards

Course Title: **Promotional Business Management and Supervision 1**
Course Number: **8217140**
Course Credit: **1**

Course Description:

This course is designed to develop entry-level skills required in management and supervision in the imprinted merchandise industry. The content includes activities in equipment operation and maintenance, small business development, market evaluation, and economic effects on small businesses in the United States. After successful completion of Promotional Business Management and Supervision 1 students will be able to organize a small business in the imprinted merchandise industry.

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
50.0 Participate in work-based learning experiences – the student will be able to:		
50.01 Advanced operation and maintenance of a digital embroidery machine.		
50.02 Advanced operation and maintenance of on a digital cutter.		
50.03 Operate and perform advanced maintenance on a flat heat press.		
50.04 Advanced operation and maintenance of a round/mug heat press.		
50.05 Advanced operation and maintenance of a hat/cap heat press.		
50.06 Operate and perform advanced maintenance on a sublimation printer.		
50.07 Advanced operation and maintenance of a direct to garment printer.		
50.08 Advanced operation and maintenance of a grommet press.		
51.0 Demonstrate personal money-management concepts, procedures, and strategies – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
51.01 Identify and describe the services and legal responsibilities of financial institutions.		
51.02 Describe the effect of money-management on personal and career goals		
51.03 Develop personal budget and financial goals.		
51.04 Complete financial instruments for making deposits and withdrawals.		
51.05 Maintain financial records.		
51.06 Read and reconcile financial statements.		
51.07 Research, compare and contrast investment opportunities.		
52.0 Identify basic economic principles of entrepreneurship – the student will be able to:		
52.01 Identify role of small business in the global economy.		
52.02 Describe the concept and function of the profit motive. Chart and graph profitability factors and its impact on business. Use set operations tools, including union, intersections and complements.		
52.03 Identify, compare, contrast, and calculate different types of competition and explain their impact on business (e.g., direct, indirect, price, non-price, competitive position). Use charts, graphs and linear equations to visually express findings.		
52.04 Identify the stages of the product life cycle and the characteristics of each.		
52.05 Identify role and types of producers, distributors, and services in today's business economy.		
52.06 Integrate and evaluate major fields of business activity (e.g., extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).		
52.07 Identify and discuss the four parts of a business by comparing and contrasting production, finance, marketing, and customer service factors. Chart and graph the parts of business and its impact on business. Use set operations tools, including union, intersections and complements.		
52.08 Identify, compare and contrast factors that contribute to success of a small business.		
52.09 Describe the process of starting a small business.		
52.10 Explain procedure for registering a sole proprietorship and obtaining a sales tax identification number.		
52.11 Identify reasons for small business failure. Use unions, intersections, complements and Venn diagrams to explore relationships.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
52.12 Recognize opportunities for small business in the global marketplace.		
53.0 Use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables to describe the concept of the global economy and related functions – the student will be able to:		
53.01 Identify the role of an Internet site in generating international interest.		
53.02 Define, compare and contrast exchange rates, letter of credit (L/C), and freight forwarder.		
53.03 Identify, compare and contrast characteristics of the global economy. Use a variety of equations, graphs, make predictions, and describe how these characteristics impact the global economy.		
53.04 Compare and contrast the impact of international trade in small business using equations and graphs.		
53.05 Compare and contrast global business opportunities.		
53.06 Describe the methods of researching specific international markets. Solve real world problems involving systems of linear equations and inequalities using several variables.		
53.07 Identify potential barriers to international trade.		
53.08 Identify differences between importing and exporting.		

Florida Department of Education
Student Performance Standards

Course Title: **Promotional Business Management and Supervision 2**
Course Number: **8217150**
Course Credit: **1**

Course Description:

This course is designed to develop advanced skills required in management and supervision in the imprinted merchandise industry. The content includes development of a formal business plan for a small business. After successful completion of Promotional Business Management and Supervision 2 students will be able to organize operate a small business in the imprinted merchandise industry.

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
54.0 Outline steps in planning a new business – the student will be able to:		
54.01 Discuss importance of "defining" a prospective business.		
54.02 List reasons for writing a business plan.		
54.03 Identify and describe components of a business plan. Use charts, graphs, operations tools, union, intersections, and complements to describe the functions of the plan.		
54.04 Describe importance of a vision/mission statement in identifying direction and objectives of a business.		
54.05 Discuss importance of determining what products and services will be offered by the business.		
54.06 Identify how scope of products and services will vary based upon type of business (e.g., wholesale, retail, service).		
54.07 Explain importance of and the factors influencing a business' image.		
54.08 Identify and discuss the legal forms of business ownership (sole proprietorship, partnership, corporation, franchise, licensing).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
54.09 Identify and discuss different types of corporations (subchapter S, limited liability, nonprofit).		
54.10 Identify factors that influence choice of ownership type. Use charts, graphs, operations tools, union, intersections, and complements to describe the functions of ownership type.		
54.11 Describe legal implications and taxes for each type of business structure.		
54.12 Discuss the internal organization of a business and assignment of tasks to be performed.		
54.13 Discuss the different types of organization charts (e.g., line and staff).		
54.14 Describe different types of records needed by small businesses.		
54.15 Identify factors that affect purchasing. Use charts, graphs, operations tools, union, intersections, and complements to describe the functions.		
54.16 Explain importance and types of inventory control.		
54.17 Identify procedures to be followed in shipping and receiving (channels of distribution).		
54.18 Describe role of selling in small business.		
54.19 Identify sources of assistance when planning a business (e.g., Small Business Development Center [SBDC], Small Business Administration [SBA], Chamber of Commerce, Service Corp of Retired Executives [SCORE]).		
55.0 Identify principles of marketing – the student will be able to:		
55.01 Define and explain market, market research, market mix, market positioning, market penetration strategy, market segmentation, market share, target market, and customer profile survey.		
55.02 Identify and explain the marketing functions (e.g., financing, risk management, selling, promotion, pricing, purchasing, marketing-information management, product/service planning, distribution). Use charts, graphs, operations tools, union, intersections, and complements to describe marketing functions.		
55.03 Discuss methods of forecasting sales. Use algebraic relations, charts, graphs, operations tools, union, intersections, and complements to describe the functions of forecasting marketing.		
55.04 Discuss importance of the five (5) P's of the marketing mix: product, place, price, promotion, and people.		
55.05 Discuss methods, costs, and importance of promoting products and services (e.g., publicity, public relations, press release, community events, advertising, Internet).		
55.06 Describe factors that should be evaluated in a promotion (e.g., source, message,		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
media, budget).		
55.07 Identify components of a marketing plan.		
55.08 Describe the importance of coordinating promotional activities.		
55.09 Explain the differences between selling direct and going through external sales representatives.		
55.10 Identify and describe examples of diverse marketing activities.		
56.0 Use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables to identify the functions of selling – the student will be able to:		
56.01 Identify ways to satisfy consumer needs.		
56.02 Identify features/benefits of selling.		
56.03 Discuss the principles of selling.		
56.04 Identify the steps of a sale.		
56.05 Identify the stages of selling (e.g., attention, interest, desire, and action).		
56.06 Discuss the advantages and disadvantages of establishing sales quotas/commissions.		
56.07 Discuss importance of customer service.		
56.08 Discuss telemarketing as a sales tool.		
56.09 Discuss the role of selling via the Internet.		
56.10 Discuss network marketing (multilevel marketing).		
56.11 Discuss selling opportunities at flea markets and trade shows.		
57.0 Identify principles of financing. Use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables to identify the functions of financing – the student will be able to:		
57.01 Explain difference between income (credit) and expense (debit).		
57.02 Discuss the importance of maintaining an accounting journal.		
57.03 Discuss personal risks involved in financing a business.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
57.04 Define invoice, balance sheet, equity capital, debt capital, income statement, financial ratios, line of credit, collateral, factoring, income (earned and unearned), cash flow analysis statement, return on investment [ROI], return on equity, and chart of accounts. In defining financial factors, use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables.		
57.05 Explain the importance of financial accounting and management to the entrepreneur.		
57.06 Identify start-up costs and operating expenses (fixed and variable) for a new business. Use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables.		
57.07 Identify sources of funds for financing a new business.		
57.08 Discuss impact of interest rates on short and long term financing.		
57.09 Describe methods for establishing credit and obtaining a credit card.		
57.10 Identify sources of credit and list steps in applying for a loan.		
57.11 Discuss importance of maintaining a favorable credit rating.		
57.12 Describe differences between short and long-term capital needs.		
57.13 Identify circumstances that could require additional financing.		
58.0 Identify principles of pricing. Use diagrams, charts, solve simple problems, and a variety of variables – the student will be able to:		
58.01 Define selling price, fixed costs, variable costs, elastic demand, inelastic demand, price fixing, bait-and-switch advertising.		
58.02 Identify factors that affect selling price (e.g., target market, competition, government regulations, economic conditions, supply and demand).		
58.03 Describe how the cost of goods sold influences selling price. Use diagrams, charts, solving simple problems, and a variety of variables.		
58.04 Define break-even point, fixed expenses, and variable expenses.		
58.05 Explain the difference between markup based on cost and markup based on retail.		
58.06 Identify types of adjustments to selling price.		
58.07 Define pricing policy, psychological pricing, unit pricing, product line pricing, and promotional pricing.		
58.08 Define pricing strategy, penetration pricing, and price skimming.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
59.0 Identify and demonstrate employability and human relations skills – the student will be able to:		
59.01 Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).		
59.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.		
59.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).		
59.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).		
59.05 Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.		
59.06 Identify and demonstrate appropriate dress and grooming for employment.		
59.07 Identify and demonstrate effective interviewing skills (e.g., behavioral).		
59.08 Describe methods for handling illegal interview and application questions.		
59.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, Sexual Harassment, EEOC, ADA, FMLA, OSHA).		
59.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, caring and respect for diverse populations and the physically challenged.		
59.11 Describe importance of producing quality work and meeting performance standards.		
59.12 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).		
59.13 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.		
59.14 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).		
59.15 Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).		
59.16 Maintain confidentiality of business matters.		
59.17 Discuss importance of practicing positive customer service skills.		
60.0 Identify principles of management – the student will be able to:		
60.01 Discuss the evolution of management as a science and as an art.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
60.02 Explain role of management in small business.		
60.03 Define five (5) functions of management: planning, organizing, staffing, directing, and controlling.		
60.04 Discuss different types of leadership styles.		
60.05 Identify characteristics of effective leaders.		
60.06 Explain the steps in decision making and problem solving.		
61.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the student will be able to:		
61.01 Employ leadership skills to accomplish organizational goals and objectives.		
61.02 Establish and maintain effective working relationships with other in order to accomplish objectives and tasks.		
61.03 Conduct and participate in meetings to accomplish work tasks.		
61.04 Employ mentoring skills to inspire and teach others.		
62.0 Solve problems using critical thinking skills, creativity, and innovation – the student will be able to:		
62.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
62.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
62.03 Identify and document workplace performance goals and monitor progress toward those goals.		
62.04 Conduct technical research to gather information necessary for decision-making.		

Florida Department of Education
Student Performance Standards

Course Title: **Legal Aspects of Promotional Industry Ownership**
Course Number: **8217160**
Course Credit: **1**

Course Description:

This course is designed to develop knowledge of legal requirements and resources for owners of businesses in the imprinted merchandise industry. The content includes activities on incorporating, taxation, legal recourses, and free enterprise design. After successful completion of Legal Aspects of Promotional Industry Ownership students will be able to set up a corporation in the imprinted merchandise industry.

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
63.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:		
63.01 Create an electronic resume.		
63.02 Create an electronic portfolio.		
63.03 Present a portfolio to an audience.		
64.0 Participate in work-based learning experiences – the student will be able to:		
64.01 Participate in work-based learning experiences in a digital design environment.		
64.02 Perform decision-making activities		
64.03 Compare and select appropriate multimedia tools.		
65.0 Demonstrate proficiency in digital design operations – the student will be able to:		
65.01 Produce a variety of designs integrating multimedia.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
65.02 Create electronic presentations.		
65.03 Demonstrate proficiency in multimedia presentations/web design.		
66.0 Maintain an e-portfolio for job application purposes – the student will be able to:		
66.01 Develop advanced examples of documentation for inclusion in a career portfolio i.e. sublimation products, embroidery products, direct to garment print products, custom print or cut products.		
66.02 Evaluate e-portfolio for completeness of content. Examples of imprinted merchandise demonstrating multimedia with range of skills, documentation of industry certifications, honors and awards received, and business plan/career plan.		
67.0 Demonstrate an understanding of entrepreneurship and the free enterprise system – the student will be able to:		
67.01 Research the role of entrepreneurship in the free enterprise system.		
67.02 Compare and contrast different types of business ownership.		
67.03 Assess advantages and disadvantages of business ownership.		
67.04 Analyze risks and responsibilities involved in ownership of a business.		
67.05 Examine the obligations of business ownership.		
67.06 Diagram the economic/business cycle.		
67.07 Interpret concepts of Law of Supply and Demand in relation to a specific product and/or service.		
67.08 Investigate current trends contributing to economic change.		
68.0 Identify types and sources of government regulations and taxation that may affect a business – the student will be able to:		
68.01 Define license, permit, contract, patent, copyright, trademark, and logo.		
68.02 Identify major state laws affecting the operation of a business.		
68.03 Identify major federal laws affecting the operation of a business, (e.g., OSHA, Social Security, EEOC, Affirmative Action, ADA, FMLA).		
68.04 Discuss role of federal regulatory agencies (e.g., Food and Drug Administration [FDA], Consumer Product Safety Commission [CPSC], Environmental Protection Agency [EPA], Securities and Exchange Commission [SEC], Federal Trade Commission [FTC]).		
68.05 Identify types of federal, state, and local taxes that are the responsibility of the entrepreneur (e.g., sales, income, self-employment).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
68.06 Discuss importance of obtaining outside professional counsel to ensure compliance with government regulations and taxation (i.e., accountant, lawyer).		
69.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the student will be able to:		
69.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
69.02 Explain emergency procedures to follow in response to workplace accidents.		
69.03 Create a disaster and/or emergency response plan.		
70.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the student will be able to:		
70.01 Describe the nature and types of business organizations.		
70.02 Explain the effect of key organizational systems on performance and quality.		
70.03 List and describe quality control systems and/or practices common to the workplace.		
70.04 Explain the impact of the global economy on business organizations.		

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.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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: **Customer Assistance Technology**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

Secondary – Career Preparatory	
Program Number	8218100
CIP Number	0552041102
Grade Level	9-12, 30, 31
Standard Length	3 credits
Teacher Certification	BUS ED 1 @2 CLERICAL @7 7 G SECRETAR 7 G TC COOP ED @7 VOE @7
CTSO	FBLA BPA
SOC Codes (all applicable)	15-1151 – Computer User Support Specialists 43-4051 – Customer Service Representatives
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 such as Customer Care Representative, and Customer Care Specialist in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the development of interpersonal, communications, conflict resolution, leadership, decision making, problem solving, supervisory, and employability skills; diversity awareness; telephone techniques; and technical applications in the customer care environment.

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	Graduation Requirement
A	8207310	Digital Information Technology	1 credit	15-1151	2	PA
B	8218010	Customer Assistance 1	1 credit	43-4051	2	VO
C	8218020	Customer Assistance 2	1 credit	43-4051	2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8207310	5/87 6%	5/80 6%	24/83 29%	5/69 7%	24/67 36%	5/70 7%	5/69 7%	24/82 29%	5/66 8%	24/74 32%	5/72 7%
8218010	6/87 7%	6/80 8%	27/83 33%	5/69 7%	27/67 40%	2/70 3%	6/69 9%	27/82 33%	6/66 9%	27/74 36%	5/72 7%
8218020	25/87 29%	25/80 31%	2/83 2%	25/69 36%	2/67 3%	23/70 33%	25/69 36%	2/82 2%	20/66 30%	2/74 3%	25/72 35%

** *Alignment pending review*   # *Alignment attempted, but no correlation to academic course*

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8207310	5/87 6%	5/80 6%	24/83 29%	5/69 7%	24/67 36%	5/70 7%	5/69 7%
8218010	26/87 39%	13/80 17%	18/83 33%	17/69 37%	17/67 38%	**	**

| 8218020 | 19/87 28% | 23/80 31% | 8/83 15% | ** | ** | 14/70 31% | 14/69 31% |

** *Alignment pending review*   # *Alignment attempted, but no correlation to academic course*

<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>

Digital Information Technology (8207310) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 17.0 are associated with this course.

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 Customer Assistance Technology.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Customer Assistance Technology.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Customer Assistance Technology.
04.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
05.0   Develop an awareness of microprocessors and digital computers.
06.0   Demonstrate an understanding of operating systems.
07.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
08.0   Use technology to enhance communication skills utilizing presentation applications.
09.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
10.0   Use technology to enhance communication skills utilizing electronic mail.
11.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
12.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
13.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
14.0   Demonstrate competence in page design applicable to the WWW.
15.0   Develop an awareness of emerging technologies.
16.0   Develop awareness of computer languages and software applications.
17.0   Demonstrate comprehension and communication skills.
18.0   Demonstrate language arts knowledge and skills.
19.0   Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
20.0   Demonstrate procedures for customer care.
21.0   Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
22.0   Demonstrate mathematics knowledge and skills.
23.0   Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
24.0   Participate in work-based learning experiences.

25.0	Demonstrate human relations and interpersonal skills necessary for customer care services.
26.0	Perform problem-solving activities relevant to customer care services.
27.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas.
28.0	Develop telephone skills and techniques relevant to customer care services.
29.0	Demonstrate an understanding of global concepts relevant to customer care services.
30.0	Perform technology applications relevant to customer care services.
31.0	Explain the importance of employability skill and entrepreneurship skills.
32.0	Describe the importance of professional ethics and legal responsibilities.
33.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Customer Assistance Technology.
34.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Customer Assistance Technology.
35.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Customer Assistance Technology.
36.0	Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
37.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
38.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
39.0	Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals
40.0	Participate in work-based learning experiences.
41.0	Demonstrate human relations and interpersonal skills necessary for customer care services.
42.0	Perform problem solving activities relevant to customer care services.
43.0	Develop telephone skills and techniques relevant to customer care services.
44.0	Perform technology applications relevant to customer care services.
45.0	Use information technology tools.
46.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
47.0	Solve problems using critical thinking skills, creativity and innovation.
48.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
49.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
50.0	Demonstrate personal money-management concepts, procedures, and strategies.

Florida Department of Education
Student Performance Standards

Course Title: **Digital Information Technology**
Course Number: **8207310**
Course Credit: **1**

Course Description:

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Digital Information Technology (8207310) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 17.0) have been placed in a separate document.   To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf.

Florida Department of Education
Student Performance Standards

Course Title: **Customer Assistance 1**
Course Number: **8218010**
Course Credit: **1**

Course Description:

This course is designed to build upon the experiences and content of Digital Information Technology so that a fundamental core of knowledge, skills, and attitudes required for today's business environment is established. Emphasis is placed on developing proficiency with computer skills, telephone skills, interpersonal skills, communication skills, conflict resolution, problem solving, stress management, and employability skills as tools for obtaining customer care positions.

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 Customer Assistance 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). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a	

Florida Standards	Correlation to CTE Program Standard #
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 Customer Assistance 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 Customer Assistance 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.		
		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	

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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.0 Demonstrate language arts skills and knowledge – the student will be able to:		
18.01 Locate, comprehend and evaluate key elements of oral and written communication.	LAFS.910.W.3.7	
18.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.	LAFS.910.L.1.1, 1.2; LAFS.910.W.2.5	
18.03 Present information formally and informally for specific purposes and audiences.	LAFS.910.W.2.6; LAFS.910.SL.2.4, 2.5, 2.6	
19.0 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:		
19.01 Discuss the communication process, including filters and miscommunication.	LAFS.910.SL.1.1B; LAFS.910.SL.1.1C; LAFS.910.SL.1.3	
19.02 Communicate in a multicultural setting (e.g., with people from varying international, cultural, ethnic, and racial backgrounds).	LAFS.910.SL.1.3	
19.03 Express ideas in a positive and confident manner.	LAFS.910.W.1.2	
19.04 Project a positive and caring telephone voice.	LAFS.910.SL.2.6	
19.05 Develop listening skills to determine customer needs.	LAFS.910.SL.1.3	
19.06 Practice inflection, volume, clarity, intensity, and paraphrasing.	LAFS.910.SL.2.4, 2.6	
19.07 Use correct grammar and diction.	LAFS.910.L.1.1	
19.08 Demonstrate writing skills.	LAFS.910.W.1.2; LAFS.910.L.1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
19.09 Demonstrate probing skills. Practice questioning skills, including open and close ended questions.	LAFS.910.SL.1.1	
19.10 Use terminology specific to the customer care services environment.	LAFS.910.L.3.6	
19.11 Access reference materials.	LAFS.910.W.3.7, 3.8	
19.12 Apply assertive service techniques.		
20.0 Demonstrate procedures for customer care -- the student will be able to:		
20.01 Practice greeting the customer and using sales techniques.	LAFS.910.SL.2.6	
20.02 Use the call handling process.	LAFS.910.SL.2.6	
20.03 Practice putting a customer on hold and transferring a call.		
20.04 Demonstrate and explore conflict resolution and de-escalation techniques.	LAFS.910.SL.2.6	
20.05 Provide a status report.	LAFS.910.L.1.1; LAFS.910.W.1.2; LAFS.910.SL.2.4; LAFS.910.L.1.2	
20.06 Practice closing a call.	LAFS.910.SL.2.6	
21.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance – the student will be able to:		
21.01 Apply appropriate mathematical processes relevant to the customer care services industry.	MAFS.912.N-RN.2.3; MAFS.912.N-Q.1.1, 1.3; MAFS.912.S-IC.2.6	
21.02 Demonstrate knowledge of basic bookkeeping principles.	MAFS.912.N-RN.2.3; MAFS.912.N-Q.1.1, 1.3; MAFS.912.S-IC.2.6	
21.03 Demonstrate proficiency using a ten-key pad.	MAFS.912.N-RN.2.3	
21.04 Reconcile reports.	MAFS.912.N-RN.2.3 MAFS.912.N-Q.1.1, 1.3 MAFS.912.S-IC.2.6	
21.05 Recognize different types of customer numerical data.	MAFS.912.N-RN.2.3 MAFS.912.N-Q.1.1, 1.3 MAFS.912.S-IC.2.6	
22.0 Demonstrate mathematics knowledge and skills – the student will be able to:		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	22.01 Demonstrate knowledge of arithmetic operations.	MAFS.912.N-RN.2.3; MAFS.912.N-Q.1.1, 1.3;	
	22.02 Analyze and apply data and measurements to solve problems and interpret documents.	MAFS.912.S-IC.2.6; MAFS.912.A-REI.1.1	
	22.03 Construct charts/tables/graphs using functions and data.	MAFS.912.N.Q.1.1, 1.2, 1.3; MAFS.912.F-IF.1.1, 1.2, 2.4, 3.7	
23.0	Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:		
	23.01 Develop an employability plan related to job requirements and career expectations in the customer care services industry.	LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8	
24.0	Participate in work-based learning experiences – the student will be able to:		
	24.01 Participate in work-based learning experiences in a customer care services environment.		
	24.02 Discuss the use of technology in a customer care services environment.		
25.0	Demonstrate human relations and interpersonal skills necessary for customer care services – the student will be able to:		
	25.01 Demonstrate an understanding of the importance of human relations in business.	LAFS.910.SL.1.1	
	25.02 Exhibit the ability to get along with others and work as a member of a team.		
	25.03 Communicate a positive image.		
	25.04 Use effective time management skills.		
	25.05 Demonstrate the ability to work with stressful situations.		
	25.06 Exhibit a professional image.		
	25.07 Demonstrate ethical standards of behavior.		
	25.08 Demonstrate the ethical use of customer profiles.		
	25.09 Demonstrate initiative, courtesy, loyalty, honesty, and punctuality.		
	25.10 Demonstrate flexibility on the job.		
	25.11 Adhere to company policies and procedures.		
	25.12 Demonstrate knowledge of right to privacy issues.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
26.0 Perform problem solving activities relevant to customer care services – the student will be able to:		SC.912.N.1.1
26.01 Apply problem solving techniques when dealing with customers.		
26.02 Develop techniques to resolve conflicts.		
26.03 Determine service breakdowns.		
26.04 Apply service recovery techniques.		
26.05 Apply service recovery breakdowns.		
26.06 Describe quality assurance practices.		
27.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – the student will be able to:		
27.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.	LAFS.910.SL.1.1; LAFS.910.W.3.8	
27.02 Locate, organize and reference written information from various sources.	LAFS.910.SL.2.4, 2.5; LAFS.910.W.3.8	
27.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.	LAFS.910.SL.1.2; LAFS.910.W.3.8	
27.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
27.05 Apply active listening skills to obtain and clarify information.		
27.06 Develop and interpret tables and charts to support written and oral communications.	LAFS.910.SL.2.5	
27.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
28.0 Develop telephone skills and techniques relevant to customer care services – the student will be able to:		
28.01 Log in and out of a phone system. Practice logging incidents and service requirements.		
28.02 Apply call center vocabulary and practice using a common language.	LAFS.910.SL.2.6	
28.03 Listen and input information simultaneously.		
28.04 Identify different types of call centers.		
28.05 Use the telephone to gather customer information.		
29.0 Demonstrate an understanding of global concepts relevant to customer care services –		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
the student will be able to:		
29.01 Demonstrate an understanding of and respect for diversity in the workplace.		
29.02 Apply knowledge of the global economy.		
29.03 Apply knowledge of domestic and international time zones.		
29.04 Demonstrate an understanding of gender, age, disability, and cultural courtesy.		
29.05 Demonstrate an understanding of geography.		
30.0 Perform technology applications relevant to customer care services – the student will be able to:		
30.01 Keyboard by touch while communicating with customers.		
30.02 Compose and retrieve e-mail messages.	LAFS.910.W.2.4, 2.6; LAFS.910.L.1.1, 1.2;	
30.03 Compose and retrieve voice mail messages.	LAFS.910.L.1.2; LAFS.910.SL.2.6	
30.04 Practice using tonality in communication and apply professionalism in written documentation.	LAFS.910.W.2.4; LAFS.910.SL.2.6; LAFS.910.L.1.1, 1.2	
30.05 Operate industry specific software.		
30.06 Perform data entry operations.	LAFS.910.L.1.2	
30.07 Obtain and transmit customer information.	LAFS.910.L.1.2; LAFS.910.SL.2.6	
30.08 Perform basic computer operations.		
30.09 Operate databases.		
30.10 Access on-line help.	LAFS.910.RI.2.4	
30.11 Use techniques to protect confidential messages that are transmitted electronically.		
30.12 Access and add to existing electronic files.		
31.0 Explain the importance of employability skill and entrepreneurship skills – the student will be able to:		
31.01 Identify and demonstrate positive work behaviors needed to be employable.		
31.02 Develop personal career plan that includes goals, objectives, and strategies.	LAFS.910.W.2.4	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
31.03 Examine licensing, certification, and industry credentialing requirements.		
31.04 Maintain a career portfolio to document knowledge, skills, and experience.		
31.05 Evaluate and compare employment opportunities that match career goals.	LAFS.910.W.2.4	
31.06 Identify and exhibit traits for retaining employment.		
31.07 Identify opportunities and research requirements for career advancement.	LAFS.910.W.2.4, 3.7; 3.8	
31.08 Research the benefits of ongoing professional development.	LAFS.910.W.2.4, 3.7, 3.8	
31.09 Examine and describe entrepreneurship opportunities as a career planning option.	LAFS.910.W.2.4, 3.7, 3.8	
32.0 Describe the importance of professional ethics and legal responsibilities – the student will be able to:		
32.01 Evaluate and justify decisions based on ethical reasoning.	LAFS.910.SL.1.1; LAFS.910.L3.6.	
32.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.	LAFS.910.L.3.6	
32.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.	LAFS.910.L.3.6	
32.04 Interpret and explain written organizational policies and procedures.	LAFS.910.L.3.6; LAFS.910.RI.3.8	

Florida Department of Education
Student Performance Standards

Course Title: **Customer Assistance 2**
Course Number: **8218020**
Course Credit: **1**

Course Description:

This course is designed to build upon the experiences and content of Customer Assistance 1. Emphasis is placed on developing supervisory skills for customer care specialist positions.

Florida Standards	Correlation to CTE Program Standard #
33.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Customer Assistance Technology.	
33.01 Key Ideas and Details	
33.01.1 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	
33.01.2 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	
33.01.3 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	
33.02 Craft and Structure	
33.02.1 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	
33.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
33.02.3 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	

33.03	Integration of Knowledge and Ideas		
	33.03.1	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	
	33.03.2	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	
	33.03.3	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	
33.04	Range of Reading and Level of Text Complexity		
	33.04.1	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.	
	33.04.2	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	
34.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Customer Assistance Technology.		
34.01	Text Types and Purposes		
	34.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
	34.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
34.02	Production and Distribution of Writing		
	34.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
	34.02.2	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	
	34.02.3	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	
34.03 Research to Build and Present Knowledge	
34.03.1 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	
34.03.2 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	
34.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
34.04 Range of Writing	
34.04.1 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	
35.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Customer Assistance Technology.	
35.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
35.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
35.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
35.04 Model with mathematics. MAFS.K12.MP.4.1	
35.05 Use appropriate tools strategically. MAFS.K12.MP.5.1	
35.06 Attend to precision. MAFS.K12.MP.6.1	
35.07 Look for and make use of structure.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.7.1	
35.08 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: NGSSS-Sci.

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
36.0	Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:		
	36.01 Apply communication skills when monitoring the team.	LAFS.1112.SL.2.4; LAFS.1112.SL.2.6	
	36.02 Compose reports.	LAFS.1112.W.2.4, 2.5, 2.6, 3.7, 3.8 LAFS.1112.L.1.1, 1.2	
	36.03 Exchange ideas in formal and informal settings.	LAFS.1112.SL.1.1; LAFS.1112.L.1.1; LAFS.1112.SL.2.4	
37.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		
	37.01 Develop goals for customer care representatives.	LAFS.1112.SL.2.4; LAFS.1112.W.2.4	
	37.02 Coach and mentor customer care representatives.	LAFS.1112.SL.2.4	
	37.03 Assure productivity.		
	37.04 Organize teams.		
	37.05 Motivate teams.	LAFS.1112.SL.2.4	
	37.06 Oversee quality assurance in the delivery of services.		
	37.07 Encourage team members to demonstrate initiative, courtesy, loyalty, honesty, and punctuality.	LAFS.1112.SL.2.4	
38.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance – the student will be able to:	MAFS.912.S-IC.2.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
38.01 Apply appropriate mathematical processes relevant to the customer care services industry.	MAFS.912.N-RN.2.3; MAFS.912.N-Q.1.1, 1.3; MAFS.912.S-IC.2.6	
38.02 Demonstrate proficiency using a ten-key pad.	MAFS.912.N-RN.2.3	
38.03 Reconcile reports.	MAFS.912.N-RN.2.3; MAFS.912.N-Q.1.1, 1.3; MAFS.912.S-IC.2.6	
38.04 Recognize different types of customer numerical data.	MAFS.912.N-RN.2.3; MAFS.912.N-Q.1.1, 1.3; MAFS.912.S-IC.2.6	
38.05 Apply basic bookkeeping principles.	MAFS.912.N-RN.2.3; MAFS.912.N-Q.1.1, 1.3; MAFS.912.S-IC.2.6	
38.06 Interpret charts and graphs.	MAFS.912.F-IF.2.4, 2.5, 3.9	
38.07 Forecast, schedule, and track data.	MAFS.912.S-IC.2.3, 2.6; MAFS.912.S-ID.2.5, 3.9	
39.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:		
39.01 Develop an employability plan related to job requirements and career expectations in the customer care services industry.	LAFS.1112.W.2.4, 2.5, 2.6, 3.7 LAFS.1112.RI.3.7	
40.0 Participate in work-based learning experiences – the student will be able to:		
40.01 Participate in work-based learning experiences in a customer care services environment.		
40.02 Compare and contrast the software applications used in a customer care services environment.	LAFS.1112.W.3.9; LAFS.1112.SL.2.4	
40.03 Discuss the supervisory/management skills needed in a customer care services environment.	LAFS.1112.SL.2.4	
41.0 Demonstrate human relations and interpersonal skills necessary for customer care services – the student will be able to:		
41.01 Demonstrate the skills necessary for advancement in the customer care services industry.		
41.02 Manage stress.		
41.03 Provide service to diverse groups.		
41.04 Apply courtesy within a diverse workplace.		
41.05 Apply courtesy within the customer base.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
41.06 Implement company policies and procedures.		
41.07 Prepare work schedules for a call center/department.		
42.0 Perform problem solving activities relevant to customer care services – the student will be able to:		
42.01 Apply problem solving techniques when dealing with the team.		
42.02 Track service breakdowns.		
43.0 Develop telephone skills and techniques relevant to customer care services – the student will be able to:		
43.01 Demonstrate an understanding of automated call distribution technology components.		
43.02 Operate automated call distribution technology.		
43.03 Monitor automated call distribution technology.		
44.0 Perform technology applications relevant to customer care services – the student will be able to:		SC.912.N.1.1
44.01 Operate spreadsheet software.		
44.02 Access and research the Internet.	LAFS.1112.W.3.7; LAFS.1112.W.3.8	
44.03 Analyze situations in which technology can positively and negatively impact customer service.	LAFS.1112.RI.3.7;	
44.04 Implement techniques to protect confidential messages that are transmitted via technology.		
44.05 Read and correctly interpret data using call center statistical software.	LAFS.1112.RI.1.1	
45.0 Use information technology tools – the student will be able to:		
45.01 Use personal information management (PIM) applications to increase workplace efficiency.		
45.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, e-mail, and internet applications.		
45.03 Employ computer operations applications to access, create, manage, integrate, and store information.	LAFS.1112.L.1.1; LAFS.1112.L.1.2	
45.04 Employ collaborative/groupware applications to facilitate group work.		
46.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
46.01 Employ leadership skills to accomplish organizational goals and objectives.		
46.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.	LAFS.1112.SL.2.6	
46.03 Conduct and participate in meetings to accomplish work tasks.	LAFS.1112.SL.1.1	
46.04 Employ mentoring skills to inspire and teach others.	LAFS.1112.SL.2.4	
47.0 Solve problems using critical thinking skills, creativity and innovation – the student will be able to:		
47.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.	LAFS.1112.SL.1.1; LAFS.1112.SL.2.4	
47.02 Employ critical thinking and interpersonal skills to resolve conflicts.	LAFS.1112.SL.1.1; LAFS.1112.SL.2.4	
47.03 Identify and documents workplace performance goals and monitor progress toward those goals.		
47.04 Conduct technical research to gather information necessary for decision-making.	LAFS.1112.W.3.7; LAFS.1112.W.3.8	
48.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the student will be able to:		
48.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.	LAFS.1112.W.2.4; LAFS.1112.W.4.10	
48.02 Explain emergency procedures to follow in response to workplace accidents.	LAFS.1112.W.2.4, 4.10 LAFS.1112.SL.2.4; LAFS.1112.L.1.1	
48.03 Create a disaster and/or emergency response plan.	LAFS.1112.W.2.4, 2.6, 3.7, 3.8	
49.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the student will be able to:		
49.01 Describe the nature and types of business organizations.	LAFS.1112.W.2.4; LAFS.1112.W.4.10	
49.02 Explain the effect of key organizational systems on performance and quality.	LAFS.1112.W.2.4; LAFS.1112.W.4.10;	
49.03 List and describe quality control systems and/or practices common to the workplace.	LAFS.1112.W.2.4; LAFS.1112.W.4.10	
49.04 Explain the impact of the global economy on business organizations.	LAFS.1112.W.2.4; LAFS.1112.W.4.10; LAFS.1112.SL.2.4; LAFS.1112.L.1.1	
50.0 Demonstrate personal money-management concepts, procedures and strategies – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
50.01 Identify and describe the services and legal responsibilities of financial institutions.	LAFS.1112.W.2.4; LAFS.1112.W.4.10; LAFS.1112.RI.3.7	
50.02 Describe the effect of money management on personal and career goals.	LAFS.1112.W.2.4; LAFS.1112.W.4.10 MAFS.912.N-Q.1.2; MAFS.912.S-IC.2.3, 2.6; MAFS.912.S-MD.2.5, 2.6, 2.7	
50.03 Develop a personal budget and financial goals.	MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3	
50.04 Complete financial instruments for making deposits and withdrawals.	MAFS.912.N-RN.2.3	
50.05 Maintain financial records.	MAFS.912.S-IC.2.6	
50.06 Read and reconcile financial statements.	MAFS.912.S-IC.2.6	
50.07 Research, compare and contrast investment opportunities.	LAFS.1112.RI.3.7 LAFS.1112.W.2.4, 2.6, 3.7 MAFS.912.S-IC.2.6; MAFS.912.F-IF.3.9; MAFS.912.A-REI-3.5; MAFS.912.F-BF.1.1	

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.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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: **Medical Office Management**
Career Cluster: **Business Management and Administration**

CCC	
CIP Number	0551071605
Program Type	College Credit Certificate (CCC)
Program Length	34 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	43-6013 – Medical Secretaries
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Office Administration (60) AS degree program (1552020401).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to expediting and facilitating the maintenance and production of correspondence and records; to telecommunicate; maintain office budget; planning; preparing correspondence and resolutions; filing and maintaining documents; and assisting in the administration of policy.

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

Standards

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

Professional Skills:

01.0   Demonstrate effective business communication skills.
02.0   Prepare and use financial information.
03.0   Manage business information using appropriate software.
04.0   Perform records management activities.
05.0   Perform accounting activities.
06.0   Demonstrate employability and workplace skills.
07.0   Perform information processing activities.
08.0   Develop leadership skills.
09.0   Develop strategic organizational skills.
10.0   Perform machine transcription activities.
11.0   Perform office management activities.
12.0   Perform medical office activities.
13.0   Perform medical office management activities.

Florida Department of Education
Student Performance Standards

Program Title: **Medical Office Management**
CIP Number: **0551071605**
Program Length: **34 credit hours**
SOC Code(s): **43-6013**

This certificate program is part of the Office Administration (60) AS degree program (1552020401). At the completion of this program, the student will be able to:
Professional Skills:
01.0   Demonstrate effective business communication skills – the student will be able to:
01.01   Demonstrate ability in teleconferencing and placing international calls.
01.02   Demonstrate ability in using a multi-line phone system, including voice mail, paging, transferring, recording/taking messages, and screening calls.
01.03   Demonstrate excellent customer service skills using the telephone.
01.04   Demonstrate understanding of current communications technology.
01.05   Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. Give, follow and interpret oral and written communications.
02.0   Prepare and use financial information – the student will be able to:
02.01   Perform business math operations manually and using technology.
02.02   Demonstrate ability to estimate.
02.03   Solve problems related to measurement and space allocation.
03.0   Manage business information using appropriate software – the student will be able to:
03.01   Identify formatting principles.
03.02   Perform computer activities using data base, spreadsheet, and graphics presentation, word processing, e-mail/scheduling, and utility software applications.
03.03   Produce business documents.

	03.04	Produce envelopes, labels, interoffice memorandum and labels, meeting minutes, tabulated information, multi-page documents, numbered and bulleted lists, reports using footnotes and endnotes, tables, press releases, variable size cards and documents, material from hand-written copy, and multi-copy pre-printed business forms.
	03.05	Create and edit templates.
	03.06	Create documents using scanning technology.
	03.07	Create and edit documents from voice recognition software.
	03.08	Prepare documents from rough draft copy using proofreaders' marks.
	03.09	Prepare a document using mail merge and variable information.
	03.10	Identify and use the appropriate software in a business environment.
	03.11	Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
04.0	Perform records management activities – the student will be able to:	
	04.01	Index, code, sort, and file materials alphabetically, numerically, geographically and by subject, both manually and electronically.
	04.02	Identify types of filing supplies, equipment, and procedures.
	04.03	Cross-reference materials in the alphabetic, numeric, geographic, and subject filing systems.
	04.04	Recommend solutions to problems in existing filing systems.
	04.05	Design form for initial inventory of records.
	04.06	Search for, retrieve, and investigate information in files.
	04.07	List and describe methods of protecting vital records.
	04.08	Identify procedures for confidentiality.
	04.09	Demonstrate backup and recovery procedures.
	04.10	Practice effective Records Information Management (RIM) techniques.
	04.11	Demonstrate effective electronic file management.
05.0	Perform accounting activities – the student will be able to:	
	05.01	Demonstrate ethical accounting practices.
	05.02	Identify parameters and functions of a fiscal calendar.

	05.03	Prepare and process expense reports.
	05.04	Prepare supply order and monitor inventory.
	05.05	Prepare payroll records, including time sheets.
	05.06	Demonstrate proficiency in cash control procedures, including bank deposits, electronic fund transfers, credit and debit transactions, bank reconciliations, and petty cash.
	05.07	Use source documents to prepare and analyze transactions, including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips.
06.0	Demonstrate employability and workplace skills – the student will be able to:	
	06.01	Identify sources of employment opportunities.
	06.02	Describe the job search process.
	06.03	Complete a resume and a cover letter.
	06.04	Complete an electronic job application form correctly.
	06.05	Prepare a resume for electronic distribution.
	06.06	Demonstrate effective job interview techniques and identify different types of interviews.
	06.07	Prepare a thank you note for an interview.
	06.08	Demonstrate ability to work as a team member.
	06.09	Identify methods for securing an employment reference.
	06.10	Identify career advancement opportunities and demonstrate effective networking behaviors.
07.0	Perform information processing activities – the student will be able to:	
	07.01	Define differences between operating systems and software applications.
	07.02	Identify and understand terms commonly used in information technology.
	07.03	Identify business systems, equipment components, and electronic media.
	07.04	Create and edit documents from handwritten, dictated and typed material using current technology.
	07.05	Input numeric data.
	07.06	Use office equipment manual.

	07.07	Demonstrate knowledge of the importance of continuing education and technology updates.
08.0	Develop leadership skills – the student will be able to:	
	08.01	Prepare an agenda, invite participants electronically and conduct a meeting.
	08.02	Demonstrate knowledge of professional organizations.
09.0	Develop strategic organizational skills – the student will be able to:	
	09.01	Demonstrate steps used in problem solving.
	09.02	Demonstrate how to prioritize work assignments and enlist the help of others.
	09.03	Determine preventive actions for office communication problems.
	09.04	Identify best practices to handle confidential information.
10.0	Perform machine transcription activities – the student will be able to:	
	10.01	Demonstrate techniques in machine transcription.
	10.02	Transcribe recorded dictation of business related documents, including the use of voice integration applications and scanning technology.
11.0	Perform office management activities – the student will be able to:	
	11.01	Identify management styles.
	11.02	Prepare managerial reports about production, personnel, equipment, and operational costs.
	11.03	Set priorities and develop more efficient procedures for work flow.
	11.04	Conduct and discuss performance appraisals with employees, set goals, and recommend training.
	11.05	Conduct self-performance appraisal.
	11.06	Prepare a general budget.
	11.07	Choose appropriate action applying business management techniques.
	11.08	Apply time management techniques to office schedule.
	11.09	Demonstrate understanding of conducting an interview.
	11.10	Select items to include in a new employee's orientation to the job.
	11.11	Compare and select vendors from whom to purchase office supplies.

12.0	**Perform medical office activities – the student will be able to:**
12.01	Select, complete, verify and submit insurance forms.
12.02	Schedule appointments and activities.
12.03	Define and spell medical terms.
12.04	Use medical references.
12.05	Demonstrate knowledge of the legal and ethical aspects of health care.
12.06	Locate and record information from medical records.
12.07	Demonstrate a compliance with all federal and state healthcare regulations.
12.08	Describe functions in a medical office.
12.09	Demonstrate understanding of legal and ethical issues in a medical office.
12.10	Demonstrate knowledge of computer security in the confidential environment.
12.11	Evaluate transcription systems for the medical office.
12.12	Demonstrate correct techniques in transcribing medical information.
13.0	**Perform medical office management activities – the student will be able to:**
13.01	Make decisions on major equipment acquisition.
13.02	Record coding and billing changes in patient records.
13.03	Define the major functions of medical office management.
13.04	List characteristics of effective leaders/managers.
13.05	List the steps in problem solving.
13.06	Maintain work schedules for payroll purposes.

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)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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.

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: **Business Specialist**
Career Cluster: **Business Management and Administration**

CCC	
CIP Number	0552020103
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	11-1021 – General and Operations Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Business Administration AS degree program (1552020102).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to instruction to individuals in the areas of planning, organizing, directing and controlling of a business, with emphasis on selected theories of management and decision making and the knowledge and understanding necessary for managing people and functions.

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

Standards

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

Professional Skills:

01.0   Prepare and use financial information about business organizations to support decision making.
02.0   Manage business information using appropriate software.
03.0   Demonstrate effective business communication skills.
04.0   Demonstrate employability skills.
05.0   Prepare or develop strategic or organizational skills.
06.0   Identify, classify, and demonstrate management activities.

In addition, students will complete the outcomes in one of the following specializations:

- Accounting/Budgeting Operations Management - SOC Code 11-3061 (Purchasing Managers)
- Banking - SOC Code 11-3031 (Financial Managers)
- International Business - SOC Code 11-2011 (Advertising and Promotion Managers)
- Management - SOC Code 11-9199 (Managers, All other)
- Small Business Management - SOC Code 11-3011 (Administrative Services Managers)

Accounting/Budgeting Operations Specialization:

07.0   Demonstrate knowledge of accounting/budgeting operations.

Banking Specialization:

07.0   Understand terminology unique to the finance and credit industry.
08.0   Demonstrate knowledge of basic functions of financial institutions.
09.0   Utilize effective cross selling techniques and procedures for financial services.
10.0   Demonstrate knowledge of the history, growth and structure of the banking industry.
11.0   Demonstrate basic skills for performing functions of entry level positions in banking institutions.
12.0   Demonstrate security procedures and detection of fraud.

Human Resources Specialization:

07.0   Demonstrate knowledge of principles of human resources.

International Business Specialization

07.0   Demonstrate knowledge of international marketing and distribution activities.
08.0   Demonstrate knowledge of international social and cultural business practices.
09.0   Demonstrate knowledge of international law and economic activities.

Management Specialization:

07.0   Demonstrate knowledge of the principles and practices of management.
08.0   Demonstrate knowledge of essential human relations skills.
09.0   Demonstrate knowledge of the supervisory responsibilities of management.
10.0   Demonstrate knowledge of human resources management.

Small Business Management Specialization:

07.0   Demonstrate knowledge of small business management functions.

Florida Department of Education
Student Performance Standards

Program Title: **Business Specialist**
CIP Number: **0552020103**
Program Length: **12 credit hours**
SOC Code(s): **11-1021**

This certificate program is part of the Business Administration AS degree program 1552020102. At the completion of this program, the student will be able to:
Professional Skills:
01.0   Prepare and use financial information about business organizations to support decision making – the student will be able to:
01.01 Demonstrate knowledge of the accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, preparation of trial balance, adjusting entries, closing entries, and financial statement preparation (i.e., income statement, statement of retained earnings, cash flow statement, and balance sheet).
01.02 Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, petty cash, and journal entries related to all relating banking activities).
02.0   Manage business information using appropriate software – the student will be able to:
02.01 Identify and use the appropriate software in a business environment.
02.02 Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
03.0   Demonstrate effective business communication skills – the student will be able to:
03.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. Give, follow and interpret oral and written communications.
03.02 Use interpersonal communication skills to facilitate effective interactions to work collaboratively.
03.03 Develop the ability to withstand conflict and resolve it when dealing with difficult people.
03.04 Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation. Demonstrate effective listening skills.
03.05 Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice.
04.0   Demonstrate employability skills – the student will be able to:
04.01 Identify sources of employment opportunities.
04.02 Describe the job search process.

	04.03	Complete a résumé and a cover letter.
	04.04	Complete an electronic job application form correctly.
	04.05	Prepare a résumé for electronic distribution.
	04.06	Demonstrate effective job interview techniques and identify different types of interviews.
	04.07	Identify and demonstrate appropriate responses to feedback from supervisors.
	04.08	Identify and demonstrate acceptable work habits.
	04.09	Describe the importance of an employee's ability to be flexible in the workplace.
05.0	Prepare or develop strategic or organizational skills – the student will be able to:	
	05.01	Define effective leadership and identify key leadership behaviors.
	05.02	Define organization vision and mission.
	05.03	Compare different styles of managing conflict.
06.0	Identify, classify, and demonstrate management activities – the student will be able to:	
	06.01	Describe the components of management, including: human resources, operations, strategic, marketing, financial, information technology and their impact on an organization's ability to achieve their goals.
	06.02	Identify how an organization's management policy is formulated in large and small organizations. Describe how an organization's mission and vision affect the formation of policy.
	06.03	Describe management's primary function in a for-profit organization as the satisfaction of its shareholders in the achievement of a profit. Identify the goals of non-profit and public administration organizations in supporting the goals and mission of those organizations. Describe how an organization's policy impacts management's decisions.
In addition, students may complete the outcomes in one of the following specializations:		
Accounting/Budgeting Operations Specialization:		
07.0	Demonstrate knowledge of accounting/budgeting operations – the student will be able to:	
	07.01	Demonstrate an understanding of profit vs. not-for-profit accounting.
	07.02	Demonstrate an understanding of available and appropriate technology for accounting applications.
	07.03	Interpret and analyze income statement, owner's equity statement, and cash flow statement.
	07.04	Understand significant and specific problems in the area of accounts receivable.
	07.05	Prepare a profit analysis.

	07.06	Interpret profit analysis and its impact on an organization.
	07.07	Describe differences in planning for operating expenditures and capital expenditures.
	07.08	Describe the principles related to pricing decisions.
	07.09	Demonstrate the application of pricing decisions.
	07.10	Demonstrate an understanding of tax implications.
Banking Specialization:		
07.0	Understand terminology unique to the banking industry – the student will be able to:	
	07.01	Understand and use terminology as it applies to the banking industry.
	07.02	Know how to communicate with a customer in layman's language.
08.0	Demonstrate knowledge of basic functions of banking institutions – the student will be able to:	
	08.01	Name the three basic functions of a financial institution.
	08.02	Explain the most important function of the three and why they are co-dependent.
	08.03	Discuss which departments and employees are responsible for the different functions.
09.0	Utilize effective cross selling techniques and procedures for financial services – the student will be able to:	
	09.01	Identify opportunities for cross selling.
	09.02	Demonstrate how to sell other financial services.
	09.03	Demonstrate knowledge of all services offered by financial institutions.
	09.04	Explain the importance and demonstrate the procedures of cross selling.
10.0	Demonstrate knowledge of the history, growth and structure of the banking industry – the student will be able to:	
	10.01	Demonstrate knowledge of the evolution of American banking institutions.
	10.02	Identify major acts and important regulations resulting from the growth and changes in banking institutions.
	10.03	Explain the similarities and differences in the banking institutions and other businesses that offer banking services.
	10.04	Explain the effects of deregulation.
11.0	Demonstrate basic skills for performing functions of entry level positions in banking institutions – the student will be able to:	

	11.01	Demonstrate counting and strapping of coin and currency.
	11.02	Demonstrate use of a teller machine.
	11.03	Explain the types of endorsements and why they are important.
	11.04	Explain basic teller functions--cashing checks, accepting straight deposits and split deposits, and handling of cash.
	11.05	Demonstrate knowledge of balancing a cash drawer.
	11.06	Know how to detect counterfeit currency and the procedure for reporting it.
	11.07	Explain other special services such as issue Cashier's Checks, issuing and redeeming Savings Bonds, Money Orders, Traveler's Checks, Bank Drafts, payments and cash advances on charge cards.
	11.08	Balance a customer's checkbook, detecting customer and/or bank errors.
	11.09	Locate information on a customer's account and explain what information is to be given over the phone and to whom it can be given.
	11.10	Explain the routing system for payment of a check.
	11.11	Explain the functions and purpose of the Federal Reserve System.
	11.12	Demonstrate how to place a stop payment and hold on customer's account.
	11.13	Demonstrate procedure for opening new accounts.
	11.14	Demonstrate procedure for closing accounts.
	11.15	Perform the steps necessary for issuing a safe deposit box.
	11.16	State bank policies and state regulations regarding safe deposit boxes.
	11.17	Explain procedures for granting access to a safe deposit box.
	11.18	Explain proof functions.
	11.19	Identify and process documentation required on different types of loans.
	11.20	Demonstrate how to properly complete a credit application and a financial statement.
	11.21	Explain how to establish credit and the importance of having a good credit rating.
	11.22	Demonstrate the types of interest and how they are computed.
	11.23	Explain the importance of the lending function.
12.0		Demonstrate security procedures and detection of fraud – the student will be able to:

	12.01	Demonstrate procedures bank employees would use during and after a robbery.
	12.02	Demonstrate security procedures.
	12.03	Explain the Currency Transaction Report (CTR).
	12.04	Demonstrate security precautions and methods used to deter bank fraud.
Human Resources Specialization:		
07.0	Demonstrate knowledge of principles of human resources – the student will be able to:	
	07.01	Demonstrate knowledge of the functions of human resources.
	07.02	Demonstrate knowledge of the employer's relationship with the Human Resources Department.
	07.03	Demonstrate knowledge of the business concepts used in Human Resources.
	07.04	Demonstrate knowledge of recruitment of employees.
	07.05	Describe recruitment process.
	07.06	Analyze job descriptions and position requirements.
	07.07	Identify potential employees as candidates in reviewing applicant materials.
	07.08	Demonstrate knowledge of interviewing skills.
	07.09	Describe methods of orientation for new employees.
	07.10	Describe methods to train new employees.
	07.11	Demonstrate ability to interview candidates.
	07.12	Describe process for hiring new employees.
	07.13	Describe compensation and benefit plans.
	07.14	Develop compensation and benefit plans.
	07.15	Describe the legal issues associated with compensation and benefit plans.
	07.16	Identify the components of the administration of compensation and benefit plans.
	07.17	Describe the functions of the administration of compensation and benefit plans.
	07.18	Describe principles, concepts and legal considerations for realistic decision situations and confrontations between employees and management.

	07.19	Take the necessary actions to prevent a potential employee problem from developing.
	07.20	Explain how perceptions of compensation differ among society, stockholders, managers and employees.
	07.21	Demonstrative an understanding of employee benefits and services.
	07.22	Demonstrate an understanding of the government's role in compensation.
International Business Specialization:		
07.0	Demonstrate knowledge of international marketing and distribution activities – the student will be able to:	
	07.01	Explain the international business relationships among countries and regions.
	07.02	Identify international resources.
	07.03	Demonstrate decision making abilities that generate marketing strategies using products, prices, places, and promotions related to international business.
	07.04	Identify the types of international business organizations and their structures.
	07.05	Describe the appropriate use of international promotional tools.
08.0	Demonstrate knowledge of international social and cultural business practices – the student will be able to:	
	08.01	Describe international business customs and practices.
	08.02	Compare cultural differences.
09.0	Demonstrate knowledge of international law and economic activities – the student will be able to:	
	09.01	Identify requirements necessary to comply with international contracts.
Management Specialization:		
07.0	Demonstrate knowledge of principles and practices of management – the student will be able to:	
	07.01	Understand the need for management skills in all kinds of organizations.
	07.02	Describe the three basic levels of management and types of positions associated with each.
	07.03	Describe the four basic management functions of planning, organizing, leading, and controlling.
	07.04	Identify and distinguish among different types of plans: strategic, operational, and tactical.
	07.05	Identify and describe various planning activities, including goal setting, budgeting, establishing policies and procedures, etc.
	07.06	Describe and give applications of the process of rational decision making.

	07.07	Define the organizing function of management and identify various activities associated with this function.
	07.08	Define and give examples of coordination, authority, power, responsibility, and accountability, and span of management.
	07.09	Describe different types of organizational departmentation.
	07.10	Define leadership and distinguish between leadership and management.
	07.11	Define the process of managerial control.
	07.12	Describe various types of control techniques used in the workplace.
08.0	Demonstrate knowledge of essential human relations skills – the student will be able to:	
	08.01	Discuss the importance of effective human relations skills in organizations.
	08.02	Relate concepts including self-esteem, perception, values to job performance.
	08.03	Identify and discuss various barriers to communication and specific ways to improve interpersonal and organizational communication.
	08.04	Define group dynamics and demonstrate understanding of group issues that affect employee performance.
	08.05	Discuss the effects of stress on employees and the organization and ways to effectively manage stress.
09.0	Demonstrate knowledge of the supervisory responsibilities of management – the student will be able to:	
	09.01	Identify and discuss the unique responsibilities of the first-level supervisor.
	09.02	Discuss the issues involved in making the transition from employee to supervisor.
	09.03	Identify key supervisory responsibilities, including communicating, leading, motivating, counseling and disciplinary action, budgeting, managing time, union relations, performance evaluation, safety, EEO compliance, etc.
10.0	Demonstrate knowledge of human resources management – the student will be able to:	
	10.01	Identify typical responsibilities of an organization's human resources department.
	10.02	Explain how managers and the human resources function share responsibility.
	10.03	Identify important laws regarding discrimination, safety, etc. that are critical to organizations.
Small Business Management Specialization:		
07.0	Demonstrate knowledge of small business management functions – the student will be able to:	
	07.01	Demonstrate an understanding of principles of small business management concerning business entities, planning, and ethics.
	07.02	Demonstrate an understanding of the principles and systems of accounting in a small business.

07.03	Demonstrate an understanding of the principles of budgeting and break-even analysis as they apply to the financial management of the small business.	
07.04	Demonstrate an understanding of principles of financing and cash management in the small business.	
07.05	Demonstrate an understanding of the fundamentals of advertising and marketing products and services in the small business.	
07.06	Demonstrate an understanding of the purchasing and management of needed inventories, materials, supplies, services, and equipment of the right quality, in the proper quantity, for reasonable prices, at the appropriate time, from the right vendor or supplier.	
07.07	Demonstrate an understanding of trends in business communications and electronic technology.	
07.08	Demonstrate an understanding of basic management functions of leadership, organizing, staffing, and motivating the small business work team.	
07.09	Demonstrate an understanding of the decision-making, evaluation, importance and mechanics of writing a business plan.	
07.10	Demonstrate an understanding of the components of monitoring costs, job order cost cycle, purchasing materials, inventory, and payroll in job order cost accounting.	
07.11	Evaluate the advantages and disadvantages of the three major forms of business ownership (sole proprietorship, partnership, and corporation).	
07.12	Understand the issues of family or home-based businesses.	
07.13	Demonstrate an understanding of e-Business.	

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.

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**Florida Department of Education
Curriculum Framework**

Program Title: **Business Operations**
Career Cluster: **Business Management and Administration**

CCC	
CIP Number	0552020104
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	11-1021 – General and Operations Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Business Administration AS degree program (1552020102).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to instruction to individuals in the areas of planning, organizing, directing and controlling of a business, with emphasis on selected theories of management and decision making and the knowledge and understanding necessary for managing people and functions.

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

Standards

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

Professional Skills:

01.0   Prepare and use financial information about business organizations to support decision making.
02.0   Manage business information using appropriate software.
03.0   Demonstrate effective business communication skills.
04.0   Describe the significance of legal and ethical issues in a business environment.
05.0   Demonstrate employability skills.

In addition, students will complete the outcomes in one of the following specializations:

- Accounting/Budgeting Operations Management - SOC Code 11-3061 (Purchasing Managers)
- Banking - SOC Code 11-3031 (Financial Managers)
- International Business - SOC Code 11-2011 (Advertising and Promotion Managers)
- Management - SOC Code 11-9199 (Managers, All other)
- Small Business Management - SOC Code 11-3011 (Administrative Services Managers)

Accounting/Budgeting Operations Specialization:

06.0   Demonstrate knowledge of accounting/budgeting operations.

Banking Specialization:

06.0   Understand terminology unique to the finance and credit industry.
07.0   Demonstrate knowledge of basic functions of financial institutions.
08.0   Utilize effective cross selling techniques and procedures for financial services.
09.0   Demonstrate knowledge of the history, growth and structure of the banking industry.
10.0   Demonstrate basic skills for performing functions of entry level positions in banking institutions.
11.0   Demonstrate security procedures and detection of fraud.

Human Resources Specialization:

06.0   Demonstrate knowledge of principles of human resources.

International Business Specialization:

06.0   Demonstrate knowledge of international marketing and distribution activities.
07.0   Demonstrate knowledge of international social and cultural business practices.
08.0   Demonstrate knowledge of international law and economic activities.

Management Specialization:

06.0   Demonstrate knowledge of the principles and practices of management.

07.0   Demonstrate knowledge of essential human relations skills.
08.0   Demonstrate knowledge of the supervisory responsibilities of management.
09.0   Demonstrate knowledge of human resources management.

Small Business Management Specialization:

06.0   Demonstrate knowledge of small business management functions.

Florida Department of Education
Student Performance Standards

Program Title: **Business Operations**
CIP Number: **0552020104**
Program Length: **18 credit hours**
SOC Code(s): **11-1021**

This certificate program is part of the Business Administration AS degree program 1552020102. At the completion of this program, the student will be able to:

Professional Skills:
01.0 Prepare and use financial information about business organizations to support decision making – the student will be able to:
01.01 Demonstrate knowledge of the accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, preparation of trial balance, adjusting entries, closing entries, and financial statement preparation (i.e., income statement, statement of retained earnings, cash flow statement, and balance sheet).
01.02 Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, petty cash, and journal entries related to all relating banking activities).
01.03 Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
02.0 Manage business information using appropriate software – the student will be able to:
02.01 Identify and use the appropriate software in a business environment.
02.02 Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
02.03 Utilize technology to access, research, analyze, and interpret business information.
03.0 Demonstrate effective business communication skills – the student will be able to:
03.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. Give, follow and interpret oral and written communications.
03.02 Use interpersonal communication skills to facilitate effective interactions to work collaboratively.
03.03 Exhibit public relations skills that aid in achieving customer satisfaction.
03.04 Demonstrate effective teamwork skills. Participate in a group discussion as a member and leader.
03.05 Develop the ability to withstand conflict and resolve it when dealing with difficult people.

	03.06	Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation. Demonstrate effective listening skills.
	03.07	Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice.
04.0	Describe the significance of legal and ethical issues in a business environment – the student will be able to:	
	04.01	Describe the basic features of a contract.
	04.02	Describe the features of negotiable instruments.
	04.03	Define intellectual property rights.
	04.04	Identify the appropriate use of employer property.
	04.05	Describe the role of confidentiality in business.
	04.06	Identify the importance of making decisions that are based on ethical reasoning and describe the personal and long term consequences of unethical choices in the workplace.
	04.07	Use ethical reasoning and judgment and act in accordance with legal responsibilities.
	04.08	Demonstrate conflict resolution skills.
	04.09	Recognize different personality styles and how to interact effectively with them in the workplace.
	04.10	Discuss how values and attitudes influence behavior.
	04.11	Demonstrate knowledge of legal and privacy issues regarding e-mail, voice mail, internet, telephone, and other communication methods.
05.0	Demonstrate employability skills – the student will be able to:	
	05.01	Identify sources of employment opportunities.
	05.02	Describe the job search process.
	05.03	Complete a résumé and a cover letter.
	05.04	Complete an electronic job application form correctly.
In addition, students may complete the outcomes in one of the following specializations:		
Accounting/Budgeting Operations Specialization:		
06.0	Demonstrate knowledge of accounting/budgeting operations – the student will be able to:	
	06.01	Demonstrate an understanding of profit vs. not-for-profit accounting.

	06.02	Demonstrate an understanding of available and appropriate technology for accounting applications.
	06.03	Interpret and analyze income statement, owner's equity statement, and cash flow statement.
	06.04	Understand significant and specific problems in the area of accounts receivable.
	06.05	Prepare a profit analysis.
	06.06	Interpret profit analysis and its impact on an organization.
	06.07	Describe differences in planning for operating expenditures and capital expenditures.
	06.08	Describe the principles related to pricing decisions.
	06.09	Demonstrate the application of pricing decisions.
	06.10	Demonstrate an understanding of tax implications.
Banking Specialization:		
06.0	Understand terminology unique to the banking industry – the student will be able to:	
	06.01	Understand and use terminology as it applies to the banking industry.
	06.02	Know how to communicate with a customer in layman's language.
07.0	Demonstrate knowledge of basic functions of banking institutions – the student will be able to:	
	07.01	Name the three basic functions of a financial institution.
	07.02	Explain the most important function of the three and why they are co-dependent.
	07.03	Discuss which departments and employees are responsible for the different functions.
08.0	Utilize effective cross selling techniques and procedures for financial services– the student will be able to:	
	08.01	Identify opportunities for cross selling.
	08.02	Demonstrate how to sell other financial services.
	08.03	Demonstrate knowledge of all services offered by financial institutions.
	08.04	Explain the importance and demonstrate the procedures of cross selling.
09.0	Demonstrate knowledge of the history, growth and structure of the banking industry – the student will be able to:	
	09.01	Demonstrate knowledge of the evolution of American banking institutions.

	09.02	Identify major acts and important regulations resulting from the growth and changes in banking institutions.
	09.03	Explain the similarities and differences in the banking institutions and other businesses that offer banking services.
	09.04	Explain the effects of deregulation.
10.0	Demonstrate basic skills for performing functions of entry level positions in banking institutions – the student will be able to:	
	10.01	Demonstrate counting and strapping of coin and currency.
	10.02	Demonstrate use of a teller machine.
	10.03	Explain the types of endorsements and why they are important.
	10.04	Explain basic teller functions--cashing checks, accepting straight deposits and split deposits, and handling of cash.
	10.05	Demonstrate knowledge of balancing a cash drawer.
	10.06	Know how to detect counterfeit currency and the procedure for reporting it.
	10.07	Explain other special services such as issue Cashier's Checks, issuing and redeeming Savings Bonds, Money Orders, Traveler's Checks, Bank Drafts, payments and cash advances on charge cards.
	10.08	Balance a customer's checkbook, detecting customer and/or bank errors.
	10.09	Locate information on a customer's account and explain what information is to be given over the phone and to whom it can be given.
	10.10	Explain the routing system for payment of a check.
	10.11	Explain the functions and purpose of the Federal Reserve System.
	10.12	Demonstrate how to place a stop payment and hold on customer's account.
	10.13	Demonstrate procedure for opening new accounts.
	10.14	Demonstrate procedure for closing accounts.
	10.15	Perform the steps necessary for issuing a safe deposit box.
	10.16	State bank policies and state regulations regarding safe deposit boxes.
	10.17	Explain procedures for granting access to a safe deposit box.
	10.18	Explain proof functions.
	10.19	Identify and process documentation required on different types of loans.
	10.20	Demonstrate how to properly complete a credit application and a financial statement.

	10.21	Explain how to establish credit and the importance of having a good credit rating.
	10.22	Demonstrate the types of interest and how they are computed.
	10.23	Explain the importance of the lending function.
11.0	Demonstrate security procedures and detection of fraud– the student will be able to:	
	11.01	Demonstrate procedures bank employees would use during and after a robbery.
	11.02	Demonstrate security procedures.
	11.03	Explain the Currency Transaction Report (CTR).
	11.04	Demonstrate security precautions and methods used to deter bank fraud.
Human Resources Specialization:		
06.0	Demonstrate knowledge of principles of human resources – the student will be able to:	
	06.01	Demonstrate knowledge of the functions of human resources.
	06.02	Demonstrate knowledge of the employer's relationship with the Human Resources Department.
	06.03	Demonstrate knowledge of the business concepts used in Human Resources.
	06.04	Demonstrate knowledge of recruitment of employees.
	06.05	Describe recruitment process.
	06.06	Analyze job descriptions and position requirements.
	06.07	Identify potential employees as candidates in reviewing applicant materials.
	06.08	Demonstrate knowledge of interviewing skills.
	06.09	Describe methods of orientation for new employees.
	06.10	Describe methods to train new employees.
	06.11	Demonstrate ability to interview candidates.
	06.12	Describe process for hiring new employees.
	06.13	Describe compensation and benefit plans.
	06.14	Develop compensation and benefit plans.

	06.15	Describe the legal issues associated with compensation and benefit plans.
	06.16	Identify the components of the administration of compensation and benefit plans.
	06.17	Describe the functions of the administration of compensation and benefit plans.
	06.18	Describe principles, concepts and legal considerations for realistic decision situations and confrontations between employees and management.
	06.19	Take the necessary actions to prevent a potential employee problem from developing.
	06.20	Explain how perceptions of compensation differ among society, stockholders, managers and employees.
	06.21	Demonstrative an understanding of employee benefits and services.
	06.22	Demonstrate an understanding of the government's role in compensation.
International Business Specialization:		
06.0	Demonstrate knowledge of international marketing and distribution activities – the student will be able to:	
	06.01	Explain the international business relationships among countries and regions.
	06.02	Identify international resources.
	06.03	Demonstrate decision making abilities that generate marketing strategies using products, prices, places, and promotions related to international business.
	06.04	Identify the types of international business organizations and their structures.
	06.05	Describe the appropriate use of international promotional tools.
07.0	Demonstrate knowledge of international social and cultural business practices – the student will be able to:	
	07.01	Describe international business customs and practices.
	07.02	Compare cultural differences.
08.0	Demonstrate knowledge of international law and economic activities – the student will be able to:	
	08.01	Identify requirements necessary to comply with international contracts.
Management Specialization:		
06.0	Demonstrate knowledge of principles and practices of management – the student will be able to:	
	06.01	Understand the need for management skills in all kinds of organizations.
	06.02	Describe the three basic levels of management and types of positions associated with each.

	06.03	Describe the four basic management functions of planning, organizing, leading, and controlling.
	06.04	Identify and distinguish among different types of plans: strategic, operational, and tactical.
	06.05	Identify and describe various planning activities, including goal setting, budgeting, establishing policies and procedures, etc.
	06.06	Describe and give applications of the process of rational decision making.
	06.07	Define the organizing function of management and identify various activities associated with this function.
	06.08	Define and give examples of coordination, authority, power, responsibility, and accountability, and span of management.
	06.09	Describe different types of organizational departmentation.
	06.10	Define leadership and distinguish between leadership and management.
	06.11	Define the process of managerial control.
	06.12	Describe various types of control techniques used in the workplace.
07.0	Demonstrate knowledge of essential human relations skills – the student will be able to:	
	07.01	Discuss the importance of effective human relations skills in organizations.
	07.02	Relate concepts including self-esteem, perception, values to job performance.
	07.03	Identify and discuss various barriers to communication and specific ways to improve interpersonal and organizational communication.
	07.04	Define group dynamics and demonstrate understanding of group issues that affect employee performance.
	07.05	Discuss the effects of stress on employees and the organization and ways to effectively manage stress.
08.0	Demonstrate knowledge of the supervisory responsibilities of management – the student will be able to:	
	08.01	Identify and discuss the unique responsibilities of the first-level supervisor.
	08.02	Discuss the issues involved in making the transition from employee to supervisor.
	08.03	Identify key supervisory responsibilities, including communicating, leading, motivating, counseling and disciplinary action, budgeting, managing time, union relations, performance evaluation, safety, EEO compliance, etc.
09.0	Demonstrate knowledge of human resources management – the student will be able to:	
	09.01	Identify typical responsibilities of an organization's human resources department.
	09.02	Explain how managers and the human resources function share responsibility.
	09.03	Identify important laws regarding discrimination, safety, etc. that are critical to organizations.

Small Business Management Specialization:		
06.0	Demonstrate knowledge of small business management functions – the student will be able to:	
	06.01	Demonstrate an understanding of principles of small business management concerning business entities, planning, and ethics.
	06.02	Demonstrate an understanding of the principles and systems of accounting in a small business.
	06.03	Demonstrate an understanding of the principles of budgeting and break-even analysis as they apply to the financial management of the small business.
	06.04	Demonstrate an understanding of principles of financing and cash management in the small business.
	06.05	Demonstrate an understanding of the fundamentals of advertising and marketing products and services in the small business.
	06.06	Demonstrate an understanding of the purchasing and management of needed inventories, materials, supplies, services, and equipment of the right quality, in the proper quantity, for reasonable prices, at the appropriate time, from the right vendor or supplier.
	06.07	Demonstrate an understanding of trends in business communications and electronic technology.
	06.08	Demonstrate an understanding of basic management functions of leadership, organizing, staffing, and motivating the small business work team.
	06.09	Demonstrate an understanding of the decision-making, evaluation, importance and mechanics of writing a business plan.
	06.10	Demonstrate an understanding of the components of monitoring costs, job order cost cycle, purchasing materials, inventory, and payroll in job order cost accounting.
	06.11	Evaluate the advantages and disadvantages of the three major forms of business ownership (sole proprietorship, partnership, and corporation).
	06.12	Understand the issues of family or home-based businesses.
	06.13	Demonstrate an understanding of e-Business.

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)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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.

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: **Human Resources Administrator**
Career Cluster: **Business Management and Administration**

CCC	
CIP Number	0552020105
Program Type	College Credit Certificate (CCC)
Program Length	21 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	11-3121 – Human Resources Manager
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Business Administration AS degree program (1552020102).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to human resources management, recruitment and staffing, compensation & benefits administration, employment law, records management, and introduction to business.

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

<u>Standards</u>

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

<u>Professional Skills:</u>

01.0   Manage business information using appropriate software.
02.0   Demonstrate effective business communication skills.
03.0   Describe the significance of legal and ethical issues in a business environment.
04.0   Develop human resources skills.
05.0   Demonstrate employability skills.

In addition to the professional learning outcomes, students are to complete outcomes in the following specialization:

- Human Resources - SOC Code 11-3131 (Training and Development Managers)

<u>Human Resources Specialization:</u>

06.0   Demonstrate knowledge of principles of human resources.

Florida Department of Education
Student Performance Standards

Program Title: **Human Resources Administrator**
CIP Number: **0552020105**
Program Length: **21 credit hours**
SOC Code(s):   **11-3121**

This certificate program is part of the Business Administration AS degree program (1552020102). At the completion of this program, the student will be able to:
Professional Skills:
01.0   Manage business information using appropriate software – the student will be able to:
01.01   Identify and use the appropriate software in a business environment.
01.02   Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
01.03   Utilize technology to access, research, analyze, and interpret business information.
02.0   Demonstrate effective business communication skills – the student will be able to:
02.01   Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. Give, follow and interpret oral and written communications.
02.02   Use interpersonal communication skills to facilitate effective interactions to work collaboratively.
02.03   Exhibit public relations skills that aid in achieving customer satisfaction.
02.04   Demonstrate effective teamwork skills. Participate in a group discussion as a member and leader.
02.05   Develop the ability to withstand conflict and resolve it when dealing with difficult people.
03.0   Describe the significance of legal and ethical issues in a business environment – the student will be able to:
03.01   Describe the basic features of a contract.
03.02   Describe the features of negotiable instruments.
03.03   Identify the appropriate use of employer property.
03.04   Describe the role of confidentiality in business.
03.05   Identify the importance of making decisions that are based on ethical reasoning and describe the personal and long term consequences of unethical choices in the workplace.

	03.06	Recognize different personality styles and how to interact effectively with them in the workplace.
	03.07	Discuss how values and attitudes influence behavior.
04.0	Develop human resources skills – the student will be able to:	
	04.01	Identify the role and function of human resources in the business environment.
	04.02	Describe and conduct a job analysis.
	04.03	Identify the role, principles and functions of recruitment and staffing.
	04.04	Describe the recruitment and staffing process.
	04.05	Demonstrate effective interview methods.
	04.06	Identify methods of new employee orientation and training.
	04.07	Identify the components of compensation and benefits plans.
	04.08	Describe the legal issues associated with compensation and benefits plans.
	04.09	Describe the administration of employer compensation and benefits plans.
	04.10	Describe the provisions of the Civil Rights Acts and Equal Employment Opportunity Commission (EEOC), as they apply human resources functions.
	04.11	Identify methods to protect organizations from potential negative legal actions.
05.0	Demonstrate employability skills – the student will be able to:	
	05.01	Identify sources of employment opportunities.
	05.02	Describe the job search process.
	05.03	Complete a résumé and a cover letter.
	05.04	Complete an electronic job application form correctly.
	05.05	Prepare a résumé for electronic distribution.
	05.06	Demonstrate effective job interview techniques and identify different types of interviews.
	05.07	Prepare a thank you note for an interview.
	05.08	Identify and demonstrate appropriate responses to feedback from supervisors.
	05.09	Identify and demonstrate acceptable work habits.

	05.10	Describe the importance of an employee's ability to be flexible in the workplace.
	05.11	Demonstrate effective time management skills.
	05.12	Identify methods for securing an employment reference.
Human Resources Specialization:		
06.0	Demonstrate knowledge of principles of human resources – the student will be able to:	
	06.01	Demonstrate knowledge of the functions of human resources.
	06.02	Demonstrate knowledge of the employer's relationship with the Human Resources Department.
	06.03	Demonstrate knowledge of the business concepts used in Human Resources.
	06.04	Demonstrate knowledge of recruitment of employees.
	06.05	Describe recruitment process.
	06.06	Analyze job descriptions and position requirements.
	06.07	Identify potential employees as candidates in reviewing applicant materials.
	06.08	Demonstrate knowledge of interviewing skills.
	06.09	Describe methods of orientation for new employees.
	06.10	Describe methods to train new employees.
	06.11	Demonstrate ability to interview candidates.
	06.12	Describe process for hiring new employees.
	06.13	Describe compensation and benefit plans.
	06.14	Develop compensation of benefit plans.
	06.15	Describe the legal issues associated with compensation and benefit plans.
	06.16	Apply legal concepts to compensation and benefit plans.
	06.17	Identify the components of the administration of compensation and benefit plans.
	06.18	Describe the functions of the administration of compensation and benefit plans.
	06.19	Describe principles, concepts and legal considerations for realistic decision situations and confrontations between employees and management.

06.20	Apply principles, concepts and legal considerations to realistic decision situations and confrontations between employees and management.
06.21	Recognize a company with potential human resource problems.
06.22	Take the necessary actions to prevent a potential employee problem from developing.
06.23	Be familiar with laws as they relate to human resource functions.
06.24	Demonstrate knowledge of the provisions of the Civil Rights Acts, EEOC legislation, OSHA, Rights of Women, Elderly, and the Handicapped, as they apply to human resource functions.
06.25	Demonstrate an awareness of Federal and State administrative agencies, their duties and how they affect human resource managers.
06.26	Identify methods to protect the human resource department and company from potential lawsuits.
06.27	Explain how perceptions of compensation differ among society, stockholders, managers and employees.
06.28	Formulate and implement a compensation strategy.
06.29	Examine pay relationships within a single organization.
06.30	Examine external competitiveness.
06.31	Examine amount of pay for each employee, how much and how often should pay be increased and on what basis.
06.32	Demonstrative an understanding of employee benefits and services.
06.33	Demonstrate an understanding of systems that may be tailored for special groups, sales representatives, executives, contract workers, and unions.
06.34	Demonstrate an understanding of global compensation systems.
06.35	Demonstrate an understanding of the government's role in compensation.
06.36	Recommend resolutions to Human Resource challenges.
06.37	Demonstrate an understanding of the interface between Human Resource managers and their support staff.
06.38	Demonstrate knowledge of the legal environment including equal employment opportunity and safety.
06.39	Demonstrate knowledge of the human resource planning process including acquisition and training of human resources.

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.

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Additional Resources

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http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml.

Florida Department of Education
Curriculum Framework

Program Title: **Applied Management**
Career Cluster: **Business Management and Administration**

AAS	
CIP Number	0552020107
Program Type	College Credit
Standard Length	60 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	11-1021 – General and Operations Managers 11-9199 – Managers, All Others 11-3011 – Administrative Services Managers
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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to communication skills, leadership skills, human relations and employability skills, principles of management, personnel management, and general business procedures.

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 60 credit hours.

Standards

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

01.0   Apply supervision skills.
02.0   Communicate effectively in supervision.
03.0   Apply strategies for effective management.
04.0   Employ creative thinking to achieve business objectives.
05.0   Demonstrate appropriate math skills.
06.0   Demonstrate an understanding of entrepreneurship.
07.0   Demonstrate knowledge of data-processing activities.
08.0   Identify, classify, and demonstrate management functions.
09.0   Apply basic quality control principles.
10.0   Demonstrate an understanding of professional, technical or industrial competencies.

Florida Department of Education
Student Performance Standards

Program Title: **Applied Management**
CIP Numbers: **0552020107**
Program Length: **60 credit hours**
SOC Code(s):   **11-1021; 11-9199; 11-3011**

The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. At the completion of this program, the student will be able to:
01.0   Apply supervision skills – the student should be able to:
01.01   Specify the responsibilities of the supervisor.
01.02   Implement human relations skills.
01.03   Follow leadership principles and approaches.
01.04   Apply positive approaches to discipline.
01.05   Conceptualize organizational functions of management.
01.06   Develop organizational plans.
01.07   Follow and teach accepted accident prevention practices.
01.08   Apply the principles and procedures of delegation.
01.09   Utilize motivational skills to coordinate employee and organization interest.
01.10   Apply appropriate techniques of dealing with crises.
01.11   Utilize strategies for dealing with interpersonal conflicts.
01.12   Analyze causes of resistance in employees.
01.13   Implement the agreement-finding process.
01.14   Develop and implement job instructions.
01.15   Apply principles of management to employee/employer conflicts.

	01.16	Explore and research latest issues regarding Americans with Disabilities Act (ADA).
	01.17	Conduct decision making meetings
	01.18	Employ steps of effective decision-making.
	01.19	Set goals and objectives.
	01.20	Evaluate job applicants.
	01.21	Discuss the performance appraisal with an employee.
	01.22	Implement participative style of supervision.
02.0	Communicate effectively in supervision – the student should be able to:	
	02.01	Solve problems in communicating.
	02.02	Exhibit appropriate habits in person-to-person communication.
	02.03	Utilize appropriate communication skills using telephone, computer or other electronic media, both domestically and internationally.
	02.04	Use communication feedback effectively.
	02.05	Use persuasion skills in communicating.
	02.06	Build credibility in management.
	02.07	Recognize and react to non-verbal communication.
	02.08	Practice conflict management skills.
	02.09	Write an effective memorandum.
	02.10	Prepare a written technical report.
	02.11	Apply verbal and non-verbal inter-cultural communication skills.
	02.12	Read and understand graphs, charts, diagrams, and tables commonly used in the industrial/occupational area.
	02.13	Write logical and understandable statements to accurately complete forms/invoices commonly used in business and industry, both domestically and internationally.
03.0	Apply strategies for effective management – the student should be able to:	
	03.01	Diagnose unacceptable performance.

	03.02	Determine effective discipline procedures.
	03.03	Undertake disciplinary action.
	03.04	Plan appraisal interviews.
	03.05	Conduct appraisal interviews.
	03.06	Implement transfer, demotion, and termination procedures.
	03.07	Conduct hiring interviews.
	03.08	Implement recruitment procedures.
	03.09	Apply the hierarchy of human needs to worker motivation.
04.0	Employ creative thinking to achieve business objectives – the student should be able to:	
	04.01	Utilize techniques for maximum production of ideas.
	04.02	Establish and maintain conditions necessary for creative problem solving.
	04.03	Diagnose conditions antithetical to creativity.
	04.04	Oversee problem solving.
05.0	Demonstrate appropriate math skills – the student should be able to:	
	05.01	Solve problems for volume, weight, area, circumference, and perimeter measurements for rectangles, squares, and cylinders.
	05.02	Measure tolerance(s) on horizontal and vertical surfaces using millimeters, centimeters, feet, and inches.
	05.03	Add, subtract, multiply, and divide using fractions, decimals, and whole numbers.
	05.04	Determine the correct purchase price, including sales tax, for a materials list containing a minimum of six items.
	05.05	Demonstrate an understanding of federal, state, and local taxes and their computation.
	05.06	Demonstrate an understanding of balance sheets and income statements and their computation..
06.0	Demonstrate an understanding of entrepreneurship – the student should be able to:	
	06.01	Identify characteristics of the American enterprise system.
	06.02	Define inflation and deflation.

	06.03	Identify characteristics of international and global enterprise systems.
	06.04	Determine the results of a change in demand or a change in supply.
	06.05	List factors that contribute to economic growth.
	06.06	Identify characteristics of different types of business ownership.
	06.07	Choose appropriate action in a situation requiring application of business ethics.
	06.08	Demonstrate understanding of basic marketing principles.
07.0	Demonstrate knowledge of data-processing activities – the student should be able to:	
	07.01	Identify terms commonly used in information processing.
	07.02	Demonstrate understanding of Microcomputer Applications Software.
	07.03	Identify automated business systems, equipment components, and media.
	07.04	Sequence and define the six steps of a procession cycle.
	07.05	Interpret operations of a flowchart of a simulated business job.
	07.06	Check printout for errors, correct, and resubmit.
	07.07	Use an alphanumeric keyboard and a ten-key numeric pad with appropriate techniques.
08.0	Identify, classify, and demonstrate management functions – the student should be able to:	
	08.01	Identify the correct definition of management.
	08.02	Identify management positions and styles.
	08.03	Identify the major functions of management.
	08.04	Classify activities as part of the planning function of management.
	08.05	Classify activities as part of the organizing function of management.
	08.06	Classify activities as part of the staffing function of management.
	08.07	Classify activities as part of the directing function of management.
	08.08	Classify activities as part of the controlling function of management.

	08.09	Distinguish the differences among management functions.
	08.10	Select the most effective communication systems.
09.0	Apply basic quality control principles – the student should be able to:	
	09.01	Interpret basic statistical process control charts.
	09.02	Apply basic statistical process control principles.
	09.03	Analyze workers' and inspectors' roles in quality production.
	09.04	Conduct a quality circle work session.
10.0	Demonstrate an understanding of technical or industrial competencies – the student should be able to:	
	10.01	Demonstrate an understanding of professional, technical or industrial competencies as specified in the curriculum frameworks of any postsecondary adult or postsecondary vocational program.
	10.02	Demonstrate an understanding of professional, technical or industrial competencies through practical or lifetime experience.

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)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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.

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: **Office Management**
Career Cluster: **Business Management and Administration**

CCC	
CIP Number	0552020401
Program Type	College Credit Certificate (CCC)
Program Length	27 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	43-6011 – Executive Secretaries and Executive Administrative Assistants
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Office Administration AS (60) degree program (1552020401).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to expediting and facilitating the maintenance and production of correspondence and records; to telecommunicate; maintain office budget; planning; preparing correspondence and resolutions; filing and maintaining documents; and assisting in the administration of policy.

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

Standards

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

Professional Skills:
01.0   Demonstrate effective business communication skills.
02.0   Manage business information using appropriate software.
03.0   Perform records management activities.
04.0   Perform accounting activities.
05.0   Demonstrate employability and workplace skills.
06.0   Perform information processing activities.
07.0   Develop leadership skills.
08.0   Develop strategic organizational skills.
09.0   Perform office management activities.

In addition to the above core outcomes, students may also complete the outcomes in the following specialization:

Legal Office Specialization:
10.0   Perform machine dictation/transcription activities.
11.0   Perform legal office management activities.
12.0   Perform legal office activities.
13.0   Demonstrate knowledge of U.S. and Florida court systems.

Florida Department of Education
Student Performance Standards

Program Title: **Office Management**
CIP Number: **0552020401**
Program Length: **27 credit hours**
SOC Code(s):   **43-6011**

This certificate program is part of the Office Administration (60) AS degree program (1552020401). At the completion of this program, the student will be able to:
Professional Skills:
01.0   Demonstrate effective business communication skills – the student will be able to:
01.01   Demonstrate excellent customer service skills using the telephone.
01.02   Demonstrate understanding of current communications technology.
01.03   Demonstrate ability in voice mail, paging, transferring, recording/taking messages, and screening calls.
01.04   Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. Give, follow and interpret oral and written communications.
01.05   Use interpersonal communication skills to facilitate effective interactions to work collaboratively.
01.06   Discuss the importance of using the appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation. Demonstrate effective listening skills.
01.07   Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice.
01.08   Demonstrate ability to communicate effectively with diverse populations.
01.09   Demonstrate knowledge of appropriate spelling, grammar, punctuation, and word choice.
01.10   Proofread and edit documents using proofreaders' marks.
01.11   Prepare and use technology enhanced materials to deliver an oral presentation.
02.0   Manage business information using appropriate software – the student will be able to:
02.01   Identify formatting principles.
02.02   Perform computer activities using data base, spreadsheet, and graphics presentation, word processing, e-mail/scheduling, and utility software applications.

	02.03	Produce business documents.
	02.04	Produce envelopes, labels, interoffice memorandum and labels, meeting minutes, tabulated information, multi-page documents, numbered and bulleted lists, reports using footnotes and endnotes, tables, press releases, variable size cards and documents, material from hand-written copy, and multi-copy pre-printed business forms.
	02.05	Prepare documents from rough draft copy using proofreaders' marks.
	02.06	Prepare a document using mail merge and variable information.
	02.07	Identify and use the appropriate software in a business environment.
	02.08	Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
	02.09	Demonstrate proficiency in the use of business software to create, maintain and manage documents and produce reports.
03.0	Perform records management activities – the student will be able to:	
	03.01	Index, code, sort, and file materials alphabetically, numerically, geographically and by subject, both manually and electronically.
	03.02	Identify types of filing supplies, equipment, and procedures.
	03.03	Cross-reference materials in the alphabetic, numeric, geographic, and subject filing systems.
	03.04	Search for, retrieve, and investigate information in files.
	03.05	Identify characteristics of centralized and decentralized filing systems.
04.0	Perform accounting activities – the student will be able to:	
	04.01	Prepare and process expense reports.
	04.02	Prepare payroll records, including time sheets.
	04.03	Demonstrate a general knowledge of the accounting cycle.
	04.04	Demonstrate proficiency in cash control procedures, including bank deposits, electronic fund transfers, credit and debit transactions, bank reconciliations, and petty cash.
	04.05	Use source documents to prepare and analyze transactions, including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips.
05.0	Demonstrate employability and workplace skills – the student will be able to:	
	05.01	Identify sources of employment opportunities.
	05.02	Describe the job search process.
	05.03	Complete a resume and a cover letter.

	05.04	Demonstrate effective job interview techniques and identify different types of interviews.
	05.05	Prepare a thank you note for an interview.
	05.06	Identify and demonstrate acceptable work habits.
	05.07	Identify and demonstrate positive interpersonal skills.
	05.08	Demonstrate ability to work with diverse populations.
	05.09	Demonstrate ability to work as a team member.
	05.10	Identify methods for securing an employment reference.
06.0	Perform information processing activities – the student will be able to:	
	06.01	Demonstrate ability to manage files electronically.
	06.02	Define differences between operating systems and software applications.
	06.03	Identify and understand terms commonly used in information technology.
	06.04	Identify business systems, equipment components, and electronic media.
	06.05	Create and edit documents from handwritten, dictated and typed material using current technology.
	06.06	Input numeric data.
	06.07	Describe ways to identify computer viruses.
	06.08	Demonstrate knowledge of the importance of continuing education and technology updates.
07.0	Develop leadership skills – the student will be able to:	
	07.01	List principles of group dynamics.
08.0	Develop strategic organizational skills – the student will be able to:	
	08.01	Choose appropriate action in situations requiring application of business ethics.
	08.02	Determine preventive actions for office communication problems.
09.0	Perform office management activities – the student will be able to:	
	09.01	Identify management styles.
	09.02	Set priorities and develop efficient procedures for work flow.

	09.03 Select items to include in a new employee's orientation to the job

In addition to the above core outcomes, students may also complete the outcomes in the following specialization:

Legal Office Specialization:

10.0	Perform machine dictation/transcription activities – the student will be able to:
	10.01 Demonstrate techniques in machine dictation and transcription.
	10.02 Transcribe recorded dictation of legal correspondence and other legal documents.
	10.03 Evaluate transcription systems for office utilization.
11.0	Perform legal office management activities – the student will be able to:
	11.01 Make decisions on major equipment acquisition.
	11.02 Prepare and maintain client records.
	11.03 Define the major functions of legal office management.
	11.04 List characteristics of effective leaders/managers.
	11.05 List the steps in problem solving.
	11.06 Maintain work schedules for payroll purposes.
	11.07 Demonstrate knowledge of motivational techniques.
	11.08 Sketch the layout of a legal office using the principles of ergonomics.
	11.09 Calculate billable hours.
12.0	Perform legal office activities – the student will be able to:
	12.01 Define, understand, and spell legal terminology.
	12.02 Identify terms and procedures related to the legal process.
	12.03 Identify the court in which legal documents should be filed.
	12.04 Identify sources of legal reference.
	12.05 Demonstrate knowledge of the confidential fiduciary relationship between client and attorney.
	12.06 Demonstrate knowledge of computer security in the confidential environment.

	12.07	Identify and use printed and electronic sources of legal information.
	12.08	Maintain records for assessing client charges.
	12.09	Maintain an appointment book.
	12.10	Maintain a tickler file for docket control.
	12.11	Demonstrate knowledge of document formats required by the court systems and other agencies.
	12.12	Demonstrate knowledge of legal filing systems in a law office.
	12.13	Create legal templates.
	12.14	Key information using legal templates.
13.0	Demonstrate knowledge of U.S. and Florida court systems – the student will be able to:	
	13.01	Describe the courts of Florida and the jurisdiction of each.
	13.02	Describe the courts of the Federal System and other agencies and the jurisdiction of each.

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)

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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.

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: **Office Support**
Career Cluster: **Business Management and Administration**

CCC	
CIP Number	0552020403
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	43-6011 – Executive Secretaries and Executive Administrative Assistants
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Office Administration (60) AS degree program (1552020401).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to expediting and facilitating the maintenance and production of correspondence and records; to telecommunicate; maintain office budget; planning; preparing correspondence and resolutions; filing and maintaining documents; and assisting in the administration of policy.

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

Standards

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

Professional Skills:
01.0   Demonstrate effective business communication skills.
02.0   Manage business information using appropriate software.
03.0   Demonstrate employability and workplace skills.
04.0   Perform information processing activities.

In addition to the above core outcomes, students may complete outcomes in one of the following specializations:

Legal Office Specialization:
05.0   Perform legal office activities.

Medical Office Specialization:
05.0   Perform medical office activities.

Florida Department of Education
Student Performance Standards

Program Title: **Office Support**
CIP Number: **0552020403**
Program Length: **12 credit hours**
SOC Code(s): **43-6011**

This certificate program is part of the Office Administration (60) AS degree program (1552020401). At the completion of this program, the student will be able to:
Professional Skills:

01.0	Demonstrate effective business communication skills – the student will be able to:
	01.01 Demonstrate understanding of current communications technology.
	01.02 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. Give, follow and interpret oral and written communications.
	01.03 Discuss the importance of using the appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation. Demonstrate effective listening skills.
	01.04 Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice.
	01.05 Demonstrate ability to communicate effectively with diverse populations.
	01.06 Demonstrate knowledge of appropriate spelling, grammar, punctuation, and word choice.
	01.07 Proofread and edit documents using proofreaders' marks.
	01.08 Prepare and use technology enhanced materials to deliver an oral presentation.
02.0	Manage business information using appropriate software – the student will be able to:
	02.01 Identify formatting principles.
	02.02 Perform computer activities using data base, spreadsheet, and graphics presentation, word processing, e-mail/scheduling, and utility software applications.
	02.03 Produce business documents.
	02.04 Prepare documents from rough draft copy using proofreaders' marks.
	02.05 Identify and use the appropriate software in a business environment.

	02.06	Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
	02.07	Demonstrate proficiency in the use of business software to create, maintain and manage documents and produce reports.
03.0	Demonstrate employability and workplace skills – the student will be able to:	
	03.01	Identify sources of employment opportunities.
	03.02	Identify and demonstrate acceptable work habits.
04.0	Perform information processing activities – the student will be able to:	
	04.01	Demonstrate ability to manage files electronically.
	04.02	Define differences between operating systems and software applications.
	04.03	Identify and understand terms commonly used in information technology.
	04.04	Identify business systems, equipment components, and electronic media.
	04.05	Create and edit documents from handwritten, dictated and typed material using current technology.
	04.06	Input numeric data.
	04.07	Describe ways to identify computer viruses.
	04.08	Demonstrate knowledge of the importance of continuing education and technology updates.
In addition to the above core outcomes, students may complete outcomes in one of the following specializations:		
Legal Office Specialization:		
05.0	Perform legal office activities – the student will be able to:	
	05.01	Define, understand, and spell legal terminology.
	05.02	Identify terms and procedures related to the legal process.
	05.03	Identify the court in which legal documents should be filed.
	05.04	Identify sources of legal reference.
	05.05	Demonstrate knowledge of the confidential fiduciary relationship between client and attorney.
	05.06	Demonstrate knowledge of computer security in the confidential environment.

	05.07	Identify and use printed and electronic sources of legal information.
	05.08	Maintain records for assessing client charges.
	05.09	Maintain an appointment book.
	05.10	Maintain a tickler file for docket control.
	05.11	Demonstrate knowledge of document formats required by the court systems and other agencies.
	05.12	Demonstrate knowledge of legal filing systems in a law office.
	05.13	Create legal templates.
	05.14	Key information using legal templates.
Medical Office Specialization:		
05.0	Perform medical office activities – the student will be able to:	
	05.01	Select, complete, verify and submit insurance forms.
	05.02	Record charges and collections and prove accounting transactions.
	05.03	Schedule appointments and activities.
	05.04	Define and spell medical terms.
	05.05	Use medical references.
	05.06	Prepare and maintain patient records.
	05.07	Demonstrate knowledge of the legal and ethical aspects of health care.
	05.08	Locate and record information from medical records.
	05.09	Demonstrate a compliance with all federal and state health care regulations.
	05.10	Describe functions in a medical office.
	05.11	Demonstrate understanding of legal and ethical issues in a medical office.
	05.12	Demonstrate knowledge of computer security in the confidential environment.
	05.13	Evaluate transcription systems for the medical office.

05.14	Demonstrate correct techniques in transcribing medical information.
05.15	Transcribe recorded dictation of medical correspondence and other medical documents.

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)

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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.

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: **Accounting Technology Operations**
Career Cluster: **Business Management and Administration**

CCC	
CIP Number	0552030203
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	43-3031 – Bookkeeping, Accounting and Auditing Clerks
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Accounting Technology (60) AS degree program (1552030201).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 such as accounts receivable coordinators, accounts payable coordinators, bookkeepers, credit and collections coordinators, payroll coordinators, accountants, auditors, and other accounting paraprofessionals in advanced professional accounting occupations in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the principles, procedures, and theories of organizing, analyzing and recording business and financial transactions and the preparation of accompanying financial records and reports for internal and external users.

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

<u>Standards</u>

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

01.0   Prepare and use financial information about business organizations to support decision making.
02.0   Manage business information using appropriate software.
03.0   Demonstrate effective business communication and collaboration skills.
04.0   Evaluate business and financial information to support internal decision making.

Florida Department of Education
Student Performance Standards

Program Title: **Accounting Technology Operations**
CIP Number: **0552030203**
Program Length: **18 credit hours**
SOC Code(s): **43-3031**

This certificate program is part of the Accounting Technology (60) AS degree program (1552030201). At the completion of this program, the student will be able to:
01.0 Prepare and use financial information about business organizations to support decision making – the student will be able to:
01.01 Demonstrate the application of the full accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, posting of journal entries, preparation of trial balance, journalizing and posting of adjusting entries, journalizing and posting of post-closing entries, and preparation of an income statement, statement of owner's equity, cash flow statement, and balance sheet).
01.02 Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, petty cash, and journal entries related to all relating banking activities).
01.03 Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
01.04 Describe internal control methods and fraud controls.
01.05 Apply judgment in the application of accounting principles in a global marketplace.
01.06 Analyze financial information to make informed business decisions.
01.07 Maintain knowledge of ever-evolving accounting regulations and standards.
02.0 Manage business information using appropriate software – the student will be able to:
02.01 Identify and use the appropriate software in a business environment.
02.02 Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
02.03 Utilize technology to access, research, analyze, and interpret business information.
02.04 Demonstrate proficiency in the use of accounting software to maintain accounting records and produce reports.
02.05 Understand the basics of ERP and IT systems.
03.0 Demonstrate effective business communication and collaboration skills – the student 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	Use interpersonal communication skills to facilitate effective interactions to work collaboratively.
	03.03	Exhibit public relations skills that aid in achieving customer satisfaction.
	03.04	Demonstrate effective teamwork skills.
	03.05	Develop the ability to withstand conflict and resolve it when dealing with difficult people.
	03.06	Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation.
04.0	Evaluate business and financial information to support internal decision making – the student will be able to:	
	04.01	Identify and apply fundamentals of managerial accounting.
	04.02	Analyze data to evaluate alternatives in making short-run and capital budget decisions.
	04.03	Calculate and use break-even analysis and other related topics to make unstructured business decisions.
	04.04	Use various cost accounting systems for products/services.
	04.05	Evaluate customer and product/service profitability.
	04.06	Prepare business plans, budgets, and forecasts to support the management process.
	04.07	Evaluate the performance of an organization, its processes, and people.

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)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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.

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: **Accounting Technology Specialist**
Career Cluster: **Business Management and Administration**

CCC	
CIP Number	0552030204
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	43-3031 – Bookkeeping, Accounting and Auditing Clerks
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Accounting Technology (60) AS degree program (1552030201).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 such as accounts payable coordinators, bookkeepers, credit and collections coordinators, payroll coordinators, accountants, auditors, and other accounting paraprofessionals in advanced professional accounting occupations in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the principles, procedures, and theories of organizing, analyzing and recording business and financial transactions and the preparation of accompanying financial records and reports for internal and external users.

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

Standards

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

01.0   Prepare and use financial information about business organizations to support decision making.
02.0   Manage business information using appropriate software.
03.0   Demonstrate effective business communication and collaboration skills.

Florida Department of Education
Student Performance Standards

Program Title: **Accounting Technology Specialist**
CIP Number: **0552030204**
Program Length: **12 credit hours**
SOC Code(s): **43-3031**

This certificate program is part of the Accounting Technology (60) AS or degree program (1552030201). At the completion of this program, the student will be able to:	
01.0	Prepare and use financial information about business organizations to support decision making – the student will be able to:
	01.01 Demonstrate knowledge of the accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, preparation of trial balance, adjusting entries, closing entries, and financial statement preparation (i.e., income statement, statement of retained earnings, cash flow statement, and balance sheet).
	01.02 Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, petty cash, and journal entries related to all relating banking activities).
	01.03 Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
	01.04 Describe internal control methods and fraud controls.
	01.05 Apply judgment in the application of accounting principles in a global marketplace.
	01.06 Analyze financial information to make informed business decisions.
	01.07 Maintain knowledge of ever-evolving accounting regulations and standards.
02.0	Manage business information using appropriate software – the student will be able to:
	02.01 Identify and use the appropriate software in a business environment.
	02.02 Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
	02.03 Utilize technology to access, research, analyze, and interpret business information.
03.0	Demonstrate effective business communication skills – the student 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 Use interpersonal communication skills to facilitate effective interactions to work collaboratively.

03.03	Exhibit public relations skills that aid in achieving customer satisfaction.
03.04	Demonstrate effective teamwork skills.
03.05	Develop the ability to withstand conflict and resolve it when dealing with difficult people.
03.06	Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation.

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)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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.

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: **Accounting Technology Management**
Career Cluster: **Business Management and Administration**

CCC	
CIP Number	0552030205
Program Type	College Credit Certificate (CCC)
Program Length	27 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	43-3031 – Bookkeeping, Accounting and Auditing Clerks
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Accounting Technology (60) AS degree program (1552030201).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 such as accounts receivable coordinators, accounts payable coordinators, bookkeepers, credit and collections coordinators, payroll coordinators, accountants, auditors, and other accounting paraprofessionals in advanced professional accounting occupations in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the principles, procedures, and theories of organizing, analyzing and recording business and financial transactions and the preparation of accompanying financial records and reports for internal and external users.

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

Standards

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

01.0   Prepare and use financial information about business organizations to support decision making.
02.0   Manage business information using appropriate software.
03.0   Demonstrate effective business communication skills.
04.0   Evaluate business and financial information to support internal decision making.
05.0   Prepare governmental tax forms, including income, payroll, and sales taxes.
06.0   Consider the implications of professional values, ethics, and attitudes in business.

Florida Department of Education
Student Performance Standards

Program Title: **Accounting Technology Management**
CIP Number: **0552030205**
Program Length: **27 credit hours**
SOC Code(s):   **43-3031**

This certificate program is part of the Accounting Technology (60) AS degree program (1552030201). At the completion of this program, the student will be able to:
01.0   Prepare and use financial information about business organizations to support decision making – the student will be able to:
01.01   Demonstrate the application of the full accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, posting of journal entries, preparation of trial balance, journalizing and posting of adjusting entries, journalizing and posting of post-closing entries, and preparation of an income statement, statement of owner's equity, cash flow statement, and balance sheet).
01.02   Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, petty cash, and journal entries related to all relating banking activities).
01.03   Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
01.04   Describe internal control methods and fraud controls.
01.05   Apply judgment in the application of accounting principles in a global marketplace.
01.06   Analyze financial information to make informed business decisions.
01.07   Maintain knowledge of ever-evolving accounting regulations and standards.
02.0   Manage business information using appropriate software – the student will be able to:
02.01   Identify and use the appropriate software in a business environment.
02.02   Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
02.03   Utilize technology to access, research, analyze, and interpret business information.
02.04   Demonstrate proficiency in the use of accounting software to maintain accounting records and produce reports.
02.05   Understand the basics of ERP and IT systems
03.0   Demonstrate effective business communication and collaboration skills – the student 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	Use interpersonal communication skills to facilitate effective interactions to work collaboratively.
	03.03	Exhibit public relations skills that aid in achieving customer satisfaction.
	03.04	Demonstrate effective teamwork skills.
	03.05	Develop the ability to withstand conflict and resolve it when dealing with difficult people.
	03.06	Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation.
04.0	Evaluate business and financial information to support internal decision making – the student will be able to:	
	04.01	Identify and apply fundamentals of managerial accounting.
	04.02	Analyze data to evaluate alternatives in making short-run and capital budget decisions.
	04.03	Calculate and use break-even analysis and other related topics to make unstructured business decisions.
	04.04	Use various cost accounting systems for products/services.
	04.05	Evaluate customer and product/service profitability.
	04.06	Prepare business plans, budgets, and forecasts to support the management process.
	04.07	Evaluate the performance of an organization, its processes, and people.
05.0	Prepare governmental tax forms, including income, payroll, and sales taxes – the student will be able to:	
	05.01	Prepare business related tax forms (e.g. income and sales taxes), necessary for compliance with local, state and federal agencies.
	05.02	Maintain current knowledge of tax issues.
	05.03	Identify and analyze tax issues, consider alternative treatments and their consequences, and decide and defend your tax treatment solution.
	05.04	Use payroll records to prepare payroll transactions to comply with all local, state, and federal laws and employer or employee obligations.
06.0	Consider the implications of professional values, ethics, and attitudes in business – the student will be able to:	
	06.01	Identify the importance of making decisions that are based on ethical reasoning.
	06.02	Identify and discuss personal and long term consequences of unethical choices in the workplace.
	06.03	Use ethical reasoning and judgment and act in accordance with legal responsibilities.

06.04   Recognize potentially unethical behavior in others and the steps to resolve it.

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)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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.

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: **Office Specialist**
Career Cluster: **Business Management and Administration**

CCC	
CIP Number	0552040704
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	43-6011 – Executive Secretaries and Executive Administrative Assistants
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Office Administration (60) AS degree program (1552020401).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to expediting and facilitating the maintenance and production of correspondence and records; to telecommunicate; maintain office budget; planning; preparing correspondence and resolutions; filing and maintaining documents; and assisting in the administration of policy.

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

Standards

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

Professional Skills:
01.0   Demonstrate effective business communication skills.
02.0   Manage business information using appropriate software.
03.0   Perform accounting activities.
04.0   Demonstrate employability and workplace skills.
05.0   Perform information processing activities.
06.0   Develop leadership skills.
07.0   Develop strategic organizational skills.

In addition to the above core outcomes, students may complete the outcomes in one of the following specializations:

Legal Office Specialization:
08.0   Perform legal office activities.
09.0   Demonstrate knowledge of U.S. and Florida court systems.

Medical Office Specialization:
08.0   Perform medical office activities.

Florida Department of Education
Student Performance Standards

Program Title: **Office Specialist**
CIP Number: **0552040704**
Program Length: **18 credit hours**
SOC Code(s):   **43-6011**

This certificate program is part of the Office Administration (60) AS degree program (1552020401). At the completion of this program, the student will be able to:
Professional Skills:
01.0   Demonstrate effective business communication skills – the student will be able to:
01.01 Demonstrate understanding of current communications technology.
01.02 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. Give, follow and interpret oral and written communications.
01.03 Discuss the importance of using the appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation. Demonstrate effective listening skills.
01.04 Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice.
01.05 Demonstrate ability to communicate effectively with diverse populations.
01.06 Demonstrate knowledge of appropriate spelling, grammar, punctuation, and word choice.
01.07 Proofread and edit documents using proofreaders' marks.
01.08 Prepare and use technology enhanced materials to deliver an oral presentation.
02.0   Manage business information using appropriate software – the student will be able to:
02.01 Identify formatting principles.
02.02 Perform computer activities using data base, spreadsheet, and graphics presentation, word processing, e-mail/scheduling, and utility software applications.
02.03 Produce business documents.
02.04 Prepare documents from rough draft copy using proofreaders' marks.
02.05 Identify and use the appropriate software in a business environment.

	02.06	Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
	02.07	Demonstrate proficiency in the use of business software to create, maintain and manage documents and produce reports.
03.0	Perform accounting activities – the student will be able to:	
	03.01	Prepare and process expense reports.
	03.02	Prepare payroll records, including time sheets.
04.0	Demonstrate employability and workplace skills – the student will be able to:	
	04.01	Identify sources of employment opportunities.
	04.02	Describe the job search process.
	04.03	Complete a resume and a cover letter.
	04.04	Demonstrate effective job interview techniques and identify different types of interviews.
	04.05	Prepare a thank you note for an interview.
	04.06	Identify and demonstrate acceptable work habits.
	04.07	Identify and demonstrate positive interpersonal skills.
	04.08	Demonstrate ability to work with diverse populations.
	04.09	Demonstrate ability to work as a team member.
	04.10	Identify methods for securing an employment reference.
05.0	Perform information processing activities – the student will be able to:	
	05.01	Demonstrate ability to manage files electronically.
	05.02	Define differences between operating systems and software applications.
	05.03	Identify and understand terms commonly used in information technology.
	05.04	Identify business systems, equipment components, and electronic media.
	05.05	Create and edit documents from handwritten, dictated and typed material using current technology.
	05.06	Input numeric data.

	05.07	Describe ways to identify computer viruses.
	05.08	Demonstrate knowledge of the importance of continuing education and technology updates.
06.0	Develop leadership skills – the student will be able to:	
	06.01	List principles of group dynamics.
07.0	Develop strategic organizational skills – the student will be able to:	
	07.01	Choose appropriate action in situations requiring application of business ethics.
	07.02	Determine preventive actions for office communication problems.
In addition to the above core outcomes, students may complete the outcomes in one of the following specializations:		
Legal Office Specialization:		
08.0	Perform legal office activities – the student will be able to:	
	08.01	Define, understand, and spell legal terminology.
	08.02	Identify terms and procedures related to the legal process.
	08.03	Identify the court in which legal documents should be filed.
	08.04	Identify sources of legal reference.
	08.05	Demonstrate knowledge of the confidential fiduciary relationship between client and attorney.
	08.06	Demonstrate knowledge of computer security in the confidential environment.
	08.07	Identify and use printed and electronic sources of legal information.
	08.08	Maintain an appointment book.
	08.09	Maintain a tickler file for docket control.
	08.10	Demonstrate knowledge of document formats required by the court systems and other agencies.
	08.11	Create legal templates.
	08.12	Key information using legal templates.
09.0	Demonstrate knowledge of U.S. and Florida court systems – the student will be able to:	

09.01	Describe the courts of Florida and the jurisdiction of each.
09.02	Describe the courts of the Federal System and other agencies and the jurisdiction of each.
Medical Office Specialization:	
08.0	Perform medical office activities – the student will be able to:
08.01	Select, complete, verify and submit insurance forms.
08.02	Schedule appointments and activities.
08.03	Define and spell medical terms.
08.04	Use medical references.
08.05	Demonstrate a compliance with all federal and state healthcare regulations.
08.06	Describe functions in a medical office.
08.07	Demonstrate correct techniques in transcribing medical information.

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)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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.

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: **Business Management**
Career Cluster: **Business Management and Administration**

CCC	
CIP Number	0552070101
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	11-1021 – General and Operations Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Business Administration AS degree program (1552020102).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to instruction to individuals in the areas of planning, organizing, directing and controlling of a business, with emphasis on selected theories of management and decision making and the knowledge and understanding necessary for managing people and functions.

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

Standards

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

Professional Skills:

01.0   Prepare and use financial information about business organizations to support decision making.
02.0   Manage business information using appropriate software.
03.0   Demonstrate effective business communication skills.
04.0   Describe the significance of legal and ethical issues in a business environment.
05.0   Demonstrate employability skills.
06.0   Prepare or develop strategic or organizational skills.
07.0   Identify, classify and demonstrate management activities.

In addition, students may complete the outcomes in one of the following specializations:

- Banking - SOC Code 11-3031 (Financial Managers)
- Human Resources - SOC Code 11-3131 (Training and Development Managers)
- International Business - SOC Code 11-2011 (Advertising and Promotion Managers)
- Management - SOC Code 11-9199 (Managers, All other)
- Small Business Management - SOC Code 11-3011 (Administrative Services Managers)
-

Banking Specialization:

08.0   Understand terminology unique to the finance and credit industry.
09.0   Demonstrate knowledge of basic functions of financial institutions.
10.0   Utilize effective cross selling techniques and procedures for financial services.
11.0   Demonstrate knowledge of the history, growth and structure of the banking industry.
12.0   Demonstrate basic skills for performing functions of entry level positions in banking institutions.
13.0   Demonstrate security procedures and detection of fraud.
14.0   Demonstrate proficiency in money and banking.
15.0   Demonstrate proficiency in economic principles.

Human Resources Specialization:

08.0   Demonstrate knowledge of principles of human resources.

International Business Specialization:

08.0   Demonstrate knowledge of international marketing and distribution activities.
09.0   Demonstrate knowledge of international banking and finance activities.

10.0   Demonstrate knowledge of international social and cultural business practices.
11.0   Demonstrate knowledge of international law and economic activities.

Management Specialization:

08.0   Demonstrate knowledge of the principles and practices of management.
09.0   Demonstrate knowledge of essential human relations skills.
10.0   Demonstrate knowledge of the supervisory responsibilities of management.
11.0   Demonstrate knowledge of human resources management.

Small Business Management Specialization:

08.0   Demonstrate knowledge of small business management functions.

Florida Department of Education
Student Performance Standards

Program Title: **Business Management**
CIP Number: **0552070101**
Program Length: **24 credit hours**
SOC Code(s):   **11-1021**

This certificate program is part of the Business Administration AS degree program 1552020102. At the completion of this program, the student will be able to:
Professional Skills:
01.0   Prepare and use financial information about business organizations to support decision making – the student will be able to:
01.01   Demonstrate knowledge of the accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, preparation of trial balance, adjusting entries, closing entries, and financial statement preparation (i.e., income statement, statement of retained earnings, cash flow statement, and balance sheet).
01.02   Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, petty cash, and journal entries related to all relating banking activities).
01.03   Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
01.04   Analyze financial information to make informed business decisions.
02.0   Manage business information using appropriate software – the student will be able to:
02.01   Identify and use the appropriate software in a business environment.
02.02   Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
02.03   Utilize technology to access, research, analyze, and interpret business information.
03.0   Demonstrate effective business communication skills – the student will be able to:
03.01   Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. Give, follow and interpret oral and written communications.
03.02   Use interpersonal communication skills to facilitate effective interactions to work collaboratively.
03.03   Exhibit public relations skills that aid in achieving customer satisfaction.
03.04   Demonstrate effective teamwork skills. Participate in a group discussion as a member and leader.

	03.05	Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation. Demonstrate effective listening skills.
	03.06	Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice.
	03.07	Prepare, outline and deliver an effective oral presentation. Prepare and use visual material, including slide presentation software.
04.0	Describe the significance of legal and ethical issues in a business environment – the student will be able to:	
	04.01	Describe the basic features of a contract.
	04.02	Describe the features of negotiable instruments.
	04.03	Define intellectual property rights.
	04.04	Identify the appropriate use of employer property.
	04.05	Describe the role of confidentiality in business.
	04.06	Identify the importance of making decisions that are based on ethical reasoning and describe the personal and long term consequences of unethical choices in the workplace.
	04.07	Demonstrate conflict resolution skills.
	04.08	Recognize different personality styles and how to interact effectively with them in the workplace.
05.0	Demonstrate employability skills – the student will be able to:	
	05.01	Identify sources of employment opportunities.
	05.02	Describe the job search process.
	05.03	Complete a résumé and a cover letter.
	05.04	Complete an electronic job application form correctly.
	05.05	Prepare a résumé for electronic distribution.
	05.06	Demonstrate effective job interview techniques and identify different types of interviews.
	05.07	Identify and demonstrate appropriate responses to feedback from supervisors.
	05.08	Identify and demonstrate acceptable work habits.
	05.09	Describe the importance of an employee's ability to be flexible in the workplace.
	05.10	Demonstrate effective time management skills.

	05.11	Identify methods for securing an employment reference.
06.0	Prepare or develop strategic or organizational skills – the student will be able to:	
	06.01	Define effective leadership and identify key leadership behaviors.
	06.02	Compare different styles of leadership.
	06.03	Define organization vision and mission.
	06.04	Identify characteristics of effective goals.
	06.05	Explain how effective leaders identify problems and make decisions.
07.0	Identify, classify, and demonstrate management activities – the student will be able to:	
	07.01	Describe the components of management, including: human resources, operations, strategic, marketing, financial, information technology and their impact on an organization's ability to achieve their goals.
	07.02	Identify how an organization's management policy is formulated in large and small organizations. Describe how an organization's mission and vision affect the formation of policy.
	07.03	Describe management's primary function in a for-profit organization as the satisfaction of its shareholders in the achievement of a profit. Identify the goals of non-profit and public administration organizations in supporting the goals and mission of those organizations. Describe how an organization's policy impacts management's decisions.
In addition, students may complete the outcomes in one of the following specializations:		
<u>Banking Specialization:</u>		
08.0	Understand terminology unique to the banking industry – the student will be able to:	
	08.01	Understand and use terminology as it applies to the banking industry.
	08.02	Know how to communicate with a customer in layman's language.
09.0	Demonstrate knowledge of basic functions of banking institutions – the student will be able to:	
	09.01	Name the three basic functions of a financial institution.
	09.02	Explain the most important function of the three and why they are co-dependent.
	09.03	Discuss which departments and employees are responsible for the different functions.
10.0	Utilize effective cross selling techniques and procedures for financial services – the student will be able to:	
	10.01	Identify opportunities for cross selling.

	10.02	Demonstrate how to sell other financial services.
	10.03	Demonstrate knowledge of all services offered by financial institutions.
	10.04	Explain the importance and demonstrate the procedures of cross selling.
11.0	Demonstrate knowledge of the history, growth and structure of the banking industry – the student will be able to:	
	11.01	Demonstrate knowledge of the evolution of American banking institutions.
	11.02	Identify major acts and important regulations resulting from the growth and changes in banking institutions.
	11.03	Explain the similarities and differences in the banking institutions and other businesses that offer banking services.
	11.04	Explain the effects of deregulation.
12.0	Demonstrate basic skills for performing functions of entry level positions in banking institutions – the student will be able to:	
	12.01	Demonstrate counting and strapping of coin and currency.
	12.02	Demonstrate use of a teller machine.
	12.03	Explain the types of endorsements and why they are important.
	12.04	Explain basic teller functions--cashing checks, accepting straight deposits and split deposits, and handling of cash.
	12.05	Demonstrate knowledge of balancing a cash drawer.
	12.06	Know how to detect counterfeit currency and the procedure for reporting it.
	12.07	Explain other special services such as issue Cashier's Checks, issuing and redeeming Savings Bonds, Money Orders, Traveler's Checks, Bank Drafts, payments and cash advances on charge cards.
	12.08	Balance a customer's checkbook, detecting customer and/or bank errors.
	12.09	Locate information on a customer's account and explain what information is to be given over the phone and to whom it can be given.
	12.10	Explain the routing system for payment of a check.
	12.11	Explain the functions and purpose of the Federal Reserve System.
	12.12	Demonstrate how to place a stop payment and hold on customer's account.
	12.13	Demonstrate procedure for opening new accounts.
	12.14	Demonstrate procedure for closing accounts.

	12.15	Perform the steps necessary for issuing a safe deposit box.
	12.16	State bank policies and state regulations regarding safe deposit boxes.
	12.17	Explain procedures for granting access to a safe deposit box.
	12.18	Explain proof functions.
	12.19	Identify and process documentation required on different types of loans.
	12.20	Demonstrate how to properly complete a credit application and a financial statement.
	12.21	Explain how to establish credit and the importance of having a good credit rating.
	12.22	Demonstrate the types of interest and how they are computed.
	12.23	Explain the importance of the lending function.
13.0	Demonstrate security procedures and detection of fraud – the student will be able to:	
	13.01	Demonstrate procedures bank employees would use during and after a robbery.
	13.02	Demonstrate security procedures.
	13.03	Explain the Currency Transaction Report (CTR).
	13.04	Demonstrate security precautions and methods used to deter bank fraud.
14.0	Demonstrate proficiency in money and banking – the student will be able to:	
	14.01	Compare banks and thrifts.
	14.02	Demonstrate knowledge of commercial banking.
	14.03	Explain current trends in financial services deregulation and diversified financial services.
	14.04	Differentiate among corporation and other forms of business.
	14.05	Understand the details of a corporate charter and bylaws.
	14.06	Comprehend the financial details of means of acquiring capital and subsequent equity and debt functions.
	14.07	Exhibit knowledge of securities markets and SEC regulations.
	14.08	Demonstrate knowledge about business failure, reorganization, dissolutions, and liquidation.

	14.09	Explain the purpose of statement analysis.
	14.10	Define and explain items in a financial statement.
15.0	Demonstrate proficiency in economic principles – the student will be able to:	
	15.01	Demonstrate knowledge of how the Federal Reserve System operates.
	15.02	Comprehend the documents and language of financial institutions.
	15.03	Explain production, consumption, GNP and business cycles.
	15.04	Understand the Federal Reserve System and commercial bank interrelationships.
Human Resources Specialization:		
08.0	Demonstrate knowledge of principles of human resources – the student will be able to:	
	08.01	Demonstrate knowledge of the functions of human resources.
	08.02	Demonstrate knowledge of the employer's relationship with the Human Resources Department.
	08.03	Demonstrate knowledge of the business concepts used in Human Resources.
	08.04	Demonstrate knowledge of recruitment of employees.
	08.05	Describe recruitment process.
	08.06	Analyze job descriptions and position requirements.
	08.07	Identify potential employees as candidates in reviewing applicant materials.
	08.08	Demonstrate knowledge of interviewing skills.
	08.09	Describe methods of orientation for new employees.
	08.10	Describe methods to train new employees.
	08.11	Demonstrate ability to interview candidates.
	08.12	Describe process for hiring new employees.
	08.13	Describe compensation and benefit plans.
	08.14	Develop compensation of benefit plans.

08.15	Describe the legal issues associated with compensation and benefit plans.	
08.16	Apply legal concepts to compensation and benefit plans.	
08.17	Identify the components of the administration of compensation and benefit plans.	
08.18	Describe the functions of the administration of compensation and benefit plans.	
08.19	Describe principles, concepts and legal considerations for realistic decision situations and confrontations between employees and management.	
08.20	Apply principles, concepts and legal considerations to realistic decision situations and confrontations between employees and management.	
08.21	Recognize a company with potential human resource problems.	
08.22	Take the necessary actions to prevent a potential employee problem from developing.	
08.23	Be familiar with laws as they relate to human resource functions.	
08.24	Demonstrate knowledge of the provisions of the Civil Rights Acts, EEOC legislation, OSHA, Rights of Women, Elderly, and the Handicapped, as they apply to human resource functions.	
08.25	Demonstrate an awareness of Federal and State administrative agencies, their duties and how they affect human resource managers.	
08.26	Identify methods to protect the human resource department and company from potential lawsuits.	
08.27	Explain how perceptions of compensation differ among society, stockholders, managers and employees.	
08.28	Formulate and implement a compensation strategy.	
08.29	Examine pay relationships within a single organization.	
08.30	Examine external competitiveness.	
08.31	Examine amount of pay for each employee, how much and how often should pay be increased and on what basis.	
08.32	Demonstrative an understanding of employee benefits and services.	
08.33	Demonstrate an understanding of systems that may be tailored for special groups, sales representatives, executives, contract workers, and unions.	
08.34	Demonstrate an understanding of global compensation systems.	
08.35	Demonstrate an understanding of the government's role in compensation.	
08.36	Recommend resolutions to Human Resource challenges.	
08.37	Demonstrate an understanding of the interface between Human Resource managers and their support staff.	

08.38	Demonstrate knowledge of the legal environment including equal employment opportunity and safety.
08.39	Demonstrate knowledge of the human resource planning process including acquisition and training of human resources.
International Business Specialization:	
08.0	Demonstrate knowledge of international marketing and distribution activities – the student will be able to:
08.01	Explain the international business relationships among countries and regions.
08.02	Identify international resources.
08.03	Prepare international sales and purchase agreements.
08.04	Demonstrate decision making abilities that generate marketing strategies using products, prices, places, and promotions related to international business.
08.05	Determine appropriate means of transportation.
08.06	Determine the cost of transportation.
08.07	Develop procedures for the processing of international documentation.
08.08	Identify the types of international business organizations and their structures.
08.09	Describe the appropriate use of international promotional tools.
08.10	Demonstrate an understanding of Free Trade Zones as a distribution option.
09.0	Demonstrate knowledge of international banking and finance activities – the student will be able to:
09.01	Determine the appropriate method of payment.
09.02	Describe the process of preparing instruments of international payment.
09.03	Identify sources of financing.
09.04	Prepare a financial application.
09.05	Describe the nature of barter and counter trade in international transactions.
10.0	Demonstrate knowledge of international social and cultural business practices – the student will be able to:
10.01	Describe international business customs and practices.
10.02	Compare cultural differences.

11.0	Demonstrate knowledge of international law and economic activities – the student will be able to:
	11.01 Identify requirements necessary to comply with international contracts.
	11.02 Identify requirements necessary to comply with international laws and treaties.
	11.03 Describe the role of the International Monetary Fund in the International Monetary System.
	11.04 Describe the role of United States government agencies in international business.
Management Specialization:	
08.0	Demonstrate knowledge of principles and practices of management – the student will be able to:
	08.01 Understand the need for management skills in all kinds of organizations.
	08.02 Describe the three basic levels of management and types of positions associated with each.
	08.03 Discuss management as both an art and a science.
	08.04 Discuss different views and examples of the social responsibilities of business.
	08.05 Define business ethics, distinguish between ethical and legal problems, and describe common types of ethical issues managers may confront.
	08.06 Describe the four basic management functions of planning, organizing, leading, and controlling.
	08.07 Identify and distinguish among different types of plans: strategic, operational, and tactical.
	08.08 Define an organization's vision and mission.
	08.09 Identify and describe various planning activities, including goal setting, budgeting, establishing policies and procedures, etc.
	08.10 Describe and give applications of the process of rational decision making.
	08.11 Define the organizing function of management and identify various activities associated with this function.
	08.12 Define and give examples of coordination, authority, power, responsibility, and accountability, and span of management.
	08.13 Describe different types of organizational departmentalization.
	08.14 Define leadership and distinguish between leadership and management.
	08.15 Describe different theories of leadership and key findings from research on leadership styles.
	08.16 Discuss different theories of motivation, including Maslow, McClelland, Herzberg, and others.

	08.17	Define the process of managerial control.
	08.18	Describe various types of control techniques used in the workplace.
09.0	Demonstrate knowledge of essential human relations skills – the student will be able to:	
	09.01	Discuss the importance of effective human relations skills in organizations.
	09.02	Relate concepts including self-esteem, perception, values to job performance.
	09.03	Identify and discuss various barriers to communication and specific ways to improve interpersonal and organizational communication.
	09.04	Define group dynamics and demonstrate understanding of group issues that affect employee performance.
	09.05	Discuss the effects of stress on employees and the organization and ways to effectively manage stress.
10.0	Demonstrate knowledge of the supervisory responsibilities of management – the student will be able to:	
	10.01	Identify and discuss the unique responsibilities of the first-level supervisor.
	10.02	Discuss the issues involved in making the transition from employee to supervisor.
	10.03	Identify key supervisory responsibilities, including communicating, leading, motivating, counseling and disciplinary action, budgeting, managing time, union relations, performance evaluation, safety, EEO compliance, etc.
11.0	Demonstrate knowledge of human resources management – the student will be able to:	
	11.01	Identify typical responsibilities of an organization's human resources department.
	11.02	Explain how managers and the human resources function share responsibility.
	11.03	Identify important laws regarding discrimination, safety, etc. that are critical to organizations.
Small Business Management Specialization:		
08.0	Demonstrate knowledge of small business management functions – the student will be able to:	
	08.01	Demonstrate an understanding of principles of small business management concerning business entities, planning, and ethics.
	08.02	Demonstrate an understanding of the principles and systems of accounting in a small business.
	08.03	Demonstrate an understanding of the principles of budgeting and break-even analysis as they apply to the financial management of the small business.
	08.04	Demonstrate an understanding of principles of financing and cash management in the small business.
	08.05	Demonstrate an understanding of the fundamentals of advertising and marketing products and services in the small business.

08.06	Demonstrate an understanding of the purchasing and management of needed inventories, materials, supplies, services, and equipment of the right quality, in the proper quantity, for reasonable prices, at the appropriate time, from the right vendor or supplier.
08.07	Demonstrate an understanding of trends in business communications and electronic technology.
08.08	Demonstrate an understanding of basic management functions of leadership, organizing, staffing, and motivating the small business work team.
08.09	Demonstrate an understanding of the decision-making, evaluation, importance and mechanics of writing a business plan.
08.10	Demonstrate an understanding of the components of monitoring costs, job order cost cycle, purchasing materials, inventory, and payroll in job order cost accounting.
08.11	Demonstrate an understanding of fundamental legal and government regulation issues facing small business owners.
08.12	Demonstrate an understanding of the process of creating and managing a labor relations program in a small business.
08.13	Evaluate the advantages and disadvantages of the three major forms of business ownership (sole proprietorship, partnership, and corporation).
08.14	Understand the issues of family or home-based businesses.
08.15	Demonstrate an understanding of e-Business.
08.16	Demonstrate an understanding of productivity management.

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)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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.

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: **Business Development and Entrepreneurship**
Career Cluster: **Business Management and Administration**

CCC	
CIP Number	0552070306
Program Type	College Credit Certificate (CCC)
Program Length	25 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	11-1021 – General and Operations Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Business Administration AS degree program (1552020102).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to business communications, business development, accounting, management, marketing, business law, and global business practices.

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

Standards

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

Professional Skills:

01.0   Prepare and use financial information about business organizations to support decision making.
02.0   Manage business information using appropriate software.
03.0   Demonstrate effective business communication skills.
04.0   Demonstrate employability skills.
05.0   Prepare or develop strategic or organizational skills.

Program Level Skills:

06.0   Demonstrate knowledge of basic marketing principles.
07.0   Demonstrate knowledge of small business management functions.
08.0   Plan the marketing strategy and promote the business.
09.0   Utilize effective selling techniques and procedures.
10.0   Demonstrate knowledge of effective business communication strategies.
11.0   Demonstrate an understanding of the foundational principles associated with business development.
12.0   Demonstrate knowledge of international/global business practices.

Florida Department of Education
Student Performance Standards

Program Title: **Business Development and Entrepreneurship**
CIP Number: **0552070306**
Program Length: **25 credit hours**
SOC Code(s): **11-1021**

This certificate program is part of the Business Administration AS degree program 1552020102. At the completion of this program, the student will be able to:
Professional Skills:
01.0   Prepare and use financial information about business organizations to support decision making – the student will be able to:
01.01   Demonstrate knowledge of the accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, preparation of trial balance, adjusting entries, closing entries, and financial statement preparation (i.e., income statement, statement of retained earnings, cash flow statement, and balance sheet).
01.02   Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, petty cash, and journal entries related to all relating banking activities).
01.03   Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
01.04   Describe internal control methods and fraud controls.
01.05   Apply judgment in the application of accounting principles in a global marketplace.
01.06   Analyze financial information to make informed business decisions.
01.07   Maintain knowledge of ever-evolving accounting regulations and standards.
02.0   Manage business information using appropriate software – the student will be able to:
02.01   Identify and use the appropriate software in a business environment.
02.02   Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
02.03   Utilize technology to access, research, analyze, and interpret business information.
03.0   Demonstrate effective business communication skills – the student will be able to:
03.01   Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. Give, follow and interpret oral and written communications.
03.02   Use interpersonal communication skills to facilitate effective interactions to work collaboratively.

	03.03	Exhibit public relations skills that aid in achieving customer satisfaction.
	03.04	Demonstrate effective teamwork skills. Participate in a group discussion as a member and leader.
	03.05	Develop the ability to withstand conflict and resolve it when dealing with difficult people.
	03.06	Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation. Demonstrate effective listening skills.
	03.07	Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice.
	03.08	Prepare, outline and deliver an effective oral presentation. Prepare and use visual material, including slide presentation software.
	03.09	Research and interpret information retrieved from print and electronic resources.
	03.10	Research and compose a document containing statistical information.
	03.11	Demonstrate ability to communicate effectively with diverse populations.
04.0	Demonstrate employability skills – the student will be able to:	
	04.01	Identify sources of employment opportunities.
	04.02	Describe the job search process.
	04.03	Complete a résumé and a cover letter.
	04.04	Complete an electronic job application form correctly.
	04.05	Prepare a résumé for electronic distribution.
	04.06	Demonstrate effective job interview techniques and identify different types of interviews.
	04.07	Prepare a thank you note for an interview.
	04.08	Identify and demonstrate appropriate responses to feedback from supervisors.
	04.09	Identify and demonstrate acceptable work habits.
	04.10	Describe the importance of an employee's ability to be flexible in the workplace.
	04.11	Demonstrate effective time management skills.
	04.12	Identify methods for securing an employment reference.
05.0	Prepare or develop strategic or organizational skills – the student will be able to:	

	05.01	Define effective leadership and identify key leadership behaviors.
	05.02	Compare different styles of leadership.
	05.03	Examine ways effective leaders develop, coach, and motivate.
	05.04	Define organization vision and mission.
	05.05	Identify characteristics of effective goals.
	05.06	Describe personal leadership style.
	05.07	Explain how effective leaders identify problems and make decisions.
	05.08	Compare different styles of managing conflict.
	05.09	Choose appropriate action in situations requiring application of business ethics.
	05.10	Identify ways to assign work to others.
	05.11	Apply steps in effective decision making process to a business situation.
Program Level Skills:		
06.0	Demonstrate knowledge of basic marketing principles – the student will be able to:	
	06.01	Explain the role of marketing in the free enterprise system.
	06.02	List and compare the three major types of economic systems.
	06.03	Describe the channels of distribution and storage.
	06.04	Identify and discuss economic resources.
	06.05	Discuss the role of the consumer in the free enterprise system.
	06.06	Define the concept "supply and demand."
	06.07	Identify and define the functions of marketing.
	06.08	Identify and define the four types of product utility.
	06.09	Identify and explain the elements in the marketing mix (price, product, promotion, and place).
	06.10	Differentiate between the basic categories of consumer goods (i.e. convenience goods, shopping goods, and specialty goods).

	06.11	Name current trends that have developed in retailing and merchandising.
07.0	Demonstrate knowledge of small business management functions – the student will be able to:	
	07.01	Demonstrate an understanding of principles of small business management concerning business entities, planning, and ethics.
	07.02	Demonstrate an understanding of the principles and systems of accounting in a small business.
	07.03	Demonstrate an understanding of the principles of budgeting and break-even analysis as they apply to the financial management of the small business.
	07.04	Demonstrate an understanding of principles of financing and cash management in the small business.
	07.05	Demonstrate an understanding of the fundamentals of advertising and marketing products and services in the small business.
	07.06	Demonstrate an understanding of the purchasing and management of needed inventories, materials, supplies, services, and equipment of the right quality, in the proper quantity, for reasonable prices, at the appropriate time, from the right vendor or supplier.
	07.07	Demonstrate an understanding of basic management functions of leadership, organizing, staffing, and motivating the small business work team.
	07.08	Conduct basic market research and develop a marketing plan for a small business.
	07.09	Demonstrate an understanding of the components of monitoring costs, job order cost cycle, purchasing materials, inventory, and payroll in job order cost accounting.
	07.10	Demonstrate an understanding of fundamental legal and government regulation issues facing small business owners.
	07.11	Identify issues and sources of assistance regarding risk management, insurance, taxation, and business law.
	07.12	Demonstrate an understanding of the process of creating and managing a labor relations program in a small business.
	07.13	Demonstrate an understanding of e-Business.
	07.14	Evaluate the advantages and disadvantages of the three major forms of business ownership (sole proprietorship, partnership, and corporation).
08.0	Plan the marketing strategy and promote the business – the student will be able to:	
	08.01	Create a promotional plan.
	08.02	Describe the techniques for sales and promotion.
	08.03	Analyze competitive promotional activities.
	08.04	Evaluate promotional effectiveness.
	08.05	Develop and modify marketing mixes for a business.

	08.06	Identify target markets.
	08.07	Evaluate marketing activities.
	08.08	Demonstrate knowledge of push/pull strategies.
	08.09	Demonstrate knowledge of direct marketing, including e-Business.
	08.10	Demonstrate knowledge of advertising media and the advantages and disadvantages of each.
09.0	Utilize effective selling techniques and procedures – the student will be able to:	
	09.01	Understand your product and market.
	09.02	Identify the steps of the selling process.
	09.03	Recognize consumer buying motives and buying criteria.
	09.04	Identify various types of customers: consumer and industrial.
	09.05	Demonstrate an effective sales presentation.
	09.06	Observe, evaluate, and critique a sales demonstration.
	09.07	Create and maintain a client database.
	09.08	Demonstrate an understanding of various types of prospecting tools.
	09.09	Develop a written features/benefits analysis sheet for a product.
	09.10	Demonstrate an understanding of closing techniques, including trial closes
10.0	Demonstrate knowledge of effective business communication strategies – the student will be able to:	
	10.01	Define communication and describe the main purposes of communications in business.
	10.02	Discover and describe the various communications theories.
	10.03	Distinguish between internal and external communications with an awareness of the importance and consequences for each audience.
	10.04	Identify the organizational needs for each of the forms of communication.
	10.05	Plan and prepare an oral presentation using technological enhancements.
	10.06	Draft various written documents with an emphasis on spelling, organization, grammar, content, style, format, layout, and meaning.

	10.07	Use successful career building skills such as collaborative teamwork, ethical conduct, business etiquette, and resolution of conflict in the work environment.
	10.08	Effectively communicate by phone in different situations and under different stress factors.
	10.09	Participate in a simulated employment interview using a prepared resume, cover letter, and the follow-up written documentation.
11.0	Demonstrate an understanding of the foundational principles associated with business development – the student will be able to:	
	11.01	Define entrepreneurship.
	11.02	Describe the importance of entrepreneurship to the American economy.
	11.03	Analyze the advantages and disadvantages of business ownership.
	11.04	Identify the necessary personal characteristics of a successful entrepreneur.
	11.05	Explain the nature of entrepreneurship as a method of business ownership.
	11.06	Recognize the management, financial, marketing and legal skills necessary to successfully operate and grow an entrepreneurial venture.
	11.07	Discuss the global aspects of an entrepreneurial business.
	11.08	Explain the concept of, and applications for, social entrepreneurship.
	11.09	Identify the forms of business ownership.
	11.10	Identify and evaluate the methods of entering into an entrepreneurial venture to include starting a new business, buying an existing business, and operating a franchise.
	11.11	Discuss the key elements of a business plan.
	11.12	Explore the creative process and describe the protection of intellectual property.
	11.13	Differentiate between a "good idea" and a viable business opportunity.
	11.14	Analyze the current environment for potential business opportunities.
	11.15	Conduct a preliminary market analysis of a business opportunity.
	11.16	Discuss the challenges of strategic management and develop a strategic plan for a small business.
12.0	Demonstrate knowledge of international/global business practices – the student will be able to:	
	12.01	Understand U.S. and International Business practice theory in an interdisciplinary environment.
	12.02	Evaluate and revise an existing business plan for adherence to international business practices.

12.03	Conduct business using state-of-the-art technology including business equipment, computers, and telecommunication devices.
12.04	Conduct business in a global environment including importing and exporting issues as well as foreign issues.
12.05	Develop the concept of teamwork in completing daily business tasks as well as team discussions relating to the overall operation and growth of the business.
12.06	Demonstrate critical thinking and problem solving skills within an international business environment.
12.07	Develop the skills necessary to effectively participate in four functions of business, including Marketing/Sales, Purchasing, Human Resources, and Accounting.

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)

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Accommodations

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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: **Business Entrepreneurship**
Career Cluster: **Business Management and Administration**

CCC	
CIP Number	0552070308
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	11-2011 – Advertising and Promotions Managers 11-2021 – Marketing Managers 11-2022 – Sales Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Business Entrepreneurship (60) AS degree program (1552070308).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Business Management and Administration 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 Business Management and Administration career cluster.

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

Standards

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

01.0   Develop entrepreneurial concepts.
02.0   Develop entrepreneurial resources.
03.0   Apply accounting principles and concepts to perform accounting activities.
04.0   Demonstrates money management skills.
05.0   Describe and conduct business records management.
06.0   Plan and develop a marketing-information management system.
07.0   Plan and develop promotional strategies.
08.0   Plan and develop pricing strategies.
09.0   Analyze business risk.
10.0   Analyze and identify legal considerations.

Florida Department of Education
Student Performance Standards

Program Title: **Business Entrepreneurship**
CIP Number: **0552070308**
Program Length: **12 credit hours**
SOC Code(s): **11-2011, 11-2021, 11-2022**

This certificate program is part of the Business Entrepreneurship (60) AS degree program (1552070308). At the completion of this program, the student will be able to:
01.0   Develop entrepreneurial concepts – the student will be able to:
01.01   Describe entrepreneurial planning considerations.
01.02   Explain tools used by entrepreneurs for venture planning.
01.03   Assess the start-up requirements associated with a new venture.
01.04   Assess risks associated with a new venture.
01.05   Identify external resources useful to entrepreneurs during concept development.
01.06   Assess the need to use external resources for concept development.
01.07   Describe strategies to protect intellectual property.
01.08   Use components of a business plan to define a venture idea.
02.0   Develop entrepreneurial resources – the student will be able to:
02.01   Distinguish between debt and equity financing for venture creation.
02.02   Describe processes used to acquire adequate financial resources for venture creation and start-up.
02.03   Select sources to finance venture creation/start-up.
02.04   Explain factors to consider in determining a venture's human-resource needs.
02.05   Describe considerations in selecting capital resources.
02.06   Discuss the acquisition of capital resources needed for the venture.
02.07   Assess the costs/benefits associated with resources.

03.0	Apply accounting principles and concepts to perform accounting activities – the student will be able to:
	03.01 Identify and describe generally accepted accounting principles (GAAP).
	03.02 Prepare projected income statement.
	03.03 Estimate cash-flow needs.
	03.04 Prepare projected balance sheet.
	03.05 Calculate financial ratios.
	03.06 Determine payroll taxes.
04.0	Demonstrate money management skills – the student will be able to:
	04.01 Establish financial goals and objectives.
	04.02 Develop a budget.
	04.03 Discuss and manage cash flow, accounting procedures and financial reports.
	04.04 Explain the nature of capital investment.
	04.05 Explain factors that contribute to a positive financial standing.
	04.06 Discuss procedures for managing debt.
05.0	Describe and conduct business record management – the student will be able to:
	05.01 Explain factors of effective records management.
	05.02 Maintain records of financial transactions.
	05.03 Record and report sales tax.
	05.04 Develop a payroll record keeping system.
	05.05 Plan and establish an employee records systems.
	05.06 Plan and establish a customer records system.
06.0	Plan and develop a marketing information management system – the student will be able to:
	06.01 Describe and identify the market concept and market identification.

	06.02	Identify the role of situational analysis in the marketing-planning process.
	06.03	Identify market segments.
	06.04	Select and analyze target markets.
	06.05	Describe marketing strategy and planning concepts.
	06.06	Plan and develop a marketing budget.
	06.07	Plan and develop a marketing plan.
	06.08	Analyze marketing plan performance.
07.0	Plan and develop promotional strategies – the student will be able to:	
	07.01	Identify the elements of the promotional mix.
	07.02	Calculate advertising media costs.
	07.03	Develop an advertising media plan.
	07.04	Prepare a promotional plan and budget.
	07.05	Write a news release.
	07.06	Discuss sales-promotion opportunities.
	07.07	Evaluate the effectiveness of advertising.
08.0	Plan and develop pricing strategies – the student will be able to:	
	08.01	Calculate breakeven points.
	08.02	Explain factors affecting pricing decisions.
	08.03	Establish pricing objectives and select pricing strategies.
	08.04	Set and adjust prices to maximize profitability.
09.0	Analyze business risk – the student will be able to:	
	09.01	Describe types of business risk.
	09.02	Identify ways small businesses protect themselves against loss.

	09.03	Identify control and loss prevention methods.
	09.04	Formulate a plan to establish and protect customer and employee confidentiality.
	09.05	Determine business liabilities.
	09.06	Explain ways to manage and transfer risk.
	09.07	Identify opportunities to obtain insurance coverage.
	09.08	Develop strategies to protect electronic information and communication.
	09.09	Plan and develop security policies and procedures.
	09.10	Identify methods to protect assets from creditors.
10.0	Analyze and identify legal considerations – the student will be able to:	
	10.01	Research and identify legal issues affecting small businesses, including contracts, negotiable instruments and privacy issues.
	10.02	Describe how to protect intellectual property rights.
	10.03	Identify various forms of business ownership.
	10.04	Identify IRS business reporting requirements.
	10.05	Identify and plan strategies to implement federal and state workplace regulations (including OSHA, ADA.).

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.

Instruction and learning activities are provided in a laboratory setting to integrate theory and practice. These activities include the integration and use of business planning, financial planning, small business accounting, and business strategic planning software applications. Students will be provided access to computers and appropriate software to enhance hands-on experiences. Students can also expect to be assigned additional hours of contact with small business incubators and cooperative education activities with local businesses.

Career and Technical Student Organization (CTSO)

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Accommodations

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Additional Resources

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Florida Department of Education
Curriculum Framework

Program Title: **Entrepreneurship Operations**
Career Cluster: **Business Management and Administration**

CCC	
CIP Number	0552070309
Program Type	College Credit Certificate (CCC)
Program Length	25 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	11-2011 – Advertising and Promotions Managers 11-2021 – Marketing Managers 11-2022 – Sales Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Business Entrepreneurship (60) AS degree program (1552070308).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Business Management and Administration 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 Business Management and Administration career cluster.

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

Standards

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

01.0   Develop entrepreneurial concepts.
02.0   Develop entrepreneurial resources.
03.0   Develop entrepreneurial personal management skills.
04.0   Describe effective business concepts.
05.0   Analyze methods to effectively manage conflict.
06.0   Develop excellent computer applications skills.
07.0   Apply accounting principles and concepts to perform accounting activities.
08.0   Demonstrates money management skills.
09.0   Define morale/motivation skills.
10.0   Describe and conduct business records management.
11.0   Plan and develop a marketing-information management system.
12.0   Plan and develop promotional strategies.
13.0   Plan and develop pricing strategies.
14.0   Plan and develop selling strategies.
15.0   Analyze business risk.

Florida Department of Education
Student Performance Standards

Program Title: **Entrepreneurship Operations**
CIP Number: **0552070309**
Program Length: **25 credit hours**
SOC Code(s): **11-2011, 11-2021, 11-2022**

This certificate program is part of the Business Entrepreneurship (60) AS degree program (1552070308). At the completion of this program, the student will be able to:
01.0 Develop entrepreneurial concepts – the student will be able to:
01.01 Describe entrepreneurial planning considerations.
01.02 Explain tools used by entrepreneurs for venture planning.
01.03 Assess the start-up requirements associated with a new venture.
01.04 Assess risks associated with a new venture.
01.05 Identify external resources useful to entrepreneurs during concept development.
01.06 Assess the need to use external resources for concept development.
01.07 Describe strategies to protect intellectual property.
01.08 Use components of a business plan to define a venture idea.
02.0 Develop entrepreneurial resources – the student will be able to:
02.01 Distinguish between debt and equity financing for venture creation.
02.02 Describe processes used to acquire adequate financial resources for venture creation/start-up.
02.03 Select sources to finance venture creation/start-up.
02.04 Explain factors to consider in determining a venture's human-resource needs.
02.05 Describe considerations in selecting capital resources.
02.06 Discuss the acquisition of capital resources needed for the venture.
02.07 Assess the costs/benefits associated with resources.

03.0	Develop entrepreneurial personal management skills – the student will be able to:
	03.01 Demonstrate interest and enthusiasm.
	03.02 Practice making effective decisions.
	03.03 Develop an orientation to change.
	03.04 Demonstrate problem-solving skills.
	03.05 Assess risks.
	03.06 Assume personal responsibility for decisions.
	03.07 Use time-management principles.
	03.08 Identify situations when short-term ambiguity is acceptable.
	03.09 Use feedback for personal growth.
	03.10 Demonstrate creative management skills.
	03.11 Set personal goals.
04.0	Describe effective business concepts – the student will be able to:
	04.01 Explain the role of business in society.
	04.02 Describe different types of businesses and activities.
	04.03 Explain opportunities for creating added value.
	04.04 Identify issues and trends in business.
	04.05 Describe crucial elements of a quality culture with continuous quality improvement.
	04.06 Describe the role of management in achieving quality.
	04.07 Explain the nature of managerial ethics.
	04.08 Describe the importance of ethical business practices.
	04.09 Explain marketing management and its importance in a global economy.
	04.10 Describe marketing functions and related activities.

	04.11	Explain the nature and scope of operations management.
	04.12	Explain financial management concepts.
	04.13	Describe human resource management concepts.
	04.14	Explain risk management concepts.
	04.15	Describe strategic management concepts.
05.0	Analyze methods to effectively manage conflict – the student will be able to:	
	05.01	Demonstrate effective negotiation skills.
	05.02	Discuss how to handle difficult customers, clients and complaints in an effective manner.
	05.03	Explain the nature of organizational change and conflict.
	05.04	Explain how to manage stress effectively.
06.0	Develop excellent computer applications skills – the student will be able to:	
	06.01	Demonstrate basic search skills on the internet.
	06.02	Evaluate the credibility of internet resources.
	06.03	Demonstrate file management skills.
	06.04	Operate computer-related hardware peripherals.
	06.05	Explain the nature of e-commerce.
	06.06	Describe the impact of the internet on business.
	06.07	Discuss the process of developing a basic website.
07.0	Apply accounting principles and concepts to perform accounting activities – the student will be able to:	
	07.01	Identify and describe generally accepted accounting principles (GAAP).
	07.02	Prepare projected income statement.
	07.03	Estimate cash-flow needs.
	07.04	Prepare projected balance sheet.

	07.05	Calculate financial ratios.
	07.06	Determine payroll taxes.
08.0	Demonstrate money management skills – the student will be able to:	
	08.01	Establish financial goals and objectives.
	08.02	Develop a budget.
	08.03	Discuss and manage cash flow, accounting procedures and financial reports.
	08.04	Explain the nature of capital investment.
	08.05	Explain factors that contribute to a positive financial standing.
	08.06	Discuss procedures for managing debt.
09.0	Define morale and motivation skills – the student will be able to:	
	09.01	Describe various leadership skills.
	09.02	Discuss the factors in building a successful team.
	09.03	Identify the value of employee recognition and rewards.
	09.04	Describe how to handle employee complaints and grievances.
	09.05	Analyze how to ensure equitable opportunities for employees.
	09.06	Describe factors that contribute to building organizational culture.
10.0	Describe and conduct business record management – the student will be able to:	
	10.01	Explain factors of effective records management.
	10.02	Maintain records of financial transactions.
	10.03	Record and report sales tax.
	10.04	Develop a payroll record keeping system.
	10.05	Plan and establish an employee records systems.
	10.06	Plan and establish a customer records system.

11.0	**Plan and develop a marketing information management system – the student will be able to:**
	11.01 Describe and identify the market concept and market identification.
	11.02 Identify the role of situational analysis in the marketing-planning process.
	11.03 Identify market segments.
	11.04 Select and analyze target markets.
	11.05 Describe marketing strategy and planning concepts.
	11.06 Plan and develop a marketing budget.
	11.07 Plan and develop a marketing plan.
	11.08 Analyze marketing plan performance.
12.0	**Plan and develop promotional strategies – the student will be able to:**
	12.01 Identify the elements of the promotional mix.
	12.02 Calculate advertising media costs.
	12.03 Develop an advertising media plan.
	12.04 Prepare a promotional plan and budget.
	12.05 Write a news release.
	12.06 Discuss sales-promotion opportunities.
	12.07 Evaluate the effectiveness of advertising.
13.0	**Plan and develop pricing strategies – the student will be able to:**
	13.01 Calculate breakeven points.
	13.02 Explain factors affecting pricing decisions.
	13.03 Establish pricing objectives and select pricing strategies.
	13.04 Set and adjust prices to maximize profitability.
14.0	**Plan and develop sales strategy – the student will be able to:**

	14.01	Acquire and analyze product information.
	14.02	Define product features and benefits.
	14.03	Prepare sales presentation.
	14.04	Determine customer or client needs.
	14.05	Identify customer's buying motives.
	14.06	Differentiate between consumer and organizational buying behavior.
	14.07	Plan and develop sales strategies to achieve sales quotas.
	14.08	Analyze sales reports.
	14.09	Describe staff training to support sales efforts.
	14.10	Analyze technology to support sales function.
15.0	Analyze business risk – the student will be able to:	
	15.01	Describe types of business risk.
	15.02	Identify ways small businesses protect themselves against loss.
	15.03	Identify control and loss prevention methods.
	15.04	Formulate a plan to establish protect customer and employee confidentiality.
	15.05	Determine business liabilities.
	15.06	Explain ways to manage and transfer risk.
	15.07	Identify opportunities to obtain insurance coverage.
	15.08	Develop strategies to protect electronic information and communication.
	15.09	Plan and develop security policies and procedures.
	15.10	Identify methods to protect assets from creditors.

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.

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Additional Resources

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Florida Department of Education
Curriculum Framework

Program Title: **Business Administration**
Career Cluster: **Business Management and Administration**

AS	
CIP Number	1552020102
Program Type	College Credit
Standard Length	60 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	11-1021 – General and Operations Managers
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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to planning, organizing, directing and controlling of a business, with emphasis on selected theories of management and decision making and the knowledge and understanding necessary for managing people and functions. The Business Administration Associate in Science degree program should include the requirements specified in the statewide Articulation Manual.

Specializations: In addition to the professional learning outcomes, students are to complete the outcomes in one of the following specializations:

- Accounting/Budgeting Operations Management - SOC Code 11-3061 (Purchasing Managers)
- Banking - SOC Code 11-3031 (Financial Managers)
- Business Development and Entrepreneurship - SOC Code 11-1021 (General and Operations Manager)
- Healthcare Administration - SOC Code 31-9099 (Health Care Support Workers, All Other)
- Human Resources - SOC Code 11-3131 (Training and Development Managers)
- Insurance - SOC Code 11-3111 (Compensation and Benefits Managers)
- International Business - SOC Code 11-2011 (Advertising and Promotion Managers)
- Management - SOC Code 11-9199 (Managers, All other)
- Marketing - SOC Code 11-2021 (Marketing Managers)
- Real Estate - SOC Code 11-9141 (Property, Real Estate, and Community Association Managers)

- Small Business Management - SOC Code 11-3011 (Administrative Services Managers)

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 60 credit hours.

Standards

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

Professional Skills:

01.0 Prepare and use financial information about business organizations to support decision making.
02.0 Manage business information using appropriate software.
03.0 Demonstrate effective business communication skills.
04.0 Describe the significance of legal and ethical issues in a business environment.
05.0 Develop human resources skills.
06.0 Demonstrate employability skills.
07.0 Prepare or develop strategic or organizational skills.
08.0 Identify, classify and demonstrate management activities.
09.0 Participate in a capstone project.

In addition to the professional learning outcomes, students are to complete outcomes in one of the following specializations:

- Accounting/Budgeting Operations Management
- Banking
- Business Development and Entrepreneurship
- Healthcare Administration
- Human Resources
- Insurance
- International Business
- Management
- Marketing
- Real Estate
- Small Business Management

Accounting/Budgeting Operations Specialization:

10.0 Demonstrate knowledge of accounting/budgeting operations.

Banking Specialization:

10.0 Understand terminology unique to the banking industry.
11.0 Demonstrate knowledge of basic functions of banking institutions.
12.0 Utilize effective cross selling techniques and procedures for financial services.
13.0 Demonstrate knowledge of the history, growth and structure of the banking industry.
14.0 Demonstrate basic skills for performing functions of entry level positions in banking institutions.
15.0 Demonstrate security procedures and detection of fraud.

16.0 Demonstrate proficiency in money and banking.
17.0 Demonstrate proficiency in banking management principles.
18.0 Demonstrate proficiency in economic principles.

Business Development and Entrepreneurship Specialization:

10.0 Demonstrate knowledge of basic marketing principles.
11.0 Demonstrate knowledge of small business management functions.
12.0 Plan the marketing strategy and promote the business.
13.0 Utilize effective selling techniques and procedures.
14.0 Demonstrate knowledge of effective business communication strategies.
15.0 Demonstrate an understanding of the foundational principles associated with business development.
16.0 Demonstrate knowledge of international/global business practices.

Healthcare Administration Specialization:

10.0 Demonstrate knowledge of health care administration functions.

Human Resources Specialization:

10.0 Demonstrate knowledge of principles of human resources.

Insurance Specialization:

10.0 Demonstrate knowledge and application of product and service technology.
11.0 Develop appropriate business records for an insurance agency.
12.0 Demonstrate knowledge of employee compensation and benefits plan.
13.0 Develop a successful promotion plan for an insurance agency

International Business Specialization:

10.0 Demonstrate knowledge of international marketing and distribution activities.
11.0 Demonstrate knowledge of international banking and finance activities.
12.0 Demonstrate knowledge of international social and cultural business practices.
13.0 Demonstrate knowledge of international law and economic activities.

Management Specialization:

10.0 Demonstrate knowledge of the principles and practices of management.
11.0 Demonstrate knowledge of essential human relations skills.
12.0 Demonstrate knowledge of the supervisory responsibilities of management.

13.0   Demonstrate knowledge of human resources management.

Marketing Specialization:

10.0   Examine effective selling techniques and procedures.
11.0   Recognize the importance of creativity, innovation, and new product development.
12.0   Summarize marketing mix design and marketing strategy development.

Real Estate Specialization:

10.0   Demonstrate knowledge of real estate principles.

Small Business Management Specialization:

10.0   Demonstrate knowledge of small business management functions.

Florida Department of Education
Student Performance Standards

Program Title: Business Administration
CIP Number: 1552020102
Program Length: 60 credit hours
SOC Code(s): 11-1021

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:
Professional Skills:

01.0	Prepare and use financial information about business organizations to support decision making – the student will be able to:
	01.01 Demonstrate knowledge of the accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, preparation of trial balance, adjusting entries, closing entries, and financial statement preparation (i.e., income statement, statement of retained earnings, cash flow statement, and balance sheet).
	01.02 Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, petty cash, and journal entries related to all relating banking activities).
	01.03 Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
	01.04 Describe internal control methods and fraud controls.
	01.05 Apply judgment in the application of accounting principles in a global marketplace.
	01.06 Analyze financial information to make informed business decisions.
	01.07 Maintain knowledge of ever-evolving accounting regulations and standards.
02.0	Manage business information using appropriate software – the student will be able to:
	02.01 Identify and use the appropriate software in a business environment.
	02.02 Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
	02.03 Utilize technology to access, research, analyze, and interpret business information.
03.0	Demonstrate effective business communication skills – the student will be able to:
	03.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. Give, follow and interpret oral and written communications.
	03.02 Use interpersonal communication skills to facilitate effective interactions to work collaboratively.

	03.03	Exhibit public relations skills that aid in achieving customer satisfaction.
	03.04	Demonstrate effective teamwork skills. Participate in a group discussion as a member and leader.
	03.05	Develop the ability to withstand conflict and resolve it when dealing with difficult people.
	03.06	Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation. Demonstrate effective listening skills.
	03.07	Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice.
	03.08	Prepare, outline and deliver an effective oral presentation. Prepare and use visual material, including slide presentation software.
	03.09	Research and interpret information retrieved from print and electronic resources.
	03.10	Research and compose a document containing statistical information.
	03.11	Demonstrate ability to communicate effectively with diverse populations.
04.0	Describe the significance of legal and ethical issues in a business environment – the student will be able to:	
	04.01	Describe the basic features of a contract.
	04.02	Describe the features of negotiable instruments.
	04.03	Define intellectual property rights.
	04.04	Identify the appropriate use of employer property.
	04.05	Describe the role of confidentiality in business.
	04.06	Identify the importance of making decisions that are based on ethical reasoning and describe the personal and long term consequences of unethical choices in the workplace.
	04.07	Use ethical reasoning and judgment and act in accordance with legal responsibilities.
	04.08	Demonstrate conflict resolution skills.
	04.09	Recognize different personality styles and how to interact effectively with them in the workplace.
	04.10	Discuss how values and attitudes influence behavior.
	04.11	Demonstrate knowledge of legal and privacy issues regarding e-mail, voice mail, internet, telephone, and other communication methods.
05.0	Develop human resources skills – the student will be able to:	
	05.01	Identify the role and function of human resources in the business environment.

	05.02	Describe and conduct a job analysis.
	05.03	Identify the role, principles and functions of recruitment and staffing.
	05.04	Describe the recruitment and staffing process.
	05.05	Demonstrate effective interview methods.
	05.06	Identify methods of new employee orientation and training.
	05.07	Identify the components of compensation and benefits plans.
	05.08	Describe the legal issues associated with compensation and benefits plans.
	05.09	Describe the administration of employer compensation and benefits plans.
	05.10	Describe the provisions of the Civil Rights Acts and Equal Employment Opportunity Commission (EEOC), as they apply human resources functions.
	05.11	Identify methods to protect organizations from potential negative legal actions.
06.0	Demonstrate employability skills – the student will be able to:	
	06.01	Identify sources of employment opportunities.
	06.02	Describe the job search process.
	06.03	Complete a resume and a cover letter.
	06.04	Complete an electronic job application form correctly.
	06.05	Prepare a resume for electronic distribution.
	06.06	Demonstrate effective job interview techniques and identify different types of interviews.
	06.07	Prepare a thank you note for an interview.
	06.08	Identify and demonstrate appropriate responses to feedback from supervisors.
	06.09	Identify and demonstrate acceptable work habits.
	06.10	Describe the importance of an employee's ability to be flexible in the workplace.
	06.11	Demonstrate effective time management skills.
	06.12	Identify methods for securing an employment reference.
07.0	Prepare or develop strategic or organizational skills – the student will be able to:	

	07.01	Define effective leadership and identify key leadership behaviors.
	07.02	Compare different styles of leadership.
	07.03	Examine ways effective leaders develop, coach, and motivate.
	07.04	Define organization vision and mission.
	07.05	Identify characteristics of effective goals.
	07.06	Describe personal leadership style.
	07.07	Explain how effective leaders identify problems and make decisions.
	07.08	Compare different styles of managing conflict.
	07.09	Choose appropriate action in situations requiring application of business ethics.
	07.10	Identify ways to assign work to others.
	07.11	Apply steps in effective decision making process to a business situation.
08.0	Identify, classify, and demonstrate management activities – the student will be able to:	
	08.01	Describe the components of management, including: human resources, operations, strategic, marketing, financial, information technology and their impact on an organization's ability to achieve their goals.
	08.02	Identify how an organization's management policy is formulated in large and small organizations. Describe how an organization's mission and vision affect the formation of policy.
	08.03	Describe management's primary function in a for-profit organization as the satisfaction of its shareholders in the achievement of a profit. Identify the goals of non-profit and public administration organizations in supporting the goals and mission of those organizations. Describe how an organization's policy impacts management's decisions.
	08.04	Describe basic management roles, including interpersonal, informational and decision-making.
	08.05	Discuss political, conceptual, interpersonal, and diagnostic skills required in management.
	08.06	Identify how a business's strategy is formulated to achieve organizational objectives, including use by management in planning, organizing, staffing, and directing organizational goals.
	08.07	Describe the value and application of data to management decision making.
	08.08	Describe how marketing and innovation are significant contributions to successful management.
	08.09	Identify a variety of organizational cultures and their impact on communication.
09.0	Participate in a capstone project – the student will be able to:	
	09.01	Demonstrate the ability to identify and solve problems.

	09.02	Successfully work as a member of a team.
	09.03	Research and develop a business or business unit.
	09.04	Demonstrate adaptive self- management skills.
	09.05	Prepare a project outline that includes a step-by-step series of procedures resulting in a strategic plan for operating a business or business unit.
	09.06	Manage time according to a plan.
	09.07	Plan, organize and carry out a project plan.
	09.08	Demonstrate good time management skills.
	09.09	Demonstrate appropriate technical content related to the project.
	09.10	Research content related to the project and document the results.
	09.11	Use presentation skills, and appropriate media to describe the progress, results and outcomes of the experience.
Accounting/Budgeting Operations Specialization:		
10.0	Demonstrate knowledge of accounting/budgeting operations – the student will be able to:	
	10.01	Demonstrate an understanding of profit vs. not-for-profit accounting.
	10.02	Demonstrate an understanding of available and appropriate technology for accounting applications.
	10.03	Interpret and analyze income statement, owner's equity statement, and cash flow statement.
	10.04	Understand significant and specific problems in the area of accounts receivable.
	10.05	Prepare a profit analysis.
	10.06	Interpret profit analysis and its impact on an organization.
	10.07	Describe differences in planning for operating expenditures and capital expenditures.
	10.08	Describe the principles related to pricing decisions.
	10.09	Demonstrate the application of pricing decisions.
	10.10	Demonstrate an understanding of tax implications.
Banking Specialization:		
10.0	Understand terminology unique to the banking industry – the student will be able to:	

	10.01	Understand and use terminology as it applies to the banking industry.
	10.02	Know how to communicate with a customer in layman's language.
11.0	Demonstrate knowledge of basic functions of banking institutions – the student will be able to:	
	11.01	Name the three basic functions of a financial institution.
	11.02	Explain the most important function of the three and why they are co-dependent.
	11.03	Discuss which departments and employees are responsible for the different functions.
12.0	Utilize effective cross selling techniques and procedures for financial services – the student will be able to:	
	12.01	Identify opportunities for cross selling.
	12.02	Demonstrate how to sell other financial services.
	12.03	Demonstrate knowledge of all services offered by financial institutions.
	12.04	Explain the importance and demonstrate the procedures of cross selling.
13.0	Demonstrate knowledge of the history, growth and structure of the banking industry – the student will be able to:	
	13.01	Demonstrate knowledge of the evolution of American banking institutions.
	13.02	Identify major acts and important regulations resulting from the growth and changes in banking institutions.
	13.03	Explain the similarities and differences in the banking institutions and other businesses that offer banking services.
	13.04	Explain the effects of deregulation.
14.0	Demonstrate basic skills for performing functions of entry level positions in banking institutions – the student will be able to:	
	14.01	Demonstrate counting and strapping of coin and currency.
	14.02	Demonstrate use of a teller machine.
	14.03	Explain the types of endorsements and why they are important.
	14.04	Explain basic teller functions--cashing checks, accepting straight deposits and split deposits, and handling of cash.
	14.05	Demonstrate knowledge of balancing a cash drawer.
	14.06	Know how to detect counterfeit currency and the procedure for reporting it.
	14.07	Explain other special services such as issue Cashier's Checks, issuing and redeeming Savings Bonds, Money Orders, Traveler's Checks, Bank Drafts, payments and cash advances on charge cards.

	14.08	Balance a customer's checkbook, detecting customer and/or bank errors.
	14.09	Locate information on a customer's account and explain what information is to be given over the phone and to whom it can be given.
	14.10	Explain the routing system for payment of a check.
	14.11	Explain the functions and purpose of the Federal Reserve System.
	14.12	Demonstrate how to place a stop payment and hold on customer's account.
	14.13	Demonstrate procedure for opening new accounts.
	14.14	Demonstrate procedure for closing accounts.
	14.15	Perform the steps necessary for issuing a safe deposit box.
	14.16	State bank policies and state regulations regarding safe deposit boxes.
	14.17	Explain procedures for granting access to a safe deposit box.
	14.18	Explain proof functions.
	14.19	Identify and process documentation required on different types of loans.
	14.20	Demonstrate how to properly complete a credit application and a financial statement.
	14.21	Explain how to establish credit and the importance of having a good credit rating.
	14.22	Demonstrate the types of interest and how they are computed.
	14.23	Explain the importance of the lending function.
15.0	Demonstrate security procedures and detection of fraud – the student will be able to:	
	15.01	Demonstrate procedures bank employees would use during and after a robbery.
	15.02	Demonstrate security procedures.
	15.03	Explain the Currency Transaction Report (CTR).
	15.04	Demonstrate security precautions and methods used to deter bank fraud.
16.0	Demonstrate proficiency in money and banking – the student will be able to:	
	16.01	Compare banks and thrifts.
	16.02	Demonstrate knowledge of commercial banking.

	16.03	Explain current trends in financial services deregulation and diversified financial services.
	16.04	Differentiate among corporation and other forms of business.
	16.05	Understand the details of a corporate charter and bylaws.
	16.06	Comprehend the financial details of means of acquiring capital and subsequent equity and debt functions.
	16.07	Exhibit knowledge of securities markets and SEC regulations.
	16.08	Demonstrate knowledge about business failure, reorganization, dissolutions, and liquidation.
	16.09	Explain the purpose of statement analysis.
	16.10	Define and explain items in a financial statement.
	16.11	Demonstrate the ability to analyze financial statement.
17.0	Demonstrate proficiency in banking management principles – the student will be able to:	
	17.01	Explain line of credit, compensating balance, interest rates.
	17.02	Enumerate sources of credit information.
	17.03	Demonstrate knowledge of different types of loans.
18.0	Demonstrate proficiency in economic principles – the student will be able to:	
	18.01	Demonstrate knowledge of how the Federal Reserve System operates.
	18.02	Comprehend the documents and language of financial institutions.
	18.03	Explain production, consumption, GNP and business cycles.
	18.04	Understand the Federal Reserve System and commercial bank interrelationships.
Business Development and Entrepreneurship Specialization:		
10.0	Demonstrate knowledge of basic marketing principles – the student will be able to:	
	10.01	Explain the role of marketing in the free enterprise system.
	10.02	List and compare the three major types of economic systems.
	10.03	Describe the channels of distribution and storage.
	10.04	Identify and discuss economic resources.

	10.05	Discuss the role of the consumer in the free enterprise system.
	10.06	Define the concept "supply and demand."
	10.07	Identify and define the functions of marketing.
	10.08	Identify and define the four types of product utility.
	10.09	Identify and explain the elements in the marketing mix (price, product, promotion, and place).
	10.10	Differentiate between the basic categories of consumer goods (i.e. convenience goods, shopping goods, and specialty goods).
	10.11	Name current trends that have developed in retailing and merchandising.
11.0		Demonstrate knowledge of small business management functions – the student will be able to:
	11.01	Demonstrate an understanding of principles of small business management concerning business entities, planning, and ethics.
	11.02	Demonstrate an understanding of the principles and systems of accounting in a small business.
	11.03	Demonstrate an understanding of the principles of budgeting and break-even analysis as they apply to the financial management of the small business.
	11.04	Demonstrate an understanding of principles of financing and cash management in the small business.
	11.05	Demonstrate an understanding of the fundamentals of advertising and marketing products and services in the small business.
	11.06	Demonstrate an understanding of the purchasing and management of needed inventories, materials, supplies, services, and equipment of the right quality, in the proper quantity, for reasonable prices, at the appropriate time, from the right vendor or supplier.
	11.07	Demonstrate an understanding of basic management functions of leadership, organizing, staffing, and motivating the small business work team.
	11.08	Conduct basic market research and develop a marketing plan for a small business.
	11.09	Demonstrate an understanding of the components of monitoring costs, job order cost cycle, purchasing materials, inventory, and payroll in job order cost accounting.
	11.10	Demonstrate an understanding of fundamental legal and government regulation issues facing small business owners.
	11.11	Identify issues and sources of assistance regarding risk management, insurance, taxation, and business law.
	11.12	Demonstrate an understanding of the process of creating and managing a labor relations program in a small business.
	11.13	Demonstrate an understanding of e-Business.
	11.14	Evaluate the advantages and disadvantages of the three major forms of business ownership (sole proprietorship, partnership, and corporation).
12.0		Plan the marketing strategy and promote the business – the student will be able to:

	12.01	Create a promotional plan.
	12.02	Describe the techniques for sales and promotion.
	12.03	Analyze competitive promotional activities.
	12.04	Evaluate promotional effectiveness.
	12.05	Develop and modify marketing mixes for a business.
	12.06	Identify target markets.
	12.07	Evaluate marketing activities.
	12.08	Demonstrate knowledge of push/pull strategies.
	12.09	Demonstrate knowledge of direct marketing, including e-Business.
	12.10	Demonstrate knowledge of advertising media and the advantages and disadvantages of each.
13.0	Utilize effective selling techniques and procedures – the student will be able to:	
	13.01	Understand your product and market.
	13.02	Identify the steps of the selling process.
	13.03	Recognize consumer buying motives and buying criteria.
	13.04	Identify various types of customers: consumer and industrial.
	13.05	Demonstrate an effective sales presentation.
	13.06	Observe, evaluate, and critique a sales demonstration.
	13.07	Create and maintain a client database.
	13.08	Demonstrate an understanding of various types of prospecting tools.
	13.09	Develop a written features/benefits analysis sheet for a product.
	13.10	Demonstrate an understanding of closing techniques, including trial closes
14.0	Demonstrate knowledge of effective business communication strategies – the student will be able to:	
	14.01	Define communication and describe the main purposes of communications in business.
	14.02	Discover and describe the various communications theories.

	14.03	Distinguish between internal and external communications with an awareness of the importance and consequences for each audience.
	14.04	Identify the organizational needs for each of the forms of communication.
	14.05	Plan and prepare an oral presentation using technological enhancements.
	14.06	Draft various written documents with an emphasis on spelling, organization, grammar, content, style, format, layout, and meaning.
	14.07	Use successful career building skills such as collaborative teamwork, ethical conduct, business etiquette, and resolution of conflict in the work environment.
	14.08	Effectively communicate by phone in different situations and under different stress factors.
	14.09	Participate in a simulated employment interview using a prepared resume, cover letter, and the follow-up written documentation.
15.0	Demonstrate an understanding of the foundational principles associated with business development – the student will be able to:	
	15.01	Define entrepreneurship.
	15.02	Describe the importance of entrepreneurship to the American economy.
	15.03	Analyze the advantages and disadvantages of business ownership.
	15.04	Identify the necessary personal characteristics of a successful entrepreneur.
	15.05	Explain the nature of entrepreneurship as a method of business ownership.
	15.06	Recognize the management, financial, marketing and legal skills necessary to successfully operate and grow an entrepreneurial venture.
	15.07	Discuss the global aspects of an entrepreneurial business.
	15.08	Explain the concept of, and applications for, social entrepreneurship.
	15.09	Identify the forms of business ownership.
	15.10	Identify and evaluate the methods of entering into an entrepreneurial venture to include starting a new business, buying an existing business, and operating a franchise.
	15.11	Discuss the key elements of a business plan.
	15.12	Explore the creative process and describe the protection of intellectual property.
	15.13	Differentiate between a "good idea" and a viable business opportunity.
	15.14	Analyze the current environment for potential business opportunities.
	15.15	Conduct a preliminary market analysis of a business opportunity.

	15.16 Discuss the challenges of strategic management and develop a strategic plan for a small business.
16.0	**Demonstrate knowledge of international/global business practices – the student will be able to:**
	16.01 Understand U.S. and International Business practice theory in an interdisciplinary environment.
	16.02 Evaluate and revise an existing business plan for adherence to international business practices.
	16.03 Conduct business using state-of-the-art technology including business equipment, computers, and telecommunication devices.
	16.04 Conduct business in a global environment including importing and exporting issues as well as foreign issues.
	16.05 Develop the concept of teamwork in completing daily business tasks as well as team discussions relating to the overall operation and growth of the business.
	16.06 Demonstrate critical thinking and problem solving skills within an international business environment.
	16.07 Develop the skills necessary to effectively participate in four functions of business, including Marketing/Sales, Purchasing, Human Resources, and Accounting.
Healthcare Administration Specialization:	
10.0	**Demonstrate knowledge of health care administration functions – the student will be able to:**
	10.01 Use terminology unique to the healthcare industry correctly.
	10.02 Explain the role of local, state, and federal government in healthcare delivery.
	10.03 Examine the role of accreditation standards and payment systems on healthcare delivery.
	10.04 Explain the importance of data analysis, quality assurance processes, and assessment methodologies in healthcare administration.
	10.05 Recognize administrative and business functions in a healthcare setting.
	10.06 Discuss legal and ethical issues in healthcare administration.
Human Resources Specialization:	
10.0	**Demonstrate knowledge of principles of human resources – the student will be able to:**
	10.01 Demonstrate knowledge of the functions of human resources.
	10.02 Demonstrate knowledge of the employer's relationship with the Human Resources Department.
	10.03 Demonstrate knowledge of the business concepts used in Human Resources.
	10.04 Demonstrate knowledge of recruitment of employees.
	10.05 Describe recruitment process.

10.06	Analyze job descriptions and position requirements.	
10.07	Identify potential employees as candidates in reviewing applicant materials.	
10.08	Demonstrate knowledge of interviewing skills.	
10.09	Describe methods of orientation for new employees.	
10.10	Describe methods to train new employees.	
10.11	Demonstrate ability to interview candidates.	
10.12	Describe process for hiring new employees.	
10.13	Describe compensation and benefit plans.	
10.14	Develop compensation and benefit plans.	
10.15	Describe the legal issues associated with compensation and benefit plans.	
10.16	Apply legal concepts to compensation and benefit plans.	
10.17	Identify the components of the administration of compensation and benefit plans.	
10.18	Describe the functions of the administration of compensation and benefit plans.	
10.19	Describe principles, concepts and legal considerations for realistic decision situations and confrontations between employees and management.	
10.20	Apply principles, concepts and legal considerations to realistic decision situations and confrontations between employees and management.	
10.21	Recognize a company with potential human resource problems.	
10.22	Take the necessary actions to prevent a potential employee problem from developing.	
10.23	Be familiar with laws as they relate to human resource functions.	
10.24	Demonstrate knowledge of the provisions of the Civil Rights Acts, EEOC legislation, OSHA, Rights of Women, Elderly, and the Handicapped, as they apply to human resource functions.	
10.25	Demonstrate an awareness of Federal and State administrative agencies, their duties and how they affect human resource managers.	
10.26	Identify methods to protect the human resource department and company from potential lawsuits.	
10.27	Explain how perceptions of compensation differ among society, stockholders, managers and employees.	
10.28	Formulate and implement a compensation strategy.	

	10.29	Examine pay relationships within a single organization.
	10.30	Examine external competitiveness.
	10.31	Examine amount of pay for each employee, how much and how often should pay be increased and on what basis.
	10.32	Demonstrate an understanding of employee benefits and services.
	10.33	Demonstrate an understanding of systems that may be tailored for special groups, sales representatives, executives, contract workers, and unions.
	10.34	Demonstrate an understanding of global compensation systems.
	10.35	Demonstrate an understanding of the government's role in compensation.
	10.36	Examine and analyze case studies in Human Resources.
	10.37	Examine the effect of current events on Human Resources.
	10.38	Recommend resolutions to Human Resource challenges.
	10.39	Demonstrate an understanding of the interface between Human Resource managers and their support staff.
	10.40	Demonstrate an understanding of the nature of a Human Resource manager's job.
	10.41	Demonstrate an understanding of the legal implications of the challenges facing Human Resources.
	10.42	Demonstrate knowledge of the legal environment including equal employment opportunity and safety.
	10.43	Demonstrate knowledge of the human resource planning process including acquisition and training of human resources.
	10.44	Identify criteria for effective performance management systems.
Insurance Specialization:		
10.0	Demonstrate knowledge and application of product and service technology – the student will be able to:	
	10.01	Explain the terms, conditions, and coverage found in the standard fire policy.
	10.02	List and explain the purposes of the forms that can be added to the standard fire policy.
	10.03	Understand and discuss the standard clauses found in various fire and allied forms.
	10.04	List and explain the various dwelling coverage forms available.
	10.05	List and explain the various commercial coverage forms available.
	10.06	Understand and discuss the different types of insurance contracts available to cover consequential and contingent losses.

10.07	Understand the procedure followed in the rating of fire and allied lines insurance contracts, and demonstrate this understanding.
10.08	Explain the purpose and scope of the special flood and windstorm programs.
10.09	Understand and discuss the basic inland marine policy.
10.10	List the major personal inland marine coverage and explain the uses and differences.
10.11	List the major commercial inland marine coverage and explain the use and purpose.
10.12	Understand the procedure followed in the rating of inland marine insurance contracts and demonstrate this understanding.
10.13	List and discuss the divisions of ocean marine insurance.
10.14	List and define the implied warranties in ocean marine insurance.
10.15	Explain the liability of an ocean carrier for the property of others.
10.16	List and explain the nature of the insurable interests in an ocean marine venture.
10.17	Define the common ocean marine terms associated with the settlement of losses.
10.18	List and understand the ocean marine perils.
10.19	Explain the purpose of the basic ocean marine clauses.
10.20	Discuss the coverage afforded by the ocean marine policies.
10.21	Understand the procedure followed in the rating of ocean marine contracts and demonstrate this understanding.
10.22	Discuss the principles and application of the law of negligence.
10.23	List and discuss the broad division of general liability insurance.
10.24	Discuss the different personal liability coverage and explain the differences among them.
10.25	Discuss the different commercial liability coverage and explain the application to practical situations.
10.26	Understand the procedure followed in the rating of general liability insurance and demonstrate this understanding.
10.27	Discuss the negligence liability of automobile owners and operators.
10.28	Explain the various automobile liability insurance plans.
10.29	Discuss the different automobile insurance policies and explain the differences among them.
10.30	List and explain the different types of automobile coverage.

10.31	Understand the procedure followed in the rating of automobile insurance and demonstrate this understanding.
10.32	Discuss the purpose and operation of the Florida Joint Underwriters Association (FJUA).
10.33	Explain the Florida Automobile Reparation Reform Act (Personal Injury Protection-PIP).
10.34	Discuss the negligence liability of employers.
10.35	Discuss the coverage, endorsements, conditions and exclusions found in Worker's Compensation policies.
10.36	Understand the workings of the various Worker's Compensation retrospective rating plans and demonstrate this understanding.
10.37	Understand the procedure followed in the rating of Worker's Compensation insurance and demonstrate this understanding.
10.38	Discuss the purpose and operation of the assigned risk plan.
10.39	Discuss the nature of the boiler and machinery hazard.
10.40	List and explain the basic coverage found in boiler and machinery policies.
10.41	Explain the use and purpose of the various boiler and machinery endorsements.
10.42	Discuss the various policy provisions found in boiler and machinery policies.
10.43	Understand the procedure followed in the rating of boiler and machinery insurance and demonstrate this understanding.
10.44	Define the basic crime terms.
10.45	Discuss the different personal crime policies.
10.46	List and discuss the basic and miscellaneous commercial crime coverage forms.
10.47	Explain the purposes, advantages and disadvantages of crime deductibles.
10.48	Demonstrate an understanding of the procedure followed in the rating of crime insurance.
10.49	Discuss the comprehensive glass policy.
10.50	Demonstrate an understanding of the procedure followed in the rating of plate glass insurance.
10.51	Explain the purposes of fidelity bonds.
10.52	Define certain basic terms used in the fidelity field.
10.53	List and discuss the different types of fidelity bonds.
10.54	Demonstrate an understanding of the procedure followed in the rating of fidelity bonds.

10.55	Explain the differences between suretyship and insurance.
10.56	List and identify the parties to a surety bond.
10.57	List and discuss the different types of surety bonds.
10.58	Demonstrate an understanding of the procedure followed in the rating of surety bonds.
10.59	Discuss the development of the Homeowners policy.
10.60	Determine the types of risks that are eligible for the Homeowners program.
10.61	State the limits of liability required under the various Homeowners forms.
10.62	List and discuss the basic Homeowners coverage forms.
10.63	Discuss the various optional Homeowners coverage forms.
10.64	Explain the application of the mandatory Homeowners deductibles and discuss the optional deductibles available.
10.65	Demonstrate an understanding of the procedure followed in the rating of Homeowners contracts.
10.66	Discuss the history and concept of commercial multiple line insurance.
10.67	Define the above coverage risk and explain how this is reflected in the rate.
10.68	List and discuss the advantages of packaging.
10.69	List and discuss the various commercial multiple line programs.
10.70	Understand the procedure followed in the rating of commercial multiple line programs and demonstrate this understanding.
10.71	Explain the requirements necessary to underwrite and sell aviation insurance.
10.72	Explain why life insurance is needed by our society.
10.73	Define the terms used in life insurance.
10.74	Identify and explain the various types of life insurance.
10.75	Explain the basic life insurance policy and its provisions.
10.76	Identify and explain the payment procedures and options for life insurance.
10.77	Explain Florida's rules and regulations relative to life insurance.
10.78	Define health insurance.

10.79	Explain the importance of the health insurance application form.
10.80	Identify and explain the difference between individual and group health insurance.
10.81	Discuss the importance of uniform provisions in a health insurance policy.
11.0	**Appropriate business records for an insurance agency – the student will be able to:**
11.01	Discuss why business firms need good record systems.
11.02	Identify appropriate business records for an insurance agency.
11.03	List reasons why business records should be protected.
11.04	Describe how budgets are used to run business firms efficiently.
11.05	Complete identified business records accurately.
12.0	**Demonstrate knowledge of employee compensation and benefits plan – the student will be able to:**
12.01	Distinguish between the various types of wage and salary plans.
12.02	Identify reasons why different wages and salaries are paid for different jobs.
12.03	Describe the most common kinds of fringe benefits.
12.04	Explain major provisions of both the Occupational Safety and Health Act and the Social Security Act.
13.0	**Develop a successful promotion plan for an insurance agency – the student will be able to:**
13.01	Identify the major methods of promotion.
13.02	List the sources of advertising.
13.03	Identify information sources for planning an advertising program.
13.04	Discuss factors involved in managing promotion including cost, timeliness, and legality.
13.05	Explain how understanding the customer can improve personal selling.
13.06	Show how a salesperson can use product knowledge.
13.07	Instruct employees in effective sales techniques.
International Business Specialization:	
10.0	**Demonstrate knowledge of international marketing and distribution activities – the student will be able to:**

	10.01	Explain the international business relationships among countries and regions.
	10.02	Identify international resources.
	10.03	Prepare international sales and purchase agreements.
	10.04	Demonstrate decision making abilities that generate marketing strategies using products, prices, places, and promotions related to international business.
	10.05	Determine appropriate means of transportation.
	10.06	Determine the cost of transportation.
	10.07	Develop procedures for the processing of international documentation.
	10.08	Identify the types of international business organizations and their structures.
	10.09	Describe the appropriate use of international promotional tools.
	10.10	Identify potential customers.
	10.11	Identify international business opportunities.
	10.12	Demonstrate an understanding of Free Trade Zones as a distribution option.
11.0	Demonstrate knowledge of international banking and finance activities – the student will be able to:	
	11.01	Determine the appropriate method of payment.
	11.02	Describe the process of preparing instruments of international payment.
	11.03	Identify sources of financing.
	11.04	Prepare a financial application.
	11.05	Convert current rates of exchange.
	11.06	Describe the nature of barter and counter trade in international transactions.
12.0	Demonstrate knowledge of international social and cultural business practices – the student will be able to:	
	12.01	Describe international business customs and practices.
	12.02	Compare cultural differences.
	12.03	Demonstrate an understanding of global geography.
13.0	Demonstrate knowledge of international law and economic activities – the student will be able to:	

13.01	Identify requirements necessary to comply with international contracts.	
13.02	Identify requirements necessary to comply with international laws and treaties.	
13.03	Debate the reasons for and against free trade.	
13.04	State the types of trade barriers.	
13.05	Explain the trend toward greater mobility of world resources.	
13.06	Describe the role of the International Monetary Fund in the International Monetary System.	
13.07	Describe the role of United States government agencies in international business.	
13.08	Explain the functions of the WTO.	

Management Specialization:

10.0	Demonstrate knowledge of principles and practices of management – the student will be able to:
10.01	Understand the need for management skills in all kinds of organizations.
10.02	Describe the three basic levels of management and types of positions associated with each.
10.03	Discuss management as both an art and a science.
10.04	Discuss different views and examples of the social responsibilities of business.
10.05	Define business ethics, distinguish between ethical and legal problems, and describe common types of ethical issues managers may confront.
10.06	Describe the four basic management functions of planning, organizing, leading, and controlling.
10.07	Identify and distinguish among different types of plans: strategic, operational, and tactical.
10.08	Define an organization's vision and mission.
10.09	Identify and describe various planning activities, including goal setting, budgeting, establishing policies and procedures, etc.
10.10	Describe and give applications of the process of rational decision making.
10.11	Define the organizing function of management and identify various activities associated with this function.
10.12	Define and give examples of coordination, authority, power, responsibility, and accountability, and span of management.
10.13	Describe different types of organizational departmentation.
10.14	Define leadership and distinguish between leadership and management.

	10.15	Describe different theories of leadership and key findings from research on leadership styles.
	10.16	Discuss different theories of motivation, including Maslow, McClelland, Herzberg, and others.
	10.17	Define the process of managerial control.
	10.18	Describe various types of control techniques used in the workplace.
11.0	Demonstrate knowledge of essential human relations skills – the student will be able to:	
	11.01	Discuss the importance of effective human relations skills in organizations.
	11.02	Relate concepts including self-esteem, perception, values to job performance.
	11.03	Identify and discuss various barriers to communication and specific ways to improve interpersonal and organizational communication.
	11.04	Define group dynamics and demonstrate understanding of group issues that affect employee performance.
	11.05	Discuss the effects of stress on employees and the organization and ways to effectively manage stress.
12.0	Demonstrate knowledge of the supervisory responsibilities of management – the student will be able to:	
	12.01	Identify and discuss the unique responsibilities of the first-level supervisor.
	12.02	Discuss the issues involved in making the transition from employee to supervisor.
	12.03	Identify key supervisory responsibilities, including communicating, leading, motivating, counseling and disciplinary action, budgeting, managing time, union relations, performance evaluation, safety, EEO compliance, etc.
13.0	Demonstrate knowledge of human resources management – the student will be able to:	
	13.01	Identify typical responsibilities of an organization's human resources department.
	13.02	Explain how managers and the human resources function share responsibility.
	13.03	Identify important laws regarding discrimination, safety, etc. that are critical to organizations.
Marketing Specialization		
10.0	Examine effective selling techniques and procedures – the student will be able to:	
	10.01	Utilize essential knowledge and means for acquiring customer, competitor and product/service information.
	10.02	Demonstrate selling techniques and procedures for improving customer satisfaction.
	10.03	Review selling techniques and procedures for establishing customer relationships.
	10.04	Utilize ethical guidelines in the selling process.

	10.05 Prepare an effective sales presentation.
11.0	**Recognize the importance of creativity, innovation, and new product development – the student will be able to:**
	11.01 Examine how research and development lead to new products and services.
	11.02 Review how businesses implement and expand product lines.
	11.03 Recognize how technology affects consumer and business markets.
12.0	**Summarize marketing mix design and marketing strategy development – the student will be able to:**
	12.01 Evaluate each component of the marketing mix for purposes of creating customer value.
	12.02 Recognize how the external environment affects the marketing mix.
	12.03 Examine the buying decisions of consumers and business markets.
	12.04 Explain the major components of the marketing plan.
	12.05 Examine trends in international marketing.
Real Estate Specialization	
10.0	**Demonstrate knowledge of real estate principles – the student will be able to:**
	10.01 Describe a real estate market under the price system.
	10.02 Explain the major submarkets of real estate.
	10.03 Explain the principles of highest and best use of land.
	10.04 List and explain at least three factors that influence demand in the real estate market.
	10.05 Describe sales associate, broker associate and broker.
	10.06 Describe how real estate market indicators assist in interpreting the current trends and conditions of the local market.
	10.07 Demonstrate understanding of real estate deeds, taxes and legal descriptions.
	10.08 Demonstrate understanding of local zoning and planning.
	10.09 Demonstrate understanding of real estate investment analysis.
	10.10 Understand different types of loans and financial resources.
	10.11 Demonstrate understanding of how land and real estate are appraised.

10.12	Demonstrate understanding of different types of insurance.
10.13	Demonstrate understanding of legal issues in real estate.
10.14	Demonstrate understanding of importance of self-marketing.
10.15	Describe composition and member qualifications of FL Real Estate Commission**.**
10.16	Distinguish between general and special agent terms.
10.17	Identify broker requirements.
Small Business Management Specialization:	
10.0	Demonstrate knowledge of small business management functions – the student will be able to:
10.01	Demonstrate an understanding of principles of small business management concerning business entities, planning, and ethics.
10.02	Demonstrate an understanding of the principles and systems of accounting in a small business.
10.03	Demonstrate an understanding of the principles of budgeting and break-even analysis as they apply to the financial management of the small business.
10.04	Demonstrate an understanding of principles of financing and cash management in the small business.
10.05	Demonstrate an understanding of the fundamentals of advertising and marketing products and services in the small business.
10.06	Demonstrate an understanding of the purchasing and management of needed inventories, materials, supplies, services, and equipment of the right quality, in the proper quantity, for reasonable prices, at the appropriate time, from the right vendor or supplier.
10.07	Demonstrate an understanding of trends in business communications and electronic technology.
10.08	Demonstrate an understanding of basic management functions of leadership, organizing, staffing, and motivating the small business work team.
10.09	Demonstrate an understanding of the decision-making, evaluation, importance and mechanics of writing a business plan.
10.10	Demonstrate an understanding of the components of monitoring costs, job order cost cycle, purchasing materials, inventory, and payroll in job order cost accounting.
10.11	Demonstrate an understanding of fundamental legal and government regulation issues facing small business owners.
10.12	Demonstrate an understanding of the process of creating and managing a labor relations program in a small business.
10.13	Demonstrate an understanding of e-Business.
10.14	Demonstrate an understanding of productivity management.
10.15	Evaluate the advantages and disadvantages of the three major forms of business ownership (sole proprietorship, partnership, and corporation).

10.16   Understand the issues of family or home-based businesses.

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.

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Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

    Business Development and Entrepreneurship (0552070306) – 25 credit hours
    Business Management (0552070101) – 24 credit hours
    Business Operations (0552020104) – 18 credit hours
    Business Specialist (0552020103) – 12 credit hours
    Human Resources Administrator (0552020105) – 21 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

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: **Office Administration (60)**
Career Cluster: **Business Management and Administration**

AS	
CIP Number	1552020401
Program Type	College Credit
Standard Length	60 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	43-6011 – Executive Secretaries and Executive Administrative Assistants
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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to assist management by expediting and facilitating the maintenance and production of correspondence and records; telecommunicating; maintaining office budget; planning; preparing correspondence and resolutions; filing and maintaining documents; and assisting in the administration of policy.

Specializations: In addition to the core learning outcomes, students may complete the outcomes in one of the following specializations:

- Legal Office
- Medical Office

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 60 credit hours.

Standards

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

Professional Skills:
01.0   Demonstrate effective business communication skills.
02.0   Prepare and use financial information.
03.0   Manage business information using appropriate software.
04.0   Perform records management activities.
05.0   Perform accounting activities.
06.0   Demonstrate employability and workplace skills.
07.0   Perform information processing activities.
08.0   Develop leadership skills.
09.0   Develop strategic organizational skills.
10.0   Perform office management activities.
11.0   Participate in work-based learning experiences.

In addition to the above core outcomes, students will complete the outcomes in one of the following specializations:

Legal Office Specialization:
12.0   Perform machine dictation/transcription activities.
13.0   Perform legal office management activities.
14.0   Perform legal office activities.
15.0   Demonstrate knowledge of U.S. and Florida court systems.
16.0   Perform records management activities.

Medical Office Specialization:
12.0   Perform medical office activities.
13.0   Perform medical office management activities.
14.0   Perform records management activities.

Florida Department of Education
Student Performance Standards

Program Title: Office Administration (60)
CIP Number: 1552020401
Program Length: 60 credit hours
SOC Code(s): 43-6011

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:
Professional Skills:
01.0 Demonstrate effective business communication skills – the student will be able to:
01.01 Demonstrate ability in teleconferencing and placing international calls.
01.02 Demonstrate ability in using a multi-line phone system, including voice mail, paging, transferring, recording/taking messages, and screening calls.
01.03 Demonstrate excellent customer service skills using the telephone.
01.04 Demonstrate understanding of current communications technology.
01.05 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. Give, follow and interpret oral and written communications.
01.06 Use interpersonal communication skills to facilitate effective interactions to work collaboratively.
01.07 Demonstrate public relations skills that support customer satisfaction.
01.08 Demonstrate effective teamwork skills.
01.09 Develop the ability to manage conflict and its resolution when dealing with challenging situations.
01.10 Discuss the importance of using the appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation. Demonstrate effective listening skills.
01.11 Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice.
01.12 Identify safety and security procedures for information transmittal.
01.13 Participate in a group discussion as a member and as a leader.
01.14 Research and interpret information retrieved from print and electronic resources.

	01.15	Dictate for recording medium.
	01.16	Prepare executive summaries for letters, reports and/or news articles.
	01.17	Research and compose a document containing statistical information.
	01.18	Demonstrate ability to communicate effectively with diverse populations.
	01.19	Demonstrate knowledge of appropriate spelling, grammar, punctuation, and word choice.
	01.20	Proofread and edit documents using proofreaders' marks.
	01.21	Prepare and use technology enhanced materials to deliver an oral presentation.
	01.22	Demonstrate machine transcription activities.
02.0	Prepare and use financial information – the student will be able to:	
	02.01	Perform business math operations manually and using technology.
	02.02	Interpret graphs, charts, and tables.
	02.03	Solve finance charge and annual percentage rate problems using a calculator.
	02.04	Determine elapsed time between two events.
	02.05	Analyze information given to solve a problem.
	02.06	Demonstrate ability to estimate.
	02.07	Solve problems related to measurement and space allocation.
	02.08	Identify basic concepts of the American economic system, including e-commerce.
	02.09	Identify basic types and sources of consumer credit.
	02.10	Identify advantages and disadvantages of consumer credit.
03.0	Manage business information using appropriate software – the student will be able to:	
	03.01	Identify formatting principles.
	03.02	Perform computer activities using data base, spreadsheet, and graphics presentation, word processing, e-mail/scheduling, and utility software applications.
	03.03	Produce business documents.

	03.04	Produce envelopes, labels, interoffice memorandum and labels, meeting minutes, tabulated information, multi-page documents, numbered and bulleted lists, reports using footnotes and endnotes, tables, press releases, variable size cards and documents, material from hand-written copy, and multi-copy pre-printed business forms.
	03.05	Create and edit templates.
	03.06	Create documents by scanning.
	03.07	Create and edit documents from voice recognition software.
	03.08	Prepare documents from rough draft copy using proofreaders' marks.
	03.09	Prepare a document using mail merge and variable information.
	03.10	Identify and use the appropriate software in a business environment.
	03.11	Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
	03.12	Use technology to access, research, analyze, and interpret business information.
	03.13	Demonstrate proficiency in the use of business software to create, maintain and manage documents and produce reports.
	03.14	Demonstrate knowledge of copyright laws.
04.0	Perform records management activities – the student will be able to:	
	04.01	Index, code, sort, and file materials alphabetically, numerically, geographically and by subject, both manually and electronically.
	04.02	Identify types of filing supplies, equipment, and procedures.
	04.03	Cross-reference materials in the alphabetic, numeric, geographic, and subject filing systems.
	04.04	Recommend solutions to problems in existing filing systems.
	04.05	Design form for initial inventory of records.
	04.06	Search for, retrieve, and investigate information in files.
	04.07	List and describe methods of protecting vital records.
	04.08	Identify appropriate action for the retention, disposal and archiving of records.
	04.09	Identify characteristics of centralized and decentralized filing systems.
	04.10	Classify records into vital, useful, and nonessential categories.
	04.11	Identify procedures for confidentiality.

	04.12	Demonstrate backup and recovery procedures.
	04.13	Practice effective Records Information Management (RIM) techniques.
	04.14	Demonstrate effective electronic file management.
05.0	Perform accounting activities – the student will be able to:	
	05.01	Demonstrate ethical accounting practices.
	05.02	Identify parameters and functions of a fiscal calendar.
	05.03	Prepare and process expense reports.
	05.04	Prepare supply order and monitor inventory.
	05.05	Prepare and monitor department budgets electronically.
	05.06	Prepare payroll records, including time sheets.
	05.07	Submit tax reports such as 940's, 1040's, W-2's, etc.
	05.08	Demonstrate a general knowledge of the accounting cycle.
	05.09	Demonstrate proficiency in cash control procedures, including bank deposits, electronic fund transfers, credit and debit transactions, bank reconciliations, and petty cash.
	05.10	Use source documents to prepare and analyze transactions, including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips.
	05.11	Describe internal control methods and fraud controls.
06.0	Demonstrate employability and workplace skills – the student will be able to:	
	06.01	Identify sources of employment opportunities.
	06.02	Describe the job search process.
	06.03	Complete a resume and a cover letter.
	06.04	Complete an electronic job application form correctly.
	06.05	Prepare a resume for electronic distribution.
	06.06	Demonstrate effective job interview techniques and identify different types of interviews.
	06.07	Prepare a thank you note for an interview.

	06.08	Identify and demonstrate appropriate responses to feedback from supervisors.
	06.09	Identify and demonstrate acceptable work habits.
	06.10	Identify organizational structure, chain of command and importance of appropriate protocol.
	06.11	Identify stress management techniques.
	06.12	Identify and demonstrate positive interpersonal skills.
	06.13	Demonstrate ability to work with diverse populations.
	06.14	Demonstrate ability to work as a team member.
	06.15	Describe confidentiality and privacy issues in the workplace.
	06.16	Describe the importance of customer service to an organization.
	06.17	Describe the importance of an employee's ability to be flexible in the workplace.
	06.18	Demonstrate effective time management skills.
	06.19	Identify methods for securing an employment reference.
	06.20	Identify career advancement opportunities and demonstrate effective networking behaviors.
07.0	Perform information processing activities – the student will be able to:	
	07.01	Demonstrate ability to manage files electronically.
	07.02	Define differences between operating systems and software applications.
	07.03	Identify and understand terms commonly used in information technology.
	07.04	Identify business systems, equipment components, and electronic media.
	07.05	Create and edit documents from handwritten, dictated and typed material using current technology.
	07.06	Input numeric data.
	07.07	Use office equipment manual.
	07.08	Develop a flowchart and an organizational chart.
	07.09	Develop and use an office operations manual.

	07.10	Describe ways to identify computer viruses.
	07.11	Demonstrate knowledge of the importance of continuing education and technology updates.
08.0	Develop leadership skills – the student will be able to:	
	08.01	Prepare an agenda, invite participants electronically and conduct a meeting.
	08.02	Demonstrate knowledge of professional organizations.
	08.03	Identify traits of employees with promotion potential.
	08.04	List principles of group dynamics.
09.0	Develop strategic organizational skills – the student will be able to:	
	09.01	Demonstrate steps used in problem solving.
	09.02	Demonstrate how to prioritize work assignments and enlist the help of others.
	09.03	Prepare a schedule for an employer.
	09.04	Choose appropriate action in situations requiring application of business ethics.
	09.05	Choose appropriate action in situations requiring following a chain of command.
	09.06	Identify ways to assign work to others.
	09.07	Determine preventive actions for office communication problems.
	09.08	Identify best practices to handle confidential information.
	09.09	Identify options for addressing employee problems.
10.0	Perform office management activities – the student will be able to:	
	10.01	Identify management styles.
	10.02	Prepare managerial reports about production, personnel, equipment, and operational costs.
	10.03	Set priorities and develop efficient procedures for work flow.
	10.04	Conduct a self-performance appraisal.
	10.05	Conduct an employment interview.

	10.06	Select items to include in a new employee's orientation to the job.
	10.07	Select and delegate tasks.
	10.08	Recommend employees for promotion.
	10.09	Sketch layout of an office using principles of ergonomics.
	10.10	Compare and select vendors from whom to purchase office supplies.
11.0	Participate in work-based learning experiences – The student will be able to:	
	11.01	Participate in internships or service learning experiences in office administration.
	11.02	Demonstrate employability skills.
	11.03	Develop a career plan.
	11.04	Perform general workplace competencies.
In addition to the above core outcomes, students will complete the outcomes in one of the following specializations:		
Legal Office Specialization:		
12.0	Perform machine dictation/transcription activities – the student will be able to:	
	12.01	Demonstrate techniques in machine dictation and transcription.
	12.02	Transcribe recorded dictation of legal correspondence and other legal documents.
	12.03	Evaluate transcription systems for office utilization.
13.0	Perform legal office management activities – the student will be able to:	
	13.01	Make decisions on major equipment acquisition.
	13.02	Prepare and maintain client records.
	13.03	Define the major functions of legal office management.
	13.04	List characteristics of effective leaders/managers.
	13.05	List the steps in problem solving.
	13.06	Maintain work schedules for payroll purposes.

13.07	Demonstrate knowledge of motivational techniques.
13.08	Sketch the layout of a legal office using the principles of ergonomics.
13.09	Calculate billable hours.
14.0	**Perform legal office activities – the student will be able to:**
14.01	Define, understand, and spell legal terminology.
14.02	Identify terms and procedures related to the legal process.
14.03	Identify the court in which legal documents should be filed.
14.04	Identify sources of legal reference.
14.05	Demonstrate knowledge of the confidential fiduciary relationship between client and attorney.
14.06	Demonstrate knowledge of computer security in the confidential environment.
14.07	Identify and use printed and electronic sources of legal information.
14.08	Maintain records for assessing client charges.
14.09	Maintain an appointment book.
14.10	Maintain a tickler file for docket control.
14.11	Demonstrate knowledge of document formats required by the court systems and other agencies.
14.12	Demonstrate knowledge of legal filing systems in a law office.
14.13	Create legal templates.
14.14	Key information using legal templates.
15.0	**Demonstrate knowledge of U.S. and Florida court systems – the student will be able to:**
15.01	Describe the courts of Florida and the jurisdiction of each.
15.02	Describe the courts of the Federal System and other agencies and the jurisdiction of each.
16.0	**Perform records management activities – the student will be able to:**
16.01	Identify the components of a records management system.

	16.02	Prioritize activities for the organization of a records management system.
	16.03	Identify the principles of forms control.
	16.04	Identify principles governing the planning of a records retention and disposition schedule.
Medical Office Specialization:		
12.0	Perform medical office activities – the student will be able to:	
	12.01	Select, complete, verify and submit insurance forms.
	12.02	Record charges and collections and prove accounting transactions.
	12.03	Schedule appointments and activities.
	12.04	Define and spell medical terms.
	12.05	Use medical references.
	12.06	Prepare and maintain patient records.
	12.07	Demonstrate knowledge of the legal and ethical aspects of health care.
	12.08	Locate and record information from medical records.
	12.09	Demonstrate a compliance with all federal and state health care regulations.
	12.10	Describe functions in a medical office.
	12.11	Demonstrate understanding of legal and ethical issues in a medical office.
	12.12	Demonstrate knowledge of computer security in the confidential environment.
	12.13	Evaluate transcription systems for the medical office.
	12.14	Demonstrate correct techniques in transcribing medical information.
	12.15	Transcribe recorded dictation of medical correspondence and other medical documents.
13.0	Perform medical office management activities – the student will be able to:	
	13.01	Make decisions on major equipment acquisition.
	13.02	Record coding and billing changes in patient records.

13.03	Define the major functions of medical office management.
13.04	List characteristics of effective leaders/managers.
13.05	List the steps in problem solving.
13.06	Maintain work schedules for payroll purposes.
13.07	Demonstrate knowledge of motivational techniques.
14.0	**Perform records management activities – the student will be able to:**
14.01	Identify the components of a records management system.
14.02	Prioritize activities for the organization of a records management system.
14.03	Identify the principles of forms control.
14.04	Identify principles governing the planning of a records retention and disposition schedule.

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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: **Medical Office Administration**
Career Cluster: **Business Management and Administration**

AS	
CIP Number	1552020404
Program Type	College Credit
Standard Length	60 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	43-1011 - First Line Supervisors of Office and Admin. Support Workers
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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to assisting management by expediting and facilitating the maintenance and production of correspondence, resolutions and other documents; planning; filing and maintaining medical records and other documents; performing medical transcription activities such as preparing patients' medical histories and discharge summaries; maintaining office budgets; and assisting in the administration of policy. Students are prepared for employment as office support staff and medical transcriptionists in medical offices, hospitals and other healthcare settings.

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 60 credit hours.

Standards

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

01.0	Demonstrate effective communication skills in a medical office.
02.0	Perform medical transcription activities.
03.0	Manage medical information using appropriate software.
04.0	Perform medical records management activities.
05.0	Perform financial and accounting activities.
06.0	Demonstrate employability and workplace skills.
07.0	Perform information processing activities.
08.0	Develop leadership skills.
09.0	Develop strategic organizational skills.
10.0	Participate in work-based learning experiences.
11.0	Perform medical office activities.
12.0	Perform medical office management activities.
13.0	Perform medical office insurance, billing and coding activities.

Florida Department of Education
Student Performance Standards

Program Title: **Medical Office Administration**
CIP Number: **1552020404**
Program Length: **60 credit hours**
SOC Code(s): **43-1011**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:
01.0   Demonstrate effective communication skills in a medical office – the student will be able to:
01.01   Demonstrate excellent customer service skills using a multi-line phone system, including voice mail, paging, transferring, teleconferencing, recording/taking messages, and screening calls.
01.02   Demonstrate excellent customer service skills using the telephone.
01.03   Demonstrate understanding of current communications technology.
01.04   Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. Give, follow and interpret oral and written communications.
01.05   Use interpersonal communication skills to facilitate effective interactions to work collaboratively.
01.06   Demonstrate public relations skills that support customer satisfaction.
01.07   Demonstrate effective teamwork skills.
01.08   Develop the ability to manage conflict and its resolution when dealing with challenging situations.
01.09   Discuss the importance of using the appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation. Demonstrate effective listening skills.
01.10   Compose correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice.
01.11   Identify safety and security procedures for information transmittal.
01.12   Research and interpret information retrieved from print and electronic resources.
01.13   Dictate for recording medium.
01.14   Research and compose a document containing statistical information.
01.15   Demonstrate ability to communicate effectively with diverse populations.

02.0	Perform medical transcription activities – the student will be able to:	
	02.01	Demonstrate correct techniques in transcribing medical information including the use of voice integration applications and scanning technology.
	02.02	Transcribe recorded and live dictation of medical correspondence and other medical documents in a timely manner.
	02.03	Transcribe and interpret recorded and live dictation into diagnostic test results, operative reports, referral letters, and other documents in a timely manner.
	02.04	Review and edit drafts prepared by speech recognition software, making sure that the transcription is correct, complete and has a consistent style.
	02.05	Translate medical terms and abbreviations into the appropriate long form.
	02.06	Demonstrate knowledge of appropriate spelling, grammar, punctuation, and word choice of medical terms.
	02.07	Identify inconsistencies, errors, and missing information within a report that could compromise patient care.
	02.08	Submit health records for physicians to approve.
	02.09	Demonstrate knowledge and understanding of patient confidentiality guidelines and legal documentation requirements.
	02.10	Enter medical reports into electronic health records systems.
	02.11	Track patient outcomes for quality assessment.
03.0	Manage medical information using appropriate software – the student will be able to:	
	03.01	Identify and use the appropriate medical office management software in a medical office environment.
	03.02	Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in a medical office.
	03.03	Produce medical documents.
	03.04	Create and edit templates and forms for the medical office.
	03.05	Create and send documents by scanning, faxing and e-mailing.
	03.06	Prepare a document using mail merge and variable information.
	03.07	Use technology to access, research, analyze, and interpret medical information.
	03.08	Demonstrate proficiency in the use of software to create, maintain and manage documents and produce reports.
04.0	Perform medical records management activities – the student will be able to:	
	04.01	Index, code, sort, and file medical materials alphabetically, numerically, geographically and by subject, both manually and electronically.

	04.02	Identify types of filing supplies, equipment, and procedures.
	04.03	Cross-reference medical materials in the alphabetic, numeric, geographic, and subject filing systems.
	04.04	Design form for effective inventory of medical records.
	04.05	List and describe methods of protecting vital medical records.
	04.06	Identify the principles of forms control (i.e. appropriate action for the retention, disposal and archiving of medical records).
	04.07	Identify principles governing the planning of a records retention and disposition schedule.
	04.08	Identify characteristics of centralized and decentralized filing systems.
	04.09	Classify medical records into appropriate categories.
	04.10	Identify procedures for confidentiality i.e. Health Insurance Portability and Accountability Act (HIPAA).
	04.11	Demonstrate backup and recovery procedures.
	04.12	Practice effective Records Information Management (RIM) techniques.
	04.13	Demonstrate effective electronic file management.
05.0	Perform financial and accounting activities – the student will be able to:	
	05.01	Demonstrate ethical accounting practices.
	05.02	Perform business and math operations manually and using technology.
	05.03	Interpret graphs, charts and tables.
	05.04	Prepare and process expense reports.
	05.05	Prepare supply order and monitor inventory.
	05.06	Process purchase orders and payment of invoices.
	05.07	Prepare and monitor budgets electronically.
	05.08	Prepare and manage payroll for the medical office.
	05.09	Submit tax reports such as payroll withholdings, quarterly returns, 940's, 1040's, W-2's, etc.
	05.10	Demonstrate a general knowledge of the accounting cycle and procedures.

	05.11	Demonstrate proficiency in cash control procedures, including bank deposits, electronic fund transfers, credit and debit transactions, and bank reconciliations.
	05.12	Describe internal control methods and fraud controls.
06.0	Demonstrate employability and workplace skills – the student will be able to:	
	06.01	Identify sources of employment opportunities.
	06.02	Describe the job search process.
	06.03	Complete a resume and a cover letter.
	06.04	Complete an electronic job application form correctly.
	06.05	Prepare a resume for electronic distribution.
	06.06	Demonstrate effective job interview techniques and identify different types of interviews.
	06.07	Prepare a thank you note for an interview.
	06.08	Identify and demonstrate appropriate responses to feedback from supervisors.
	06.09	Identify and demonstrate acceptable work habits.
	06.10	Identify organizational structure, chain of command and importance of appropriate protocol.
	06.11	Identify stress management techniques.
	06.12	Identify and demonstrate positive interpersonal skills.
	06.13	Demonstrate ability to work with diverse populations.
	06.14	Demonstrate ability to work as a team member.
	06.15	Describe confidentiality and privacy issues in the workplace.
	06.16	Describe the importance of customer service to an organization.
	06.17	Describe the importance of an employee's ability to be flexible in the workplace.
	06.18	Demonstrate effective time management skills.
	06.19	Identify methods for securing an employment reference.
	06.20	Identify career advancement opportunities and demonstrate effective networking behaviors.

07.0	Perform information processing activities – the student will be able to:
	07.01 Process and manage medical electronic records.
	07.02 Define differences between operating systems and software applications.
	07.03 Identify and understand terms commonly used in information technology.
	07.04 Identify business systems, equipment components, and electronic media.
	07.05 Create and edit documents from handwritten, dictated and typed material using current technology.
	07.06 Develop and use a medical office operations manual.
	07.07 Describe ways to identify computer viruses.
	07.08 Demonstrate knowledge of the importance of continuing education and technology updates.
08.0	Develop leadership skills – the student will be able to:
	08.01 Identify different management styles.
	08.02 List characteristics of effective leaders/managers.
	08.03 Demonstrate knowledge of motivational techniques.
	08.04 Demonstrate knowledge of medical professional organizations.
	08.05 Identify traits of medical employees with promotion potential.
	08.06 List principles of group and team dynamics.
09.0	Develop strategic organizational skills – the student will be able to:
	09.01 Demonstrate steps used in problem solving.
	09.02 Demonstrate how to prioritize work assignments and enlist the help of others.
	09.03 Prepare and manage a schedule for employees.
	09.04 Prepare and manage schedules for physicians.
	09.05 Prepare and manage appointments for patients.
	09.06 Choose appropriate action in situations requiring application of ethics.

	09.07	Choose appropriate action in situations requiring following a chain of command.
	09.08	Identify ways to assign and delegate work to others.
	09.09	Determine preventive actions for medical office communication problems.
	09.10	Identify best practices to handle confidential information.
	09.11	Identify options for addressing employee problems.
10.0	Participate in work-based learning experiences – The student will be able to:	
	10.01	Participate in internships, job shadowing or service learning experiences in medical office administration.
	10.02	Demonstrate employability skills.
	10.03	Develop a career plan.
	10.04	Perform general workplace competencies in the medical office.
11.0	Perform medical office activities – the student will be able to:	
	11.01	Select, complete, verify and submit insurance forms.
	11.02	Record charges and collections and proof accounting transactions.
	11.03	Schedule appointments and activities.
	11.04	Define and spell medical terms correctly.
	11.05	Use medical references and resource materials as needed.
	11.06	Prepare and maintain confidential patient records.
	11.07	Identify the principles governing the planning of medical records, retention, disposal and archiving.
	11.08	Locate, interpret and record information from medical records.
	11.09	Demonstrate a compliance with all federal and state health care regulations.
	11.10	Describe functions in a medical office.
	11.11	Demonstrate understanding of legal and ethical issues in a medical office.
	11.12	Demonstrate knowledge of the legal and ethical aspects of health care.

	11.13	Demonstrate knowledge of computer security in the confidential medical environment.
	11.14	Evaluate appropriate transcription systems for the medical office.
12.0	**Perform medical office management activities – the student will be able to:**	
	12.01	Organize and manage a medical office.
	12.02	Prepare managerial reports about production, personnel, equipment and operational costs.
	12.03	Set priorities and develop efficient procedures for work flow.
	12.04	Compare and select vendors from whom to purchase supplies.
	12.05	Make decisions on major equipment acquisition.
	12.06	Abstract information from the patient record to complete insurance forms.
	12.07	Define the major functions of medical office management.
	12.08	Analyze information to solve a problem.
	12.09	Apply time management techniques to medical office schedules.
	12.10	Maintain work schedules for payroll purposes.
	12.11	Choose appropriate action applying medical office management techniques.
	12.12	Conduct an employment interview.
	12.13	Select items to include in a new employee's orientation to the job.
	12.14	Conduct and discuss performance appraisals with employees, set goals, and recommend training.
13.0	**Perform medical office insurance, billing and coding activities – the student will be able to:**	
	13.01	Demonstrate knowledge of ICD and CPT codes.
	13.02	Demonstrate knowledge of insurance terminology.
	13.03	Demonstrate knowledge and application of insurance and billing documents and procedures.
	13.04	Demonstrate an understanding of different types of insurance providers.
	13.05	Prepare and process insurance claims.

13.06	Describe and differentiate between the most common types of insurance claims filed by medical offices.
13.07	Describe procedures for handling insurance claims in medical offices.
13.08	Define common terms and abbreviations used in insurance.
13.09	Accurately complete insurance claim forms.
13.10	Locate errors in returned insurance claim forms.

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)

Phi Beta Lambda (PBL) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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: **Accounting Technology (60)**
Career Cluster: **Business Management and Administration**

AS	
CIP Number	1552030201
Program Type	College Credit
Standard Length	60 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	43-3031 – Bookkeeping, Accounting and Auditing Clerks
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 such as accounts receivable coordinators, accounts payable coordinators, bookkeepers, credit and collections coordinators, payroll coordinators, accountants, auditors, and other accounting paraprofessionals in advanced professional accounting occupations in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the principles, procedures, and theories of organizing, maintaining and auditing business and financial transactions and the preparation of accompanying financial records and reports for internal and external uses.

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 60 credit hours.

Standards

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

01.0   Prepare and use financial information about business organizations to support decision making.
02.0   Manage business information using appropriate software.
03.0   Demonstrate effective business communication skills.
04.0   Evaluate business and financial information to support internal decision making.
05.0   Participate in work-based learning experiences.
06.0   Prepare governmental tax forms, including income, payroll, and sales taxes.
07.0   Consider the implications of professional values, ethics, and attitudes in business.
08.0   Prepare or develop strategic or organizational skills.
09.0   Prepare individual tax forms.

Florida Department of Education
Student Performance Standards

Program Title: **Accounting Technology**
CIP Number: **1552030201**
Program Length: **60 credit hours**
SOC Code(s): **43-3031**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:
01.0 Prepare and use financial information about business organizations to support decision making – the student will be able to:
01.01 Demonstrate knowledge of the accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, preparation of trial balance, adjusting entries, closing entries, and financial statement preparation (i.e., income statement, statement of retained earnings, cash flow statement, and balance sheet).
01.02 Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, petty cash, and journal entries related to all relating banking activities).
01.03 Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
01.04 Describe internal control methods and fraud controls.
01.05 Apply judgment in the application of accounting principles in a global marketplace.
01.06 Analyze financial information to make informed business decisions.
01.07 Maintain knowledge of ever-evolving accounting regulations and standards.
02.0 Manage business information using appropriate software – the student will be able to:
02.01 Identify and use the appropriate software in a business environment.
02.02 Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
02.03 Utilize technology to access, research, analyze, and interpret business information.
02.04 Demonstrate proficiency in the use of accounting software to maintain accounting records and produce reports.
02.05 Understand the basics of ERP and IT systems
03.0 Demonstrate effective business communication skills – the student 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	Use interpersonal communication skills to facilitate effective interactions to work collaboratively.
	03.03	Exhibit public relations skills that aid in achieving customer satisfaction.
	03.04	Demonstrate effective teamwork skills.
	03.05	Develop the ability to withstand conflict and resolve it when dealing with difficult people.
	03.06	Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation.
04.0	Evaluate business and financial information to support internal decision making – the student will be able to:	
	04.01	Identify and apply fundamentals of managerial accounting.
	04.02	Analyze data to evaluate alternatives in making short-run and capital budget decisions.
	04.03	Calculate and use break-even analysis and other related topics to make unstructured business decisions.
	04.04	Use various cost accounting systems for products/services.
	04.05	Evaluate customer and product/service profitability.
	04.06	Prepare business plans, budgets, and forecasts to support the management process.
	04.07	Evaluate the performance of an organization, its processes, and people.
05.0	Participate in work-based learning experiences – the student will be able to:	
	05.01	Participate in internships or service learning experiences in accounting.
	05.02	Demonstrate employability skills.
	05.03	Develop a career plan.
	05.04	Perform general workplace competencies.
06.0	Prepare governmental tax forms, including income, payroll, and sales taxes – the student will be able to:	
	06.01	Prepare business related tax forms (e.g. income and sales taxes), necessary for compliance with local, state and federal agencies.
	06.02	Maintain current knowledge of tax issues.
	06.03	Identify and analyze tax issues, consider alternative treatments and their consequences, and decide and defend your tax treatment solution.

	06.04	Use payroll records to prepare payroll transactions to comply with all local, state, and federal laws and employer or employee obligations.
07.0	Consider the implications of professional values, ethics, and attitudes in business – the student will be able to:	
	07.01	Identify the importance of making decisions that are based on ethical reasoning.
	07.02	Identify and discuss personal and long term consequences of unethical choices in the workplace.
	07.03	Use ethical reasoning and judgment and act in accordance with legal responsibilities.
	07.04	Recognize potentially unethical behavior in others and the steps to resolve it.
08.0	Prepare or develop strategic or organizational skills – the student will be able to:	
	08.01	Define effective leadership and identify key leadership behaviors.
	08.02	Compare different styles of leadership.
	08.03	Examine ways effective leaders develop, coach, and motivate.
	08.04	Define organization vision and mission.
	08.05	Identify characteristics of effective goals.
	08.06	Describe personal leadership style.
	08.07	Explain how effective leaders identify problems and make decisions.
	08.08	Compare different styles of managing conflict.
09.0	Prepare individual tax forms – the student will be able to:	
	09.01	Identify and analyze tax rules and regulations regarding individual federal income taxes.
	09.02	Complete individual tax forms.
	09.03	Utilize popular tax return preparation software.

<h1 style="text-align:center">Additional Information</h1>

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)

Phi Beta Lambda (Postsecondary) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

    Accounting Technology Management (0552030205) – 27 credit hours
    Accounting Technology Operations (0552030203) – 18 credit hours
    Accounting Technology Specialist (0552030204) – 12 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

<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: **Business Management and Analysis**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

Secondary – Career Preparatory	
Program Number	8301100
CIP Number	0552070110
Grade Level	9-12, 30, 31
Standard Length	6 credits
Teacher Certification	BUS ED 1 @2 MANAG SUPV 7 G ACCTING @ 7 7 G
CTSO	FBLA BPA
SOC Codes	11-1021 – General and Operations Managers 15-1151 – Computer User Support Specialists 11-3121 – Human Resources Manager 13-1111 – Management Analysts
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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to communication skills, forms of business ownership and organizational structures, supervisory/management functions and skills, accounting concepts and practices, business law concepts, leadership skills, business ethics, governmental regulations, human resources and management issues, financial and data analysis, database development and queries, and career development.

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 five occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
A	8207310	Digital Information Technology	1 credit	15-1151	2	PA
B	8215120	Business and Entrepreneurial Principles	1 credit	11-1021	3	VO
	8203310	Accounting Applications I	1 credit		3	VO
C	8301110	Management and Human Resources	1 credit	11-3121	3	VO
D	8301120	Business Analysis	1 credit	13-1111	3	VO
E	8215130	Legal Aspects of Business	1 credit	11-1021	3	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8207310	5/87 6%	5/80 6%	24/83 29%	5/69 7%	24/67 36%	5/70 7%	5/69 7%	24/82 29%	5/66 8%	24/74 32%	5/72 7%
8215120	15/87 17%	20/80 25%	28/83 34%	17/69 25%	28/67 42%	13/70 19%	16/69 23%	30/82 37%	20/66 30%	31/74 42%	14/72 19%
8203310	15/87 17%	21/80 26%	32/83 39%	18/69 26%	28/67 42%	20/70 29%	18/69 26%	31/82 38%	23/66 35%	32/74 43%	16/72 22%
8301110	26/87 30%	26/80 33%	**	25/69 36%	**	25/70 36%	26/69 38%	**	21/66 32%	**	25/72 35%
8301120	6/87 7%	6/80 8%	5/83 6%	5/69 7%	5/67 7%	5/70 7%	6/69 9%	5/82 6%	6/66 9%	5/74 7%	5/72 7%
8215130	27/87 31%	27/80 34%	1/83 1%	27/69 39%	1/67 1%	26/70 37%	27/69 39%	1/82 1%	22/66 33%	1/74 1%	26/72 36%

** *Alignment pending review* # *Alignment attempted, but no correlation to academic course*

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8207310	5/87 6%	5/80 6%	24/83 29%	5/69 7%	24/67 36%	5/70 7%	5/69 7%
8215120	32/87 48%	27/80 36%	18/83 33%	32/69 70%	32/67 71%	32/70 71%	32/69 71%
8203310	39/67 58%	32/75 43%	18/54 33%	32/46 70%	32/45 71%	32/45 71%	32/45 71%
8301110	14/67 21%	20/75 27%	12/54 22%	14/46 30%	14/45 31%	14/45 31%	14/45 31%
8301120	8/67 12%	9/75 12%	4/54 7%	13/46 28%	13/45 29%	13/45 29%	13/45 29%
8215130	15/67 22%	26/75 35%	13/54 24%	12/46 26%	12/45 27%	12/45 27%	12/45 27%

** *Alignment pending review* # *Alignment attempted, but no correlation to academic course*

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

Digital Information Technology (8207310) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 17.0 are associated with this course.

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 Business Management and Analysis.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Business Management and Analysis.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Business Management and Analysis.
04.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
05.0   Develop an awareness of microprocessors and digital computers.
06.0   Demonstrate an understanding of operating systems.
07.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
08.0   Use technology to enhance communication skills utilizing presentation applications.
09.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
10.0   Use technology to enhance communication skills utilizing electronic mail.
11.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
12.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
13.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
14.0   Demonstrate competence in page design applicable to the WWW.
15.0   Develop an awareness of emerging technologies.
16.0   Develop awareness of computer languages and software applications.
17.0   Demonstrate comprehension and communication skills.
18.0   Demonstrate language arts knowledge and skills.
19.0   Demonstrate and apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
20.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
21.0   Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
22.0   Use information technology tools.
23.0   Analyze current and emerging workplace trends and issues and determine potential impact on career and job objectives and workplace performance.
24.0   Demonstrate an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
25.0   Practice quality performance in the learning environment and the workplace.

26.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
27.0   Solve problems using critical thinking skills, creativity and innovation.
28.0   Demonstrate mathematics knowledge and financial planning strategies and skills.
29.0   Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
30.0   Justify the need to gain and maintain competitive advantage.
31.0   Perform human resources management activities.
32.0   Analyze the impact and relationship of government regulations and community involvement on business management decisions.
33.0   Perform supervisory/management functions.
34.0   Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Business Management and Analysis.
35.0   Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Business Management and Analysis.
36.0   Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Business Management and Analysis.
37.0   Demonstrate language arts knowledge and skills.
38.0   Assess audience and apply appropriate communication skills (including reading, writing, speaking, listening, and viewing) in a personable and professional level.
39.0   Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles.
40.0   Practice quality performance in the learning environment and the workplace.
41.0   Exhibit customer service skills.
42.0   Demonstrate mathematics knowledge and skills.
43.0   Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations.
44.0   Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
45.0   Demonstrate skills for accounting work-based learning experiences.
46.0   Apply accounting principles and concepts to the performance of accounting activities.
47.0   Apply accounting principles and concepts using appropriate technology.
48.0   Describe how formulating policies and guiding the change process supports the organizations' mission and strategic goals.
49.0   Research and explain how evaluating organizational effectiveness contributes to the overall strength of the business.
50.0   Describe how sourcing and recruitment planning are important to the organization's ability to achieve goals and objectives.
51.0   Explore and discuss how hiring and retention planning are critical to organizational success.
52.0   Research and develop tools and programs that support employee training and professional development.
53.0   Investigate and prepare employee development tools and performance appraisals to meet organizational needs.
54.0   Research and evaluate compensation and benefit programs and their impact on organizational goals, objectives and values.
55.0   Explore the manner and importance of maintaining relationships and working conditions to balance employer and employee needs and rights in support of organizational goals and objectives.
56.0   Evaluate how to provide a safe, secure work environment that protects the organization from liability.
57.0   Describe management functions and organizational structures at the workplace.
58.0   Demonstrate skills for accounting work-based learning experiences.
59.0   Apply accounting principles and concepts to the performance of accounting activities.

60.0   Apply accounting principles and concepts using appropriate technology.
61.0   Prepare and use financial information about business organizations to support decision making.
62.0   Manage business information using appropriate software.
63.0   Describe information systems and requirements analysis. This description should identify the project goal, data storage, movement, security, quality, usage, and functional requirements.
64.0   Investigate the roles and working relationships of a Business Analyst and Project Manager. Explore key deliverables of the business analysis process.
65.0   Describe how data is organized and examine the business intelligence process used in transforming data to useful information. Demonstrate skills in analyzing data using spreadsheet software applications.
66.0   Design and build business applications using database management systems.
67.0   Evaluate business and financial information to support internal decision making.
68.0   Demonstrate fundamental techniques and methods used in the analysis of computerized business activities, including consideration of information requirements, resources, and its impact on business decisions.
69.0   Describe the implications of professional values, ethics, and attitudes in business.
70.0   Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing.
71.0   Participate in work-based learning experiences.
72.0   Demonstrate an understanding of business law concepts.
73.0   Demonstrate an understanding of different types of insurance.
74.0   Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
75.0   Practice quality performance in the learning environment and the workplace.
76.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.

Florida Department of Education
Student Performance Standards

Course Title: **Digital Information Technology**
Course Number: **8207310**
Course Credit: **1**

Course Description:

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Digital Information Technology (8207310) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 17.0) have been placed in a separate document.   To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf.

Florida Department of Education
Student Performance Standards

Course Title: **Business and Entrepreneurial Principles**
Course Number: **8215120**
Course Credit: **1**

Course Description:

This course is designed to provide an introduction to business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, supervisory/management skills, leadership skills, human resources management activities, business ethics, and cultural diversity. Emphasis is placed on job readiness and career development. The use of computers is an integral part of this program.

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 Business Management and Analysis.	
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 Business Management and Analysis.		
	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 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 Business Management and Analysis.		
	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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.0 Demonstrate language arts knowledge and skills – the student will be able to:		
18.01 Locate, comprehend and evaluate key elements of oral and written information.	LAFS.910.RI.4.10 LAFS.910.SL.1.1 1.2, 1.3, 2.4, 2.5, 2.6, LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.RI.4.10	
18.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.	LAFS.910.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7,.8, 3.9, 4.10 LAFS.1112.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.2.3,.3.4,.3.5, 3.6 LAFS.1112.L.3.6, 2.3, 3.4, 3.5	
18.03 Present information formally and informally for specific purposes and audiences.	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5,.2.6 LAFS.1112.RI.4.10, LAFS.1112.W.4.10, MAFS.912.A-REI.1.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
19.0 Demonstrate and apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:		SC.912.N.1.3, 1.4
19.01 Deliver impromptu and planned speeches.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4,.2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.L.3.6, 2.3, 3.4, 3.5	
19.02 Communicate in a multicultural setting (e.g., with people from varying international, cultural, ethnic, and racial backgrounds).	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
19.03 Perform telephone activities (e.g., receive calls, place calls, gather and record information).	LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
19.04 Project a positive first impression on the telephone.	LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.1, LAFS1112.SL.1.2, LAFS.1112.SL.1.3, LAFS.910.L.1.1, LAFS.1112.L.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.L.3.4, LAFS.910.L.3.5, LAFS.910.L.3.6, LAFS.1112.L.3.4, LAFS.1112.L.3.5, LAFS.1112.L.3.6	
19.05 Project a positive impression in person and acknowledging the importance of making eye contact.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
19.06 Function as a team member and participate in group discussions to identify and resolve problems.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
19.07 Identify how team's effectiveness impacts company's profitability.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
19.08 Organize and lead discussions.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
19.09 Participate as a team leader and team member at meetings.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
19.10 Answer questions in formal and information situations.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1 MAFS.912.A-REI.1.1	
19.11 Use corporate business vocabulary appropriate for entry-level jobs and discuss appropriate use of slang communication and demonstrate understanding that slang is never appropriate in the business environment.	LAFS.910.L.2.3, LAFS.910.L.3.4, LAFS.910.3.5, LAFS.910.3.6, LAFS.1112.L.2.3, LAFS.1112.L.3.4, LAFS.1112.L.3.5, LAFS.1112.L.3.6, LAFS.910.4.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1,	
19.12 Interpret information obtained from various sources (e.g., business correspondence, professional articles, supporting graphic materials, manuals, computer printouts, electronic sources).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 MAFS.912.F-IF.2.4	
19.13 Describe methods used by management to communicate with employees (e.g., formal and informal).	LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
19.14 Differentiate among various electronic and non-electronic telecommunication methods used to communicate with employees.	LAFS.910.SL.2.6, LAFS.1112.SL.2.6, LAFS.910.L.2.3, LAFS.910.L.3.4, LAFS.910.3.5, LAFS.910.3.6, LAFS.1112.L.2.3, LAFS.1112.L.3.4, LAFS.1112.3.5, LAFS.1112.3.6	
19.15 Demonstrate active listening techniques.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.1.2, LAFS.1112.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.3	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
19.16 Identify and overcome major barriers to listening.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.1.2, LAFS.1112.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.3	
19.17 Identify relevant information in oral communications.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.1.2, LAFS.1112.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.3	
19.18 Determine when more information is needed and ask appropriate questions.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.1.2, LAFS.1112.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.3	
19.19 Distinguish fact from opinion (e.g., media, Internet).	LAFS.910.SL.1.2, LAFS.1112.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.3, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
19.20 Obtain key facts through courteous attention to multiple speakers within a group.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
19.21 Assess and respond to a speaker's nonverbal messages.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
19.22 Discuss the value of the use of silence in communication as a nonverbal cue.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
19.23 Give examples of how nonverbal messages have different meanings in various cultures.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
19.24 Demonstrate an understanding of the importance of establishing and maintaining a work-related network through social contacts and discuss how to use business-oriented social networking.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.1.2, LAFS.1112.SL.1.2, LAFS.910.SL.1.3,	

CTE Standards and Benchmarks			FS-M/LA	NGSSS-Sci
			LAFS.1112.SL.1.3	
	19.25	Use appropriate etiquette and manners when communicating with people of varying cultures.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.1.2, LAFS.1112.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.3	
	19.26	Lead a brainstorming session	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.1.2, LAFS.1112.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.3	
20.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the student will be able to			
	20.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.W.4.10, LAFS.1112.W.4.10 LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
	20.02	Locate, organize and reference written information from various sources.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
	20.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.	LAFS.910.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
	20.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
20.05 Apply active listening skills to obtain and clarify information.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
20.06 Develop and interpret tables and charts to support written and oral communications.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 MAFS.912.F-IF.2.4, 2.5, 2.6, 3.7, 3.9	
20.07 Exhibit public relations skills that aid in achieving customer service satisfaction.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.1.1, 1.2 LAFS.1112.L.1.1, 1.2	
21.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance – the student will be able to:		SC.912.N.1.4
21.01 Gather and compile data using a wide variety of references and research resources Communicate using electronic messaging technologies and applications.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.4.10, LAFS.1112.W.4.10	
21.02 Apply the rules of electronic messaging etiquette.	LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
21.03 Revise and edit business documents and e-mails to ensure they are clear, correct, concise, complete, consistent, and courteous.	LAFS.910.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.04 Compose and create business communications appropriate for specific audiences.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
21.05 Present findings of projects in a formal presentation using appropriate graphics, media, and support materials.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.1112.W.4.10	
21.06 Analyze and synthesize information obtained from print and electronic resources for group discussions and team building activities.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
22.0 Use information technology tools – the student will be able to:		
22.01 Use personal information management (PIM) applications to increase workplace efficiency.	LAFS.910.W.2.6, LAFS.910.W.4.10, LAFS.1112.W.2.6, LAFS.1112.W.4.10, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
22.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, e-mail and internet applications.	LAFS.910.W.2.6, LAFS.910.W.4.10, LAFS.1112.W.2.6, LAFS.1112.W.4.10, LAFS.910.RI.4.10, LAFS.1112.RI.4.10 MAFS.912.F-IF.3.7	
22.03 Employ computer operations applications to access, create, manage, integrate, and store information.	LAFS.910.W.2.6, LAFS.910.W.4.10, LAFS.1112.W.2.6, LAFS.1112.W.4.10, LAFS.910.RI.4.10,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.RI.4.10	
22.04 Employ collaborative/groupware applications to facilitate group work.	LAFS.910.W.2.6, LAFS.910.W.4.10, LAFS.1112.W.2.6, LAFS.1112.W.4.10, LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
22.05 Employ real time work with the cloud technologies.	LAFS.910.W.2.6, LAFS.910.W.4.10, LAFS.1112.W.2.6, LAFS.1112.W.4.10, LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
23.0 Analyze current and emerging workplace trends and issues and determine potential impact on career and job objectives and workplace performance – the student will be able to:		
23.01 Identify changing trends in the workplace.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1 MAFS.912.S-ID.2.6	
24.0 Demonstrate 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:		
24.01 Define management.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
24.02 Identify the different levels of management.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.2.3, LAFS.910.L.3.4, LAFS.910.L.3.5, LAFS.910.L.3.6,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.L.2.3, LAFS.1112.L.3.4, LAFS.1112.L.3.5, LAFS.1112.L.3.6, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
24.03 Compare and contrast the various forms of business ownership (e.g., sole proprietorships, partnerships, corporations) and other organizational structures (e.g., nonprofit organizations, governmental agencies).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
24.04 Identify variations of basic forms of business ownership (e.g., franchises, employer stock ownership programs).	LAFS.910.L.2.4, LAFS.910.L.2.5, LAFS.910.L.2.6, LAFS.1112.L.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
24.05 List the advantages and disadvantages of each form of business ownership.	LAFS.910.L.2.4, 2.5, 2.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
24.06 Describe the advantages and disadvantages of the team concept to an organization.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, .2.5, .2.6 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, .2.5, .2.6 LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
24.07 Analyze organizational charts and discuss how various supervisory/management positions fit into the organizational structure.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10 MAFS.912.S-IC.2.6	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
24.08	Describe the role of technology in the overall management process.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
24.09	Define the entrepreneurial way of thinking (e.g., opportunity, recognition, risk and reward) and discuss its importance to the American economy.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10

MAFS.912.S-MD.1.1 | |
| 24.10 | Apply the entrepreneurial way of thinking in one's own life. | LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3 LAFS.1112.SL.1.1, LAFS.1112.SL.1.2, LAFS.1112.SL.1.3, LAFS.1112.L.2.3, LAFS.1112.L.2.3

MAFS.912.S-MD.1.2 | |
| 24.11 | Compare and contrast the legal procedures and processes for forming various forms of business ownership (e.g., sole proprietorship, partnership, limited partnership, joint ventures, limited partnership associations, registered partnerships having limited liability, limited liability company, corporation, franchise). | LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10 | |
| 24.12 | Compare and contrast the advantages and disadvantages of doing business using various forms of business ownership. | LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10

MAFS.912.S-ID.2.6 | |
24.13	Distinguish a limited partnership from a general partnership.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
24.14	Discuss partnership rights (e.g., tenancy in partnership, sharing of profits, right to manage, right to reimbursement, right to inspect the books, right to an account).	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
24.15	Describe the powers and duties of partners (limited partners, general partners in a limited partnership, silent, dormant, secret).	LAFS.910.SL.1.1, LAFS.1112.SL.1.1,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.SL.2.4, LAFS.1112.SL.2.4, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
24.16 Describe how partnerships may be dissolved (e.g., acts of the partners, operation of the law, order of the court).	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.2.4, LAFS.1112.SL.2.4, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
24.17 Explain the winding up of partnership affairs and the distribution of assets after the dissolution of a partnership.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
24.18 Define a limited liability corporation.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.1112.L.2.3, LAFS.1112.L.2.3	
24.19 Describe the nature of management responsibilities in a limited liability corporation.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.1112.L.2.3, LAFS.1112.L.2.3	
24.20 Describe the effects of failing to maintain the proper structure of a limited liability corporation.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.1112.L.2.3, LAFS.1112.L.2.3	
24.21 Define a corporation and explain why a corporation is a legal entity.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.1112.L.2.3, LAFS.1112.L.2.3	
24.22 Identify characteristics of a franchise and describe where franchises fit in the economic and legal framework.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.RI.4.10, LAFS.1112.L.2.3, LAFS.1112.L.2.3	
24.23 Describe the pros and cons of owning a franchise.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.1112.L.2.3, LAFS.1112.L.2.3 MAFS.912.S-IC.2.6, MAFS.912.S-ID.2.6	
25.0 Practice quality performance in the learning environment and the workplace – the student will be able to:		
25.01 Discuss the importance of time management, both professional and personally, including the consequences of poor time management skills.	LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
25.02 Perform a personal time management analysis.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10 MAFS.912.S-IC-.2.3, MAFS.912.S-IC-.2.5, MAFS.912.S-IC-.2.6	
26.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		SC.912.N.1.1
26.01 Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.	LAFS.1112.L.2.3, 3.4, 3.5, 3.6	
26.02 Apply decision-making processes to business applications.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.RI.4.10, LAFS.1112.RI.4.10, MAFS.912.S-IC.1.1, MAFS.912.S-IC-.2.4, MAFS.912.S-IC-.2.6	
26.03 Describe the characteristics (e.g., leadership qualities, leadership styles,	LAFS.910.RI.4.10, LAFS.1112.RI.4.10,	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	personality traits) of effective business supervisors, managers, or entrepreneurs.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
26.04	Develop a personal and business code of ethical behavior.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
26.05	Explain the importance of trust for the successful conduct of business.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.2.4, LAFS.1112.SL.2.4, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
26.06	Identify examples of unethical behaviors that result in higher prices for consumers (e.g., insurance fraud).	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.2.4, LAFS.1112.SL.2.4, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
26.07	Identify ethical issues resulting from technological advances (e.g., computer snooping, hacking).	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.2.4, LAFS.1112.SL.2.4, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
26.08	Identify ethical issues involving employer/employee relationships (e.g., poor working conditions, hours wasted on the job, employee theft).	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.2.4, LAFS.1112.SL.2.4, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
26.09	Identify ethical issues affecting consumers (e.g., false advertising, shoplifting).	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.2.4, LAFS.1112.SL.2.4, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
26.10	Apply principles of group dynamics in structured activities.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.2.4, LAFS.1112.SL.2.4, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
26.11 Exhibit positive attitude and professional behavior.	LAFS.1112.L.2.3, LAFS.1112.L.3.4, LAFS.1112.L.3.5, LAFS.1112.L.3.6,	
26.12 Participate in school, community, and/or volunteer activities.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.1.2, LAFS.1112.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.3	
27.0 Solve problems using critical thinking skills, creativity and innovation – the student will be able to:		
27.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.	LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.RI.4.10, LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-MD.2.7	
27.02 Employ critical thinking and interpersonal skills to resolve conflicts.	LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.RI.4.10, LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-MD.2.7	
27.03 Identify and document workplace performance goals and monitor progress toward those goals.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1 MAFS.912.S-MD.1.1, MAFS.912.S-MD.1.2	
27.04 Conduct technical research to gather information necessary for decision-making.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.W.3.7, LAFS.1112.W.3.7 MAFS.912.S-MD.1.2,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.S-MD.2.5, MAFS.912.S-MD.1.2	
28.0 Demonstrate mathematics knowledge and financial planning strategies and skills – the student will be able to:		
28.01 Demonstrate knowledge of arithmetic operations.	LAFS.1112.L.2.3, 3.4, 3.5, 3.6 MAFS.912.A-CED.1.1, MAFS.912.A-CED.1.2, MAFS.912.A-CED.1.3, MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4, 2.6 MAFS.912.S-IC.1.1, 1.2, 2.3, 2.4, 2.5, 2.6 MAFS.912.S-MD.2.5, 2.6, 2.7 MAFS.912.S-CP.2.7	
28.02 Analyze and apply data and measurements to solve problems and interpret documents.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.1112.L.2.3, LAFS.1112.L.3.4, LAFS.1112.L.3.5, LAFS.1112.L.3.6, MAFS.912.S-ID.2.6, MAFS.912.S-ID.3.9, MAFS.912.S-MD.2.5, MAFS.912.S-MD.2.6, MAFS.912.S-MD.2.7, MAFS.912.F-IF.2.5, MAFS.912.F-IF.3.9	
28.03 Construct charts/tables/graphs using functions and data.	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.1112.L.2.3, LAFS.1112.L.3.4, LAFS.1112.L.3.5, LAFS.1112.L.3.6, LAFS.1112.RI.4.10, LAFS.1112.W.4.10, MAFS.912.F-IF.2.4, MAFS.912.F-IF.3.7	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.L.2.4, LAFS.1112.L.2.4	
28.04 Describe the importance of financial statements.	MAFS.912.A-CED.1.1, MAFS.912.A-CED.1.2, MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.2.3, 2.4, 2.5, 2.6 MAFS.912.S-MD.2.5, MAFS.912.S-MD.2.7	
29.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:		
29.01 Identify career paths in supervisory, management, and small business environments.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
29.02 Participate in work-based learning experiences in a supervisory, management, or small business environment.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, .2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, .2.5, 2.6 LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
29.03 Discuss the use of technology in a supervisory, management, or small business environment.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
29.04 Compare and contrast software applications used in a supervisory, management, or small business environment.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
29.05 Develop an understanding of the integral value of a customer and practice the skills required to provide excellent customer service.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.1, LAFS.1112.SL.1.2, LAFS.1112.SL.1.3, LAFS.910.L.2.3, LAFS.1112.L.2.3	
30.0 Justify the need to gain and maintain competitive advantage – the student will be able to:		
30.01 Identify ways in which businesses compete with each other (e.g., quality, service, status, price).	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.1112.L.2.3, LAFS.1112.L.3.4, LAFS.1112.L.3.5, LAFS.1112.L.3.6,	
30.02 Define market share.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.1112.L.2.3, LAFS.1112.L.3.4, LAFS.1112.L.3.5, LAFS.1112.L.3.6,	
30.03 Identify various forms of competition (e.g., pure competition, oligopoly, monopolistic competition, monopoly).	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.1112.L.2.3, LAFS.1112.L.3.4, LAFS.1112.L.3.5, LAFS.1112.L.3.6,	
31.0 Perform human resources management activities – the student will be able to:		SC.912.N.1.1
31.01 Identify the benefits of professional staff development (e.g., workshops, conferences, course work, membership in professional associations).	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
31.02 Explain, create and perform employee evaluations, describe the procedures used in the evaluation process, and identify the consequences of positive or negative performance appraisals.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
31.03 Describe and research current legislation affecting the workplace and discuss the impact on businesses (e.g., affirmative action, right to privacy, drug testing, sexual harassment, safety).	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
31.04 Identify the kinds of benefits offered to employees (e.g., insurance plans; retirement plans; payroll deductions for savings bonds, cafeteria plans, 401K plans) and describe the proposal process of acquiring and negotiating benefits.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1 MAFS.912.S-IC.2.6	
31.05 Describe methods used to compensate employees (e.g., minimum wage, wages, salary, commission). Describe the methods to negotiate employee compensation and the role of benchmark surveys.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.1, LAFS1112.SL.1.2, LAFS. 1112.SL.1.3 MAFS.912.S-IC.2.6	
31.06 Define "downsizing" and explain why it occurs and the impact of reducing workforce size.	LAFS.910.RI.4.10, LAFS.910.SL.1.1, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 2.4, 2.5, 2.6 LAFS.1112.L.3.4, 3.5, 3.6 LAFS.1112.RI.4.10 MAFS.912.S-IC.2.6	
32.0 Analyze the impact and relationship of government regulations and community involvement on business management decisions – the student will be able to:		
32.01 Explain how tax policies, licensure requirements, and governmental regulations affect a business.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, .2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, .2.5, 2.6 LAFS.1112.L.2.3, 3.4, 3.5, 3.6	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
		MAFS.912.S-IC.2.6	
	32.02 Identify ways companies can help their communities (e.g., jobs, taxes, contributions to community projects).	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
33.0	Perform supervisory/management functions – the student will be able to:	MAFS.912.N-Q.1.3; MAFS.912.S-IC.2.6;	SC.912.L.17.20, SC.912.N.1.1, 1.4, 1.7, 3.5, 4.2
	33.01 Describe the functions of management (e.g., planning, organizing, staffing, directing, controlling) and discuss how the functions are interrelated.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, .2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, .2.5, 2.6 LAFS.910.L.1.1, 1.2, 2.3, LAFS.1112.L.2.3, 3.4, 3.5, 3.6	
	33.02 Identify factors of strategic planning and define the role of strategic planning in a business environment.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
	33.03 Define the purpose of a business plan and describe the major components included in a business plan.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, .2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, .2.5, 2.6 LAFS.910.L.1.1, 1.2, 2.3, LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6	
	33.04 Define the marketing concept and explain its impact on consumers.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, .2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, .2.5, 2.6 LAFS.910.L.1.1, 1.2, 2.3, LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
33.05 Identify and describe examples of diverse marketing activities.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, .2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, .2.5, 2.6 LAFS.910.L.1.1, 1.2, 2.3 LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6	
33.06 Define long-term and short-term planning.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, .2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, .2.5, 2.6 LAFS.910.L.1.1, 1.2, 2.3 LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 MAFS.912.S-IC.2.6	
33.07 Perform long-term and short-term planning activities for a specific event.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.1.1, 1.2, 2.3 LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 LAFS.910.SL.1.1, LAFS.1112.SL.1.1 MAFS.912.S-IC.2.6	
33.08 Develop a basic business plan.	LAFS.910.RI.4.10, LAFS.910.W.4.10, , LAFS.910.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.S-MD.2.5, 2.6, 2.7 MAFS.912.F-IF.2.4, 2.5, 3.7, 3.9 MAFS.912.A-CED.1.1, 1.2 MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4, 2.6, 3.9 MAFS.912.S-IC.2.3 2.4, 2.5, 2.6	

Florida Department of Education
Student Performance Standards

Course Title: **Accounting Applications 1**
Course Number: **8203310**
Course Credit: **1**

Course Description:

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required.

Florida Standards	Correlation to CTE Program Standard #
34.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Accounting Applications.	
34.01 Key Ideas and Details	
34.01.1 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	
34.01.2 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	
34.01.3 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	
34.02 Craft and Structure	
34.02.1 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	
34.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
34.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards	Correlation to CTE Program Standard #
issues that remain unresolved. LAFS.1112.RST.2.6	
34.03 Integration of Knowledge and Ideas	
34.03.1 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	
34.03.2 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	
34.03.3 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	
34.04 Range of Reading and Level of Text Complexity	
34.04.1 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.	
34.04.2 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	
35.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Accounting Applications.	
35.01 Text Types and Purposes	
35.01.1 Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
35.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
35.02 Production and Distribution of Writing	
35.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
35.02.2 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	
	35.02.3	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	
	35.03	Research to Build and Present Knowledge	
	35.03.1	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	
	35.03.2	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	
	35.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.1112.WHST.3.9	
	35.04	Range of Writing	
	35.04.1	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	
36.0	Methods and strategies for using Florida State Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Accounting Applications.		
	36.01	Make sense of problems and persevere in solving them.	
		MAFS.K12.MP.1.1	
	36.02	Reason abstractly and quantitatively.	
		MAFS.K12.MP.2.1	
	36.03	Construct viable arguments and critique the reasoning of others.	
		MAFS.K12.MP.3.1	
	36.04	Model with mathematics.	
		MAFS.K12.MP.4.1	
	36.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1	
	36.06	Attend to precision.	

Florida Standards	Correlation to CTE Program Standard #
MAFS.K12.MP.6.1	
36.07 Look for and make use of structure.	
MAFS.K12.MP.7.1	
36.08 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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
37.0 Demonstrate language arts knowledge and skills – the student will be able to:		
37.01 Locate, comprehend and evaluate key elements of oral and written information.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 MAFS.912.N-Q.1.1	
37.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.	LAFS.910.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.1.1,1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6	
37.03 Present information formally and informally for specific purposes and audiences.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 MAFS.912.A-REI.1.1, 1.2	
38.0 Assess audience and apply appropriate communication skills (including reading, writing, speaking, listening, and viewing) in a personable and professional level – the student will be able to:		SC.912.N.1.1

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	38.01 Organize ideas and communicate oral and written messages. Students should be able to produce, read and interpret a business letter, internal memo, and e-mail communication.	LAFS.910.SL.2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.1112.SL.2.4, 2.5, 2.6 LAFS.1112.W.4.10 MAFS.912.N-Q.1.1	
	38.02 Collaborate with individuals and teams to complete tasks and problem solve.	LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-ID.1.1, 1.4, 2.6	
39.0	Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles – the student will be able to:		
	39.01 Describe how accounting departments work within and across organizations.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.3.7, 3.8, 4.10 LAFS.1112.RI.4.10 MAFS.912.F-BF.1.1	
	39.02 Describe the roles and responsibilities of employees within the organization of a small, medium, or large accounting department (including the CFO, controller, accounting manager, accounts payable and receivable coordinator, payroll administrator, bookkeeper and credit and collection manager).	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.3.7, 3.8, 4.10 LAFS.1112.RI.4.10	
40.0	Practice quality performance in the learning environment and the workplace – the student will be able to:		SC.912.N.1.1, 4, 2.2, 3.5
	40.01 Apply appropriate organizational skills to manage time and resources.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
	40.02 Perform tasks accurately, completely, and with attention to detail on a consistent basis.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3,	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
		2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
	40.03 Think critically and make informed decisions.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
	40.04 Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
	40.05 Follow accepted rules, regulations, policies and workplace safety.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
41.0	Exhibit customer service skills – the student will be able to:		SC.912.L.16.10, 17.11, 17.16 SC.912.N.1.1, 2.2, 3.5, 4.2
	41.01 Listen and identify customer's needs and concerns.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
	41.02 Formulate an action plan to resolve customer needs and concerns and respond to customer in a timely manner.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.4.10	
	41.03 Model appropriate ways to problem solve with customers in various situations.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 MAFS.912.F-LE.1.3 MAFS.912.F-IF.3.9 MAFS.912.F-IF.2.4, 3.7	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	41.04 Model proper business etiquette (including introductions, phone etiquette, dining, networking, marketing, community service).	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
	41.05 Develop a personal and work ethic (including punctuality, use of company's technology, and loyalty to company, distinction between personal and business tasks).	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.4.10	
	41.06 Develop and articulate a personal and business code of ethical behavior.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.4.10	
42.0	Demonstrate mathematics knowledge and skills – the student will be able to:		
	42.01 Demonstrate knowledge of arithmetic operations.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10 MAFS.912.N-CN.2.4, 2.5 MAFS.912.F-IF.1.1, 1.3	
	42.02 Analyze and apply data and measurements to solve problems and interpret documents.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10 MAFS.912.F-IF.3.7, MAFS.912.S-ID.2.7, MAFS.912.S-CP.1.5, MAFS.912.S-IC.2.6	
	42.03 Construct charts/tables/graphs using functions and data.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.S-IC.2.4, 2.6 MAFS.912.F-LE.1.2, MAFS.912.F-IF.3.7	
43.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations – the student will be able to:		SC.912.N.1.1, 2.2, 3.5, 4.2
	43.01 Develop an awareness of effective credit management.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.RI.4.10	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.W.4.10 MAFS.912.S-MD.1.4	
43.02 Prepare and analyze a personal budget.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.A-CED.1.1, 1.2 MAFS.912.F-IF.1.1, 1.2	
43.03 Apply appropriate mathematical processes to accounting applications.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.A-REI.1.1, 1.2	
44.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:		SC.912.L.17.20; SC.912.N.1.1, 1.4, 1.5, 1.7, 2.2, 3.5
44.01 Analyze job and career requirements and relate career interests to opportunities in accounting occupations in the global economy.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.S-ID.3.9	
45.0 Demonstrate skills for accounting work-based learning experiences – the student will be able to:		SC.912.L.17.15, SC.912.N.1.1, 1.3, 1.4, 2.2, 3.5
45.01 Apply accounting principles in an accounting environment.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.S-ID.3.9, MAFS.912.F-IF.1.1, 1.2	
45.02 Explore the use of technology in an accounting environment.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.SL.1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.RI.4.10 LAFS.1112.W.4.10	
45.03 Complete a work-based simulation.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 LAFS.1112.L.2.3, 3.4, 3.6	
46.0 Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:		SC.912.L.17.11, 17.15, 17.20, SC.912.N.1.1, 2.2, 3.5
46.01 Demonstrate the application of the full accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, posting of journal entries, preparation of trial balance, journalizing and posting of adjusting entries, journalizing and posting of post-closing entries, and preparation of an income statement, statement of owner's equity, and balance sheet).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.L.2.3, 3.4, 3.6 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2, MAFS.912.F-LE.1.1, 1.2, MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	
46.02 Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, proof of cash, petty cash, and journal entries related to all banking activities).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.2.3, 3.4, 3.6 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2, MAFS.912.F-LE.1.1, 1.2, MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	
46.03 Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).	LAFS.910.SL.1.2, 1.3 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.SL.1.2, 1.3 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 LAFS.1112.L.2.3, 3.4, 3.6 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2 MAFS.912.F-LE.1.1, 1.2 MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	
46.04 Use payroll records to prepare and analyze transactions including maintaining payroll records to include employee time processing procedures, payroll checks, a payroll register, employee earnings record, employer payroll taxes (to include tax forms and all associated journal entries).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.2.3, 3.4, 3.6 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2 MAFS.912.F-LE.1.1, 1.2 MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	
46.05 Analyze transactions for accuracy and prepare appropriate correcting entries.	LAFS.910.RI.1.1, 1.2, 1.3,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.910.W.4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.2.3, 3.4, 3.6 LAFS.1112.W.4.10 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2 MAFS.912.F-LE.1.1, 1.2 MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	
47.0 Apply accounting principles and concepts using appropriate technology – the student will be able to:		
47.01 Identify and use the appropriate technology in an accounting environment.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI. 4.10	
47.02 Demonstrate proficiency in the use of spreadsheet and accounting software to maintain accounting records to include creating and manipulating both data and formulas, formatting data, securing data and presenting results visually (including charts and graphs).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.W.4.10 MAFS.912.A-CED.1.1, 1.2, MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.7, 3.8 MAFS.912.S-IC.2.6	
47.03 Research types of accounting systems.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	4.10	
	MAFS.912.S-ID.3.9	

Florida Department of Education
Student Performance Standards

Course Title: **Management and Human Resources**
Course Number: **8301110**
Course Credit: **1**

Course Description:

This course explores the reach and impact of managing people, one of the most important resources of an organization. Students are required to perform higher level strategic thinking. Topics include; management policy development, evaluating organizational effectiveness, sourcing and recruitment, hiring and retention planning, employee training, performance appraisals, compensation and benefit programs, maintaining working conditions and providing a safe working environment.

Florida Standards	Correlation to CTE Program Standard #
34.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Business Management and Analysis.	
34.01 Key Ideas and Details	
34.01.1 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	
34.01.2 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	
34.01.3 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	
34.02 Craft and Structure	
34.02.1 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	
34.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
34.02.3 Analyze the author's purpose in providing an explanation, describing a	

Florida Standards			Correlation to CTE Program Standard #
		procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	
	34.03	Integration of Knowledge and Ideas	
	34.03.1	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	
	34.03.2	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	
	34.03.3	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	
	34.04	Range of Reading and Level of Text Complexity	
	34.04.1	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.	
	34.04.2	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	
35.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Business Management and Analysis.		
	35.01	Text Types and Purposes	
	35.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
	35.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
	35.02	Production and Distribution of Writing	
	35.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
	35.02.2	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.1112.WHST.2.5	
	35.02.3	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	
	35.03	Research to Build and Present Knowledge	
	35.03.1	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	
	35.03.2	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	
	35.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.1112.WHST.3.9	
	35.04	Range of Writing	
	35.04.1	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	
36.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Business Management and Analysis.		
	36.01	Make sense of problems and persevere in solving them.	
		MAFS.K12.MP.1.1	
	36.02	Reason abstractly and quantitatively.	
		MAFS.K12.MP.2.1	
	36.03	Construct viable arguments and critique the reasoning of others.	
		MAFS.K12.MP.3.1	
	36.04	Model with mathematics.	
		MAFS.K12.MP.4.1	
	36.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1	

Florida Standards	Correlation to CTE Program Standard #
36.06 Attend to precision. MAFS.K12.MP.6.1	
36.07 Look for and make use of structure. MAFS.K12.MP.7.1	
36.08 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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
48.0 Describe how formulating policies and guiding the change process supports the organizations' mission and strategic goals – the student will be able to:		
48.01 Identify information relating to an organization's internal operations and strategic development. Include discussion of finance, marketing and IT areas.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
48.02 Identify information from outside the organization; include reference to the general business environment, industry practices, technology advancements, economy, and labor force, legal and regulatory environment.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
48.03 Identify types of strategic relationships with key positions within an organization to impact organizational decision making.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
48.04 Identify important alliances with key people outside an organization to support strategic growth (e.g., community partnerships).	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
48.05 Develop strategies to manage change within the organization that balances the needs of the organization, employees and other stakeholders.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	48.06 Identify ways to develop and communicate organization's core values and mission.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
	48.07 Demonstrate ways to support organization's core values and mission through modeling, communication and coaching.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
49.0	Research and explain how evaluating organizational effectiveness contributes to the overall strength of the business – the student will be able to:		
	49.01 Explain how data describing human capital projections and related costs support the organization's general budget.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3 MAFS.912.S-ID.2.5, 3.9 MAFS.912.S-IC.2.6	
	49.02 Identify types of legislative and regulatory changes that impact organizations. Discuss steps organizations might take to support, modify or oppose these types of changes.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	
	49.03 Discuss enterprise risk management and identify policies that protect an organization from potential risk.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
49.04 Identify organization's mission, vision, values, business goals, objectives, plans, and processes.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3 LAFS.1112.L.2.3	
49.05 Identify and analyze legislative and regulatory processes.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	
49.06 Identify and analyze how design factors, implementation and evaluation impact strategic planning processes.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	
49.07 Identify and analyze how planning, organizing, directing and controlling impact management functions.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3 MAFS.912.S-MD.2.5, MAFS.912.S-MD.2.7	
49.08 Describe examples of significant corporate governance procedures and compliance.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
49.09	Identify cost benefit analysis factors utilized during the life cycle of a business, including growth scenarios, anticipated scenarios, economic stress, worst case scenarios and impact on net worth and earnings.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3 MAFS.912.S-MD.2.5, MAFS.912.S-MD.2.7	
49.10	Describe business concepts, including competitive advantage, organizational branding, business case development, and corporate responsibility.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	
50.0	Describe how sourcing and recruitment planning are important to the organization's ability to achieve goals and objectives – the student will be able to:		
50.01	Describe the importance and manner in which workforce planning and employment activities need to comply with applicable federal laws and regulations, including Title Vii, ADA, EEOC, and Uniform Guidelines on Employee Selection Procedures, Immigration Reform and Control Act.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	
50.02	Identify workforce requirements needed to achieve an organization's strategic goals and objectives (include corporate recruiting, workforce expansion and reduction). Discuss costs/hire, selection ratios and adverse impact. Evaluate impact of compensation and benefits on recruitment and retention.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	
50.03	Describe procedures to conduct job analysis to create and develop job descriptions and competencies.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	
50.04 Identify, review, document and update examples of essential job functions for positions.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	
50.05 Describe criteria for hiring, retraining, retaining and promoting based on job descriptions.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	
50.06 Investigate labor market resources that influence an organization's ability to satisfy workforce requirements.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3 MAFS.912.S-IC.2.6	
50.07 Describe how to assess internal and external workforce skills to determine availability of qualified candidates. Discuss skills testing, inventory, and workforce demographics. Develop performance appraisal processes.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, 1.2, 1.3,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	
50.08 Identify and describe internal and external recruitment resources including employee referrals, diversity groups, and social media.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	
50.09 Identify and describe measurement tools for workforce planning.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	
50.10 Describe methods, steps and plan to brand and market an organization to potential applicants.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, LAFS.1112.L.2.3	
51.0 Explore and discuss how hiring and retention planning are critical to organizational success – the student will be able to:		
51.01 Develop a strategy to select appropriate candidates for a position, including: applicant tracking, interviewing, reference and background checking. Investigate interviewing techniques.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.L.3.4, LAFS.1112.L.3.4, LAFS.910.L.3.5, LAFS.1112.L.3.5,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.L.3.6, LAFS.1112.L.3.6	
51.02 Practice developing, extending and negotiating job offers.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.1.1, LAFS.910.L.1.2 LAFS.910.L.2.3, LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
51.03 Describe post offer employment responsibilities, including: employment agreements, 109 procedures, coordinating relocation and immigration.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.910.SL.1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3, LAFS.1112.L.2.3	
51.04 Develop orientation procedures for new and rehires.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
51.05 Develop and implement organizational exit for voluntary and involuntary terminations.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
51.06 Develop and implement an Affirmative Action Plan.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
51.07 Develop a record retention procedure for managing documents and employee files.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
51.08 Describe a coaching process for managers to effectively manage organizational talent.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
52.0 Research and develop tools and programs that support employee training and professional development – the student will be able to:		
52.01 Identify steps to ensure human resource development activities meet federal laws and regulations.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
52.02 Describe an effective needs assessment that establishes priorities for HR development.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
52.03 Identify employee training programs (including leadership skills, harassment prevention, and IT skills) to improve individual and organizational effectiveness.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
52.04 Plan and evaluate performance appraisal processes.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
52.05 Describe coaching to managers and executives regarding management of organizational talent.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1,	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
		LAFS.1112.SL.1.1	
53.0	Investigate and prepare employee development tools and performance appraisals to meet organizational needs – the student will be able to:		
	53.01 Describe career and leadership development theories and their applications, including succession planning and dual career ladders.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3, LAFS.1112.L.2.3	
	53.02 Identify and describe organization development theories and their application.	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.SL.1.1, 1.2, 1.3, LAFS.910.L.2.3, LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.W.4.10, LAFS.1112.SL.1.1, 1.2, 1.3	
	53.03 Describe training development techniques to create general and specialized training programs.	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.SL.1.1, 1.2, 1.3, LAFS.910.L.2.3, LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.W.4.10, LAFS.1112.SL.1.1, 1.2, 1.3,	
	53.04 Identify facilitation techniques, instructional methods, and program delivery mechanisms.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.1, LAFS.1112.SL.1.2, LAFS.1112.SL.1.3, LAFS.910.L.2.3, LAFS.1112.L.2.3	
	53.05 Identify performance appraisal methods, including instruments, and ranking scales.	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.SL.1.1, 1.2, 1.3,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.L.2.3, LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.W.4.10, LAFS.1112.SL.1.1, 1.2, 1.3,	
53.06 Describe performance management methods, including goal setting, relationships to compensation, job placements, and promotions.	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.SL.1.1, 1.2, 1.3, LAFS.1112.SL.1.1, 1.2, 1.3, LAFS.910.L.2.3, LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.W.4.10, MAFS.912.S-IC.2.4, MAFS.912.S-IC.2.6, MAFS.912.S-MD.2.5, MAFS.912.S-MD.2.7	
53.07 Analyze techniques to assess training program effectiveness, including the use of applicable metrics, including participant surveys, pre and post testing.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.1, LAFS.1112.SL.1.2, LAFS.1112.SL.1.3, LAFS.910.L.2.3, LAFS.1112.L.2.3	
54.0 Research and evaluate compensation and benefit programs and their impact on organizational goals, objectives and values – the student will be able to:		
54.01 Identify federal laws and regulations that govern organization's compensation and benefits programs. Include: FLSA, ERISA, FMLA, and USERRA.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.SL.1.1, LAFS.1112.SL.1.2, LAFS.1112.SL.1.3, LAFS.910.L.2.3, LAFS.1112.L.2.3, 3.4, 3.5	
54.02 Evaluate compensation policies, including pay structures, performance-based pay, internal and external equity. Investigate related budgeting and accounting practices and related fiduciary responsibilities.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, .1.3	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3, LAFS.1112.L.2.3 MAFS.912.S-IC.2.6, MAFS.912.S-MD.2.5, 2.7	
54.03 Investigate how payroll information is managed, including new hires, adjustments and terminations.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3, LAFS.1112.L.2.3 MAFS.912.S-IC.2.6	
54.04 Investigate how outsourced compensation and benefits components are managed, including payroll vendors, COBRA administration.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.1.1, 1.2 .2.3, LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6	
54.05 Describe how compensation and benefits programs are developed, managed, updated and evaluated; including health and welfare, wellness, retirement, and stock purchase.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.1.1, LAFS.910.L.1.2 LAFS.910.L.2.3, LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 MAFS.912.S-IC.2.6, MAFS.912.S-MD.2.5	
54.06 Investigate how workforce is trained in compensation and benefits program, policies and processes. Include self-service technologies.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.1.1, LAFS.910.L.1.2 LAFS.910.L.2.3, LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6	
54.07 Discuss job evaluation methods, include job pricing and pay structures and non-cash compensation methods (e.g., equity programs, and non-cash rewards).	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.1.1, LAFS.910.L.1.2 LAFS.910.L.2.3, LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.S-IC.2.6, MAFS.912.S-MD.2.5	
55.0 Explore the manner and importance of maintaining relationships and working conditions to balance employer and employee needs and rights in support of organizational goals and objectives – the student will be able to:		
55.01 Discuss federal laws affecting employment in union and non-union environments; including laws regarding antidiscrimination policies, sexual harassment, labor relations and privacy. Include discussion of WARN, Act, Title VII, and NLRA.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.1.1, LAFS.910.L.1.2 LAFS.910.L.2.3 LAFS.910.L.3.6 LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6,	
55.02 Discuss how to investigate organizational climate by surveying employees. Include focus groups, employee surveys and staff meetings	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.1.1, LAFS.910.L.1.2 LAFS.910.L.2.3, LAFS.1112.L.1.1, LAFS.1112.L.1.2 LAFS.1112.L.2.3	
55.03 Analyze employee relations programs that promote a positive organizational culture through employee recognition, special events, and diversity programs. Evaluate their effectiveness through metrics using exit interviews, employee surveys and turnover rates. Review employee involvement strategies, including employee management activities.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.1.1, LAFS.910.L.1.2 LAFS.910.L.2.3, LAFS.1112.L.1.1, LAFS.1112.L.1.2 LAFS.1112.L.2.3	
55.04 Discuss workplace policies and procedures, including employee handbook, reference guides and operating procedures. Include review of individual employment rights and practices, employment at will, negligent hiring, defamation. Include a discussion of unfair labor practices.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.1.1, LAFS.910.L.1.2 LAFS.910.L.2.3 LAFS.910.L.3.6, LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
55.05 Investigate effective discipline policies based on organizational code of conduct and ethics. Consider disparate impact. Include review of workplace	LAFS.910.RI.4.10, LAFS.1112.RI.4.10,	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	behavior issues, such as absenteeism and performance improvement.	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
55.06	Create termination process that addresses reductions in force, policy violations and poor performance. Consider disparate impact.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
55.07	Evaluate grievance and dispute resolution, performance improvement policies. Discuss legal disciplinary procedures and techniques for investigating unbiased investigations.	LAFS.910.RI.4.10, LAFS.910.SL.1.1, LAFS.910.L.2.3, LAFS.910.W.4.10, LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, LAFS.1112.L.2.3, LAFS.1112.W.4.10,	
55.08	Discuss how to resolve employee complaints filed with federal agencies regarding employment practices, working conditions and how to work with legal counsel and mediation and arbitration specialists.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
55.09	Discuss how to participate in collective bargaining activities, including contract negotiations, costing and administration.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.RI.4.10, LAFS.1112.RI.4.10,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
56.0 Evaluate how to provide a safe, secure work environment that protects the organization from liability – the student will be able to:		
56.01 Discuss federal laws that ensure workplace health, safety, security and privacy. Include: OSHA, Drug-free workplace Act, ADA, HIDAA, Sarbanes-Oxley Act.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.1.1, LAFS.910.L.1.2 LAFS.910.L.2.3 LAFS.910.L.3.6 LAFS.1112.L.1.1, 1.2 2.3, 3.4, 3.4, 3.5, 3.5, 3.6	
56.02 Investigate how to conduct a needs analysis to identify an organization's safety requirements. Discuss occupational injury and illness prevention and compensation and general health and safety practices.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.1.1, LAFS.910.L.1.2 LAFS.910.L.2.3, LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.4, 3.5, 3.5, 3.6 LAFS.910.L.3.6	
56.03 Identify a return-to-work process after injury or illness to ensure a safe workplace. Include modified duty assignment, reasonable accommodations and medical exam.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.1.1, LAFS.910.L.1.2 LAFS.910.L.2.3, LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.4, 3.5, 3.5, 3.6 LAFS.910.L.3.6	
56.04 Discuss how to develop workplace policies that protect employees and minimize organization's loss and liability. Include employer response, workplace violence and substance abuse and how to train workforce on security plans. Include organizational incident and emergency response plans, internal investigation and monitoring.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.1.1, LAFS.910.L.1.2 LAFS.910.L.2.3 LAFS.910.L.3.6, LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.4, 3.5, 3.5, 3.6	
56.05 Make a business continuity and disaster plan that includes workforce training.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
56.06 Develop policies and procedures for appropriate use of electronic media, including email, social media, web access, and use of hardware.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
56.07 Develop internal and external privacy policies that discuss identity theft, data protection and workplace monitoring.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
56.08 Develop procedures on workplace safety, health and security enforcement agencies. Include return to work procedures, workplace safety and security risks.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
56.09 Identify employer and employee rights regarding substance abuse.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
56.10 Plan for business continuity and disaster recovery plan (data storage and back up, alternative work conditions).	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
56.11 Discuss data integrity techniques and technology, including social media, monitoring software.	LAFS.910.RI.4.10, LAFS.1112.W.4.10,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
56.12 Discuss financial management practices, including procurement policies, credit and policies and expense management.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	

Florida Department of Education
Student Performance Standards

Course Title: **Business Analysis**
Course Number: **8301120**
Course Credit: **1**

Course Description:

This course is designed to provide a higher level of understanding of business systems, accounting concepts, working with financial information, data analysis skills, managing business information with appropriate software, requirements analysis of information systems, data modeling, and database management.

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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
57.0 Describe management functions and organizational structures at the workplace – the student will be able to:		
57.01 Investigate how accounting and other departments work within and across organizations.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
57.02 Describe how departments work within and across organizations.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
57.03 Describe how departments gather, store, use and share data.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
58.0 Demonstrate skills for accounting work-based learning experiences – the student will be able to:		
58.01 Apply accounting principles in an accounting environment.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
58.02 Explore the use of technology in an accounting environment.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
58.03 Complete a work-based simulation.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
59.0 Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:		
59.01 Demonstrate the application of the full accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, posting of journal entries, preparation of trial balance, journalizing and posting of adjusting entries, journalizing and posting of post-closing entries, and preparation of an income statement, statement of owner's equity, and balance sheet).	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.4.10, LAFS.1112.W.4.10, LAFS.1112.L.3.6, 2.3, 3.4, 3.5 MAFS.912.A-REI.1.1, 1.2, 2.3	
59.02 Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, and proof of cash, petty cash, and journal entries related to all banking activities).	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	2.4, 2.5, 2.6 LAFS.910.L.2.3, .3.4, 3.5, 3.6 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 MAFS.912.A-REI.1.1, MAFS.912.A-REI.1.2, MAFS.912.A-REI.2.3	
59.03 Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.SL.1.1, LAFS.910.L.2.3, 3.4, 3.5, 3.6, LAFS.1112.RI.4.10, LAFS.1112.W.4.10, LAFS.1112.SL.1.1, LAFS.1112.L.2.3, 3.4, 3.5, 3.6 MAFS.912.S-IC.2.6	
59.04 Use payroll records to prepare and analyze transactions (including maintaining payroll records to include employee time processing procedures, payroll checks, a payroll register, employee earnings record, employer payroll taxes (to include tax forms and all associated journal entries).	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.SL.1.1, LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.4.10, LAFS.1112.W.4.10, LAFS.1112.SL.1.1, LAFS.1112.L.2.3, 3.4, 3.5, 3.6 MAFS.912.S-IC.2.6	
59.05 Analyze transactions for accuracy and prepare appropriate correcting entries.	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.SL.1.1, LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.4.10, LAFS.1112.W.4.10, LAFS.1112.SL.1.1, LAFS.1112.L.2.3, 3.4, 3.5, 3.6 MAFS.912.A-REI.1.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
60.0 Apply accounting principles and concepts using appropriate technology – the student will be able to:		
60.01 Identify and use the appropriate technology in an accounting environment.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
60.02 Demonstrate proficiency in the use of spreadsheet and accounting software to maintain accounting records to include creating and manipulating both data and formulas, formatting data, securing data and presenting results visually (including charts and graphs).	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.2.4, LAFS.1112.SL.2.4, LAFS.910.SL.2.5, LAFS.1112.SL.2.5, LAFS.910.SL.2.6, LAFS.1112.SL.2.6 MAFS.912.S-IC.2.6	
60.03 Research types of accounting systems.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.3.8, LAFS.1112.W.3.8, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
61.0 Prepare and use financial information about business organizations to support decision making – the student will be able to:		
61.01 Demonstrate knowledge of the accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, preparation of trial balance, adjusting entries, closing entries, and financial statement preparation (i.e., income statement, statement of retained earnings, cash flow statement, and balance sheet).	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.L.3.4, LAFS.1112.L.3.4, LAFS.910.L.3.5,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.L.3.5, LAFS.910.L.3.6, LAFS.1112.L.3.6, LAFS.910.SL.2.4, LAFS.1112.SL.2.4, LAFS.910.SL.2.5, LAFS.1112.SL.2.5, LAFS.910.SL.2.6, LAFS.1112.SL.2.6 MAFS.912.A-REI.1.1	
61.02 Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, petty cash, and journal entries related to all relating banking activities).	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.SL.2.4, 2.5, .2.6 LAFS.1112.RI.4.10, LAFS.1112.W.4.10, LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.SL.2.4, 2.5, 2.6 MAFS.912.A-REI.1.1, MAFS.912.A-REI.1.2, MAFS.912.A-REI.2.3	
61.03 Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.SL.2.4, 2.5, .2.6 LAFS.1112.RI.4.10, LAFS.1112.W.4.10, LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.SL.2.4, 2.5, 2.6 MAFS.912.S-IC.2.6	
62.0 Manage business information using appropriate software – the student will be able to:		
62.01 Identify and use the appropriate software in a business environment.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.L.2.3, LAFS.1112.L.2.3	
62.02 Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.2.4, LAFS.1112.SL.2.4, LAFS.910.SL.2.5, LAFS.1112.SL.2.5, LAFS.910.SL.2.6, LAFS.1112.SL.2.6	
62.03 Utilize technology to access, research, analyze, and interpret business information.	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.L.2.3, LAFS.910.SL.2.4, 2.5, 2.6 LAFS.1112.RI.4.10, LAFS.1112.W.4.10, LAFS.1112.L.2.3, LAFS.1112.SL.2.4, 2.5, 2.6 MAFS.912.S-IC.2.6	
62.04 Demonstrate proficiency in the use of accounting software to maintain accounting records and produce reports.	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.L.2.3, LAFS.910.SL.2.4, 2.5, 2.6, LAFS.1112.RI.4.10, LAFS.1112.W.4.10, LAFS.1112.L.2.3, LAFS.1112.SL.2.4, 2.5, 2.6	
63.0 Describe information systems and requirements analysis. This description should identify the project goal, data storage, movement, security, quality, usage, and functional requirements – the student will be able to:		
63.01 Describe the process, methods, measurements and systems that businesses use to view, analyze and understand information relevant to the history, current performance, and future projections for a business.	LAFS.1112.SL.1.1, LAFS.910.SL.1.1, LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.2.4, LAFS.1112.SL.2.4,	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
		LAFS.910.SL.2.5, LAFS.1112.SL.2.5, LAFS.910.SL.2.6, LAFS.1112.SL.2.6, LAFS.1112.L.3.4, LAFS.910.L.3.5, LAFS.1112.L.3.5, LAFS.910.L.3.6, LAFS.1112.L.3.6	
63.02	Define the goal of analysis in supporting mangers to make more informed decisions through the accumulation and analysis of data.	LAFS.910.RI.4.10, LAFS.910.L.2.3, LAFS.910.SL.2.4, 2.5, 2.6, LAFS.910.L.3.5, LAFS.910.L.3.6, LAFS.1112.RI.4.10, LAFS.1112.L.2.3, LAFS.1112.SL.2.4, 2.5, 2.6, LAFS.1112.L.3.4, 3.5, 3.6	
63.03	Identify data requirements and parameters, including data sources and formats.	LAFS.910.RI.4.10, LAFS.910.L.2.3, LAFS.910.SL.2.4, 2.5, 2.6, LAFS.910.L.3.4, 3.5, 3.6 LAFS.1112.RI.4.10, LAFS.1112.L.2.3, LAFS.1112.SL.2.4, 2.5, 2.6 LAFS.1112.L.3.4, 3.5, 3.6	
63.04	Acquire sample data to develop a report.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.L.2.3, LAFS.1112.L.2.3	
63.05	Create a sample report.	LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.SL.1.1, LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.4.10, LAFS.1112.W.4.10, LAFS.1112.SL.1.1, LAFS.1112.L.2.3, 3.4, 3.5, 3.6	
63.06	Describe how business analytics can be comprehensive, or can also focus on specific functions, such as corporate performance, sales analysis and	LAFS.910.RI.4.10, LAFS.910.L.2.3, 3.4, 3.5, 3.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
financial analysis.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.3.4, 3.5, 3.6 LAFS.1112.RI.4.10 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
63.07 Describe the risks associated with business analysis regarding data validity and implications of making poor decisions based on the analysis provided.	LAFS.910.RI.4.10, LAFS.910.L.2.3, 3.4, .3.5, 3.6 LAFS.910.SL.1.1, 1.2, 1.3, 2.4,.2.5, 2.6, LAFS.1112.RI.4.10, LAFS.1112.L.3.4, 2.3, 3.5, 3.6 LAFS.1112.SL.2.5, 1.2, 1.3, 2.4, 1.1, 2.6 MAFS.912.S-IC.2.6	
64.0 Investigate the roles and working relationships of a Business Analyst and Project Manager. Explore key deliverables of the business analysis process – the student will be able to:		
64.01 Prepare a discovery, or elicitation plan to address a data project life cycle.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3 LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.1, LAFS1112.SL.1.2, LAFS.1112.SL.1.3	
64.02 Analyze requirements using data and modeling techniques.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.1,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.SL.1.2, LAFS.1112.SL.1.3 MAFS.912.S-IC.2.4, MAFS.912.S-IC.2.6	
64.03 Identify project variables and planning time frames.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.1, LAFS1112.SL.1.2, LAFS.1112.SL.1.3 MAFS.912.A-REI.3.5, MAFS.912.A-REI.3.6	
64.04 Write specific, step-by- step requirement statements.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3 MAFS.912.A-REI.1.1	
64.05 Develop a test plan that includes verification and validation techniques and case diagrams.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3 LAFS.910.SL.1.1, LAFS.1112.SL.1.1 MAFS.912.A-REI.1.1, MAFS.912.A-REI.3.5	
64.06 Identify project costs and benefits. Discuss ROI and breakeven analysis.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.910.SL.1.2,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.SL.1.3, LAFS.1112.SL.1.1, LAFS.1112.SL.1.2, LAFS.1112.SL.1.3, LAFS.910.SL.2.4, LAFS.1112.SL.2.4, LAFS.910.SL.2.5, LAFS.1112.SL.2.5, LAFS.910.SL.2.6, LAFS.1112.SL.2.6 MAFS.912.A-REI.3.5, MAFS.912.A-REI.3.6, MAFS.912.S-MD.2.5	
64.07 Develop a risk assessment for the project.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.1112.SL.1.1 MAFS.912.S-MD.2.5, MAFS.912.S-MD.2.7	
65.0 Describe how data is organized and examine the business intelligence process used in transforming data to useful information. Demonstrate skills in analyzing data using spreadsheet software applications – the student will be able to:		
65.01 Analyze a managerial decision to determine the practicality to support the decision with computer technology and determine best technology to use.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.3, LAFS.1112.SL.1.3 MAFS.912.S-MD.2.5, MAFS.912.S-MD.2.7	
65.02 Work on a business analytics development project as a team.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.1, LAFS1112.SL.1.2, LAFS.1112.SL.1.3,	
65.03 Select, develop and deploy successful business intelligence systems to assist managers in decision making.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, LAFS.910.RI.4.10, LAFS.910.W.4.10, LAFS.910.L.2.3, 3.4, 3.5, .3.6 LAFS.1112.L.3.6, 3.5, 2.3, 3.4 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.RI.4.10 LAFS.1112.W.4.10

MAFS.912.S-IC.2.6 | |
65.04 Describe how data analysis techniques can help managers make better decisions.	LAFS.910.RI.4.10, LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3, 3.4, 3.5, 3.6, LAFS.1112.RI.4.10,	
66.0 Design and build business applications using database management systems – the student will be able to:		
66.01 Define file organization structures and data models.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
66.02 Develop data model and database design.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.L.3.4, LAFS.1112.L.3.4, LAFS.910.L.3.5, LAFS.1112.L.3.5, LAFS.910.L.3.6, LAFS.1112.L.3.6, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
66.03 Demonstrate how normalization optimizes table structures resulting from an investigation of a database, and identify how data is interrelated.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.910.L.2.3, LAFS.1112.L.2.3 LAFS.1112.W.4.10, LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.RI.4.10	
66.04 Write queries in SQL.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3	
66.05 Identify the types of information corporations need in data mining, business analysis and reporting.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
66.06 Identify relevance of pivot tables, macros, automation and integration of downloaded data.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
66.07 Identify uses for reports and visual presentation of data, including forms, charts, graphs, wikis and other web applications.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.SL.1.1 MAFS.912.S-IC.2.6	
67.0 Evaluate business and financial information to support internal decision making – the student will be able to:		
67.01 Identify and apply fundamentals of managerial accounting.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.1112.SL.1.1 MAFS.912.A-REI.3.6	
67.02 Analyze data to evaluate alternatives in making short-run and capital budget decisions.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.1112.SL.1.1 MAFS.912.S-MD.2.5, MAFS.912.S-MD.2.7	
67.03 Calculate and use break-even analysis and other related topics to make unstructured business decisions.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.1112.SL.1.1 MAFS.912.S-MD.1.2, MAFS.912.S-MD.2.5, MAFS.912.A-REI.3.5, MAFS.912.A-REI.3.6	
67.04 Use various cost accounting systems for products/services.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3,	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
		LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
		MAFS.912.A-REI.1.2, MAFS.912.A-REI.2.3, MAFS.912.A-REI.3.6	
	67.05 Evaluate customer and product/service profitability.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
	67.06 Prepare business plans, budgets, and forecasts to support the management process.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.1112.SL.1.1 MAFS.912.S-MD.1.2, MAFS.912.S-MD.2.5, MAFS.912.S-MD.2.7	
	67.07 Evaluate the performance of an organization, its processes, and people.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.1112.SL.1.1, LAFS.910.SL.1.3, LAFS.1112.SL.1.3 MAFS.912.S-IC.2.6	
68.0	Demonstrate fundamental techniques and methods used in the analysis of computerized business activities, including consideration of information requirements, resources, and its impact on business decisions – the student will be able to:		
	68.01 Describe data warehousing concepts and business applications.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.RI.4.10,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.L.2.3, LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.RI.4.10, LAFS.1112.L.2.3	
68.02 Model business analysis using online analytical processing (OLAP), where data is interactively analyzed using multidimensional data from multiple perspectives.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.1, LAFS.1112.SL.1.2, LAFS.1112.SL.1.3, LAFS.910.L.2.3, LAFS.1112.L.2.3 MAFS.912.S-IC.2.6	
68.03 Develop business reports using visualization and predictive analytics.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.W.4.10, LAFS.1112.W.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.1112.SL.1.1 MAFS.912.S-MD.2.5, MAFS.912.S-MD.2.7	
68.04 Describe data mining, text and web mining concepts and their business applications.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.1112.SL.1.1 MAFS.912.S-MD.1.1	
68.05 Describe data mining techniques, including: how it is used, benefits, and expectations. Identify business efforts affected by data mining and the types of benefits they experience (retail and consumer sales, marketing, fraud, health care applications, medical diagnostics, e-commerce, media, accounting, banking, credit, customer service).	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.SL.1.1, LAFS1112.SL.1.2, LAFS.1112.SL.1.3, LAFS.910.L.2.3, LAFS.1112.L.2.3 MAFS.912.S-IC.2.6	
69.0 Describe the implications of professional values, ethics, and attitudes in business – the student will be able to:		
69.01 Identify the appropriate use of employer property.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
69.02 Describe the role of confidentiality in business.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.L.2.3, LAFS.1112.L.2.3, LAFS.910.SL.1.1, LAFS.1112.SL.1.1	
69.03 Identify the importance of making decisions that are based on ethical reasoning and describe the personal and long term consequences of unethical choices in the workplace.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.1, LAFS.1112.SL.1.2, LAFS.1112.SL.1.3, LAFS.910.L.2.3, LAFS.1112.L.2.3	
69.04 Use ethical reasoning and judgment and act in accordance with legal responsibilities.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.6	
69.05 Demonstrate conflict resolution skills.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.6	
69.06 Recognize different personality styles and how to interact effectively with them in the workplace.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3, LAFS.1112.SL.1.1, LAFS1112.SL.1.2, LAFS.1112.SL.1.3, LAFS.910SL.2.4, LAFS.1112.SL.2.4, LAFS.910SL.2.4, LAFS.1112.SL.2.6	
69.07 Discuss how values and attitudes influence behavior.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.6	

Florida Department of Education
Student Performance Standards

Course Title: **Legal Aspects of Business**
Course Number: **8215130**
Course Credit: **1**

Course Description:

This course is designed to provide an introduction to the legal aspects of business. Topics include business law concepts, forms of business ownership, insurance awareness, governmental regulations, management functions, human resources management issues, and career development. The use of computers is an integral part of this program.

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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
70.0 Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing – the student will be able to:		
70.01 Demonstrate an understanding of the importance of establishing and maintaining a work-related network through social contacts.	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
70.02 Use appropriate etiquette and manners when communicating with people of varying cultures.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3	
71.0 Participate in work-based learning experiences – the student will be able to:		
71.01 Participate in work-based learning experiences in a supervisory, management, or small business environment.	LAFS.910.L.2.3 LAFS.910.SL.1.1, 1.2,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	1.3 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.W.4.10	
71.02 Discuss the use of technology in a supervisory, management, or small business environment.	LAFS.910.RI.4.10 LAFS.910.SL.1.1,1.2, 1.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3	
71.03 Compare and contrast software applications used in a supervisory, management, or small business environment.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.W.4.10 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.W.4.10 MAFS.912.S-ID.2.5	
72.0 Demonstrate an understanding of business law concepts – the student will be able to:		SC.912.N.1.1
72.01 Demonstrate an understanding of contractual relationships.	LAFS.910.L.2.3 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3	
72.02 Identify the elements of an enforceable contract.	LAFS.910.L.2.3 LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1 MAFS.912.G-SRT.1.3	
72.03 Differentiate among classes of contracts (e.g., bilateral and unilateral, express and	LAFS.910.L.2.3	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
implied, oral and written).	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-IC.1.1	
72.04 Explain how offer and acceptance can create contractual rights and duties.	LAFS.910.L.2.3 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10	
72.05 Determine whether an agreement is enforceable as a contract.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.L.2.3, 3.6, 3.4, 3.5 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.RI.4.10	
72.06 Differentiate among the ways that assent can be disrupted (e.g., fraud, non-disclosure, misrepresentation, mistake, duress, undue influence).	LAFS.910.L.2.3 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1,1.2, 1.3	
72.07 Define and distinguish among different types of consideration and list the exceptions to the requirements of consideration.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.S-ID.2.6	
72.08 Identify people who lack contractual capacity.	LAFS.910.RI.4.10, LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
72.09 Explain a minor's right to avoid a contract.	LAFS.910.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3, LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3	
72.10 Describe the rules that apply to the interpretation of contracts.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 MAFS.912.S-IC.1.1, MAFS.912.A-REI.1.1	
72.11 Describe the rules that apply to contracts involving third parties.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3	
72.12 List the ways a contract can be discharged.	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.SL.1.1	
72.13 Describe breach of contract and the remedies available when a contract is breached.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3	
72.14 Define an agency relationship and list the ways that agency relationships may be created.	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
72.15 Discuss potential problems with signing employment contracts.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3	
72.16 Determine questions that can and cannot be asked during an employment interview.	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
72.17 Determine which employees or applicants may be asked to participate in employee testing (e.g., aptitude, psychological, polygraph, and drug).	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
72.18 Identify legislation that regulates employee rights (e.g., Americans with Disabilities Act, Age Discrimination in Employment Act, Family and Medical Leave Act).	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
72.19 Identify legislation that regulates employment conditions (e.g., Fair Labor Standards Act, Immigration Reform and Control Act, Occupational Safety and	LAFS.910.RI.4.10 LAFS.910.SL.1.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
Health Act).	LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
72.20 Define key terms in computer law.	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
72.21 Identify circumstances under which the copyright of a computer program has been violated.	LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1	
72.22 Describe the various kinds of federal, state, territory, and province statutes designed to combat computer crime and how regulations can be used to prevent the use of computers to invade privacy.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3	
72.23 Describe the purposes of various consumer laws and explain their effect on the consumer's well-being.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3	
72.24 Describe how local businesses can be a source of consumer assistance and identify consumer organizations, businesses, and governmental agencies that provide consumer assistance.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3, LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3	
72.25 Differentiate among the various types of consumer fraud and explain steps that can be taken by victims to gain redress.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.L.2.3, 3.6, 3.4, 3.5 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	1.3, 2.4, 2.5, 2.6	
72.26 Distinguish fraudulent, misleading, and legitimate product claims and explain what the consumer should do if such claims lead to the purchase of a faulty product.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.RI.4.10 LAFS.1112.W.4.10	
73.0 Demonstrate an understanding of different types of insurance – the student will be able to:		
73.01 Differentiate between requirements for insurable interest for property insurance with those needed for life insurance.	LAFS.910.L.2.3 LAFS.910.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-MD.1.2, 2.5, 2.7 MAFS.912.S-CP.1.1, 1.2, 1.3, 1.4, 1.5	
73.02 Compare and contrast the different types of life insurance (e.g., ordinary, limited payment, endowment, and term).	LAFS.910.L.2.3 LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-MD.1.2, 2.5, 2.6, 2.7 MAFS.912.S-ID.2.6, MAFS.912.S-CP.1.1, 1.2, 1.3, 1.4, 1.5, 2.6	
73.03 Compare and contrast the different types of other insurance (e.g., property, liability, automobile, homeowners', disability, and marine).	LAFS.910.L.2.3, LAFS.910.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-MD.1.2, 2.5, 2.6, 2.7 MAFS.912.S-ID.2.6, MAFS.912.S-CP.1.1, 1.2, 1.3, 1.4, 1.5, 2.6	
73.04　Compare and contrast the differences in health insurance coverage.	LAFS.910.L.2.3, LAFS.910.RI.4.10, LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10, LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-MD.1.2, 2.5, 2.6, 2.7 MAFS.912.S-ID.2.6, MAFS.912.S-CP.1.1, 1.2, 1.3, 1.4, 1.5, 2.6	
73.05　Demonstrate an understanding of professional liability (i.e., malpractice) coverage.		
74.0　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:		
74.01　Compare and contrast the legal procedures and processes for forming and dissolving various forms of business ownership (e.g., sole proprietorship associations, registered partnerships having limited liability, limited liability company, corporation, and franchise).	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3 MAFS.912.S-ID.2.6	
75.0　Practice quality performance in the learning environment and the workplace – the student will be able to:		
75.01　Discuss the impact of time management practices on one's personal and professional image.	LAFS.910.RI.4.10 LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
76.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		
76.01 Project professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.	LAFS.910.L.2.3 LAFS.910.RI.4.10 LAFS.910.SL.1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3 LAFS.1112.RI.4.10	
76.02 Apply principles of group dynamics in structured activities.	LAFS.910.RI.4.10 LAFS.910.SL.1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.RI.4.10	
76.03 Exhibit a positive attitude and professional behavior.	LAFS.910.RI.4.10 LAFS.910.SL.1.2, 1.3, LAFS.1112.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3	
76.04 Participate in school, community, and/or volunteer activities.	LAFS.910.SL.1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3	

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.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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: **Accounting Applications**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

Secondary – Career Preparatory	
Program Number	8302100
CIP Number	0552030220
Grade Level	9-12, 30, 31
Standard Length	4 credit hours
Teacher Certification	ACCTING @7 7 G BOOKKEEPIN @4 @7 7 G BUS ED 1 @2 TC COOP ED @7 VOE @7
Additional Teacher Certs	Accounting Applications 1 only: MKTG 1 @2
CTSO	FBLA BPA
SOC Codes	15-1151 – Computer User Support Specialist 43-3031 -- Bookkeeping, Accounting and Auditing Clerks
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 such as an Information Technology Assistant, Accounting Clerk, Accounting Associate, and Accounting Assistant in the Business Management and Administration 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 occupationally-specific skills, and knowledge of all aspects of the Business Management and Administration career cluster.

The content includes but is not limited to double-entry accounting principles; methods of recording business transactions; preparation and analysis of various documents and financial statements; payroll records and tax forms; accounting control systems; account and transaction analysis; inventory methods; the aging process; depreciation; and the application of accounting principles to various entities.

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	Graduation Requirement
A	8207310	Digital Information Technology	1 credit	15-1151	2	PA
B	8203310	Accounting Applications 1	1 credit	43-3031	3	VO
	8203320	Accounting Applications 2	1 credit		3	VO
C	8203330	Accounting Applications 3	1 credit	43-3031	3	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics Honors	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8207310	5/87 6%	5/80 6%	24/83 29%	5/69 7%	24/67 36%	5/70 7%	5/69 7%	24/82 29%	5/66 8%	24/74 32%	5/72 7%
8203310	14/87 16%	19/80 24%	30/83 36%	17/69 25%	28/67 42%	19/70 27%	16/69 23%	29/82 35%	21/66 32%	31/74 42%	16/72 22%
8203320	6/87 7%	6/80 8%	24/83 29%	5/69 7%	24/67 36%	5/70 7%	6/69 9%	24/82 29%	6/66 9%	24/74 32%	5/72 7%
8203330	31/87 36%	31/80 39%	5/83 6%	30/69 43%	5/67 7%	28/70 40%	31/69 45%	5/82 6%	26/66 39%	5/74 7%	30/72 42%

** *Alignment pending review*   # *Alignment attempted, but no correlation to academic course*

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8207310	20/67 30%	15/75 20%	18/54 33%	40/46 87%	40/45 89%	40/45 89%	40/45 89%
8203310	37/67 55%	32/75 43%	18/54 33%	22/46 48%	22/45 49%	22/45 49%	22/45 49%
8203320	17/67 25%	21/75 28%	12/54 22%	23/46 50%	23/45 51%	23/45 51%	23/45 51%
8203330	43/67 64%	36/75 48%	22/54 41%	32/46 70%	32/45 71%	32/45 71%	32/45 71%

**   Alignment pending review   　 　 *#   Alignment attempted, but no correlation to academic course*

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

Digital Information Technology (8207310) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 17.0 are associated with this course.

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 Accounting Applications.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Accounting Applications.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Accounting Applications.
04.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
05.0   Develop an awareness of microprocessors and digital computers.
06.0   Demonstrate an understanding of operating systems.
07.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
08.0   Use technology to enhance communication skills utilizing presentation applications.
09.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
10.0   Use technology to enhance communication skills utilizing electronic mail.
11.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
12.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
13.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
14.0   Demonstrate competence in page design applicable to the WWW.
15.0   Develop an awareness of emerging technologies.
16.0   Develop awareness of computer languages and software applications.
17.0   Demonstrate comprehension and communication skills.
18.0   Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles.
19.0   Practice quality performance in the learning environment and the workplace.
20.0   Exhibit customer service skills.
21.0   Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations.
22.0   Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
23.0   Apply accounting principles and concepts to the performance of accounting activities.
24.0   Apply accounting principles and concepts using appropriate technology.
25.0   Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Accounting Applications.

26.0   Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Accounting Applications.
27.0   Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Accounting Applications.
28.0   Analyze and explain management functions and organizational structures as they relate to today's workplace and employer/employee roles.
29.0   Demonstrate skills for accounting work-based learning experiences.
30.0   Apply accounting principles and concepts to the performance of accounting activities.
31.0   Describe the importance of professional ethics and legal responsibilities.
32.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
33.0   Solve problems using critical thinking skills, creativity and innovation.
34.0   Use information technology tools.
35.0   Describe the importance of professional ethics and legal responsibilities.
36.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
37.0   Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
38.0   Participate in work-based learning experiences.
39.0   Apply accounting principles and concepts to the performance of accounting activities.
40.0   Apply accounting principles and concepts using appropriate technology.
41.0   Explain the importance of employability skills.
42.0   Demonstrate personal money-management concepts, procedures, and strategies.
43.0   Apply the decision-making process to personal and family financial choices.
44.0   Analyze the use of consumer credit.

Florida Department of Education
Student Performance Standards

Course Title: **Digital Information Technology**
Course Number: **8207310**
Course Credit: **1**

Course Description:

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Digital Information Technology (8207310) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 17.0) have been placed in a separate document. To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf.

**Florida Department of Education
Student Performance Standards**

Course Title: **Accounting Applications 1**
Course Number: **8203310**
Course Credit: **1**

Course Description:

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required.

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 Accounting 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	

Florida Standards	Correlation to CTE Program Standard #
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 Accounting 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	
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 Accounting 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.		

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	

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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.0 Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles – the student will be able to:		
18.01 Describe how accounting departments work within and across organizations.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.3.7, 3.8, 4.10 LAFS.1112.RI.4.10 MAFS.912.F-BF.1.1	
18.02 Describe the roles and responsibilities of employees within the organization of a small, medium, or large accounting department (including the CFO, controller, accounting manager, accounts payable and receivable coordinator, payroll administrator, bookkeeper and credit and collection manager).	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.3.7, 3.8, 4.10 LAFS.1112.RI.4.10	
18.03 Explain the impact of the global economy on business organizations.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10 LAFS.1112.W.4.10	
19.0 Practice quality performance in the learning environment and the workplace – the		SC.912.N.1.1, 1.4, 2.2, 3.5

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
student will be able to:		
19.01 Apply appropriate organizational skills to manage time and resources.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
19.02 Perform tasks accurately, completely, and with attention to detail on a consistent basis.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
19.03 Think critically and make informed decisions.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
19.04 Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
19.05 Follow accepted rules, regulations, policies and workplace safety.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
20.0 Exhibit customer service skills – the student will be able to:		SC.912.L.16.10, 17.11, 17.16 SC.912.N.1.1, 2.2, 3.5, 4.2
20.01 Listen and identify customer's needs and concerns.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
20.02 Model appropriate ways to problem solve with customers in various situations.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3,	

CTE Standards and Benchmarks			FS-M/LA	NGSSS-Sci
			2.4, 2.5, 2.6 MAFS.912.F-LE.1.3 MAFS.912.F-IF.2.4, 3.7. 3.9	
	20.03	Model proper business etiquette (including introductions, phone etiquette, dining, networking, marketing, online services and community service).	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
	20.04	Develop a personal and work ethic (including punctuality, use of company's technology, and loyalty to company, distinction between personal and business tasks).	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.4.10	
	20.05	Develop and articulate a personal and business code of ethical behavior.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.4.10	
21.0		Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations – the student will be able to:		SC.912.N.1.1, 2.2, 3.5, 4.2
	21.01	Develop an awareness of effective credit management.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.S-MD.1.4	
	21.02	Prepare and analyze a personal budget.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.A-CED.1.1, 1.2 MAFS.912.F-IF.1.1, 1.2	
22.0		Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:		SC.912.L.17.20; SC.912.N.1.1, 1.4, 1.5, 1.7, 2.2, 3.5
	22.01	Analyze job and career requirements and relate career interests to opportunities in accounting occupations in the global economy.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.W.4.10 MAFS.912.S-ID.3.9	
23.0 Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:		SC.912.L.17.11, 17.15, 17.20, SC.912.N.1.1, 2.2, 3.5
23.01 Demonstrate the application of the full accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, posting of journal entries, preparation of trial balance, journalizing and posting of adjusting entries, journalizing and posting of post-closing entries, and preparation of an income statement, statement of owner's equity, and balance sheet).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.L.2.3, 3.4, 3.6 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2, MAFS.912.F-LE.1.1, 1.2, MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	
23.02 Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, proof of cash, petty cash, and journal entries related to all banking activities).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.2.3, 3.4, 3.6 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2, MAFS.912.F-LE.1.1, 1.2, MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
23.03 Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).	LAFS.910.SL.1.2, 1.3 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.SL.1.2, 1.3 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 LAFS.1112.L.2.3, 3.4, 3.6 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2 MAFS.912.F-LE.1.1, 1.2 MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	
23.04 Use payroll records to prepare and analyze transactions (including maintaining payroll records to include employee time processing procedures, payroll checks, a payroll register, employee earnings record, employer payroll taxes (to include tax forms and all associated journal entries).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.2.3, 3.4, 3.6 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2 MAFS.912.F-LE.1.1, 1.2 MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	
23.05 Analyze transactions for accuracy and prepare appropriate correcting entries.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.910.W.4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	4.10 LAFS.1112.L.2.3, 3.4, 3.6 LAFS.1112.W.4.10 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2 MAFS.912.F-LE.1.1, 1.2 MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2	
23.06 Understand the purpose of financial accounting and the users of financial information.		
24.0 Apply accounting principles and concepts using appropriate technology – the student will be able to:		
24.01 Identify and use communication technology in an accounting environment such as word processing and email.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI. 4.10	
24.02 Demonstrate proficiency in the use of spreadsheet and accounting software to maintain accounting records to include creating and manipulating both data and formulas, formatting data, securing data and presenting results visually (including charts and graphs).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.W.4.10 MAFS.912.A-CED.1.1, 1.2, MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.7, 3.8 MAFS.912.S-IC.2.6	

Florida Department of Education
Student Performance Standards

Course Title: **Accounting Applications 2**
Course Number: **8203320**
Course Credit: **1**

Course Description:

This course is designed to continue the study of accounting principles. The content includes voucher systems, cash receipts, petty cash, payroll records, and internal control systems. The use of computers is required.

Florida Standards	Correlation to CTE Program Standard #
25.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Accounting Applications.	
25.01 Key Ideas and Details	
25.01.1 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	
25.01.2 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	
25.01.3 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	
25.02 Craft and Structure	
25.02.1 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	
25.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
25.02.3 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.	

Florida Standards	Correlation to CTE Program Standard #
LAFS.1112.RST.2.6	
25.03 Integration of Knowledge and Ideas	
25.03.1 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	
25.03.2 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	
25.03.3 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	
25.04 Range of Reading and Level of Text Complexity	
25.04.1 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.	
25.04.2 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	
26.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Accounting Applications.	
26.01 Text Types and Purposes	
26.01.1 Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
26.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
26.02 Production and Distribution of Writing	
26.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
26.02.2 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	
	26.02.3	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	
26.03	Research to Build and Present Knowledge		
	26.03.1	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	
	26.03.2	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	
	26.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.1112.WHST.3.9	
26.04	Range of Writing		
	26.04.1	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	
27.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Accounting Applications.		
27.01	Make sense of problems and persevere in solving them.		
		MAFS.K12.MP.1.1	
27.02	Reason abstractly and quantitatively.		
		MAFS.K12.MP.2.1	
27.03	Construct viable arguments and critique the reasoning of others.		
		MAFS.K12.MP.3.1	
27.04	Model with mathematics.		
		MAFS.K12.MP.4.1	
27.05	Use appropriate tools strategically.		
		MAFS.K12.MP.5.1	
27.06	Attend to precision.		

Florida Standards	Correlation to CTE Program Standard #
MAFS.K12.MP.6.1	
27.07 Look for and make use of structure.	
MAFS.K12.MP.7.1	
27.08 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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
28.0 Analyze and explain organizational forms as they relate to today's workplace– the student will be able to:		
28.01 Develop a working knowledge of individual income tax procedures and requirements to comply with tax laws and regulations.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10 MAFS.912.A-REI.1.1, 1.2 MAFS.912.F-IF.1.1, 1.2	
28.02 Compare and contrast the various forms of business ownership (e.g., sole proprietorships, partnerships, corporations) and other organizational structures (e.g., nonprofit organizations, government agencies).	LAFS.910.RI.4.10 LAFS.1112.RI.4.10 MAFS.912.S-ID.3.9	
28.03 List the advantages and disadvantages of each form of business ownership.		
29.0 Demonstrate skills for accounting work-based learning experiences – the student will be able to:		
29.01 Apply accounting principles in an accounting environment.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.S-ID.3.9 MAFS.912.F-IF.1.1, 1.2	
29.02 Use technology in an accounting environment.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.SL.1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.RI.4.10 LAFS.1112.W.4.10	
29.03 Complete a work-based simulation.	LAFS.910.SL.1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.SL.1.2 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 LAFS.1112.L.2.3, 3.4, 3.6	
30.0 Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:		
30.01 Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements. Discuss the move to International Financial Reporting Standards (IFRS).	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 MAFS.912.A-REI.1.1, 1.2	
30.02 Identify tax forms (e.g., personal, payroll, sales) necessary for compliance with local, state and federal agencies.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10	
30.03 Describe an internal control system.	LAFS.910.SL.1.1, 1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.SL.1.1,1.2 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.S-ID.3.9 MAFS.912.F-IF.1.1, 1.2	
30.04 Apply accounting concepts to corporations and other business entities.	LAFS.910.SL.1.1, 1.2 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.SL.1.1, 1.2 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.S-ID.3.9	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.F-IF.1.1, 1.2	
30.05 Compare and contrast the cost of merchandise inventory using various inventory valuation methods (including LIFO, FIFO, and weighted average).	LAFS.910.RI.4.10 LAFS.1112.RI.4.10 MAFS.912.S-ID.3.9, MAFS.912.F-IF.1.1, 1.2	
30.06 Determine the aging of accounts receivable and a computation of allowance for doubtful accounts using the various methods.	LAFS.910.RI.4.1 0 LAFS.1112.RI.4.10 MAFS.912.F-LE.2.5, MAFS.912.S-ID.3.9 MAFS.912.F-IF.1.1, 1.2	
30.07 Determine the aging of accounts payable.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10 MAFS.912.F-LE.2.5, MAFS.912.S-ID.3.9 MAFS.912.F-IF.1.1, 1.2	
30.08 Compute depreciation using Financial Accounting Standards Board (FASB) regulations and record the associated journal entries.	LAFS.910.RI.4.10 LAFS.1112.RI. 4.10 MAFS.912.F-LE.2.5, MAFS.912.S-ID.3.9 MAFS.912.F-IF.1.1, 1.2	
31.0 Describe the importance of professional ethics and legal responsibilities – the student will be able to:		
31.01 Evaluate and justify decisions based on ethical reasoning.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.4.10 MAFS.912.S-ID.3.9	
31.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.4.10 MAFS.912.S-ID.3.9	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	31.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.910.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.4.10 LAFS.1112.RI.4.10 MAFS.912.S-ID.3.9	
	31.04 Interpret and explain written organizational policies and procedures, including discrimination, whistleblowing, and sexual harassment.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10 MAFS.912.S-ID.3.9	
32.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the student will be able to:		
	32.01 Employ leadership skills to accomplish organizational goals and objectives.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
	32.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.	LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3	
	32.03 Conduct and participate in meetings to accomplish work tasks.	LAFS.910.SL.2.4, 2.5, 2.6 LAFS.1112.SL.2.4, 2.5, 2.6	
	32.04 Employ mentoring skills to inspire and teach others.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	

Florida Department of Education
Student Performance Standards

Course Title: **Accounting Applications 3**
Course Number: **8203330**
Course Credit: **1**

Course Description:

This course continues the study of accounting principles and applies those principles to various entities. The content includes methods for determining the cost of merchandise inventory, general ledger account analysis, and the aging process. The use of computers is required.

Florida Standards	Correlation to CTE Program Standard #
25.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Accounting Applications.	
25.01 Key Ideas and Details	
25.01.1 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	
25.01.2 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	
25.01.3 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	
25.02 Craft and Structure	
25.02.1 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	
25.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
25.02.3 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.	

Florida Standards	Correlation to CTE Program Standard #
LAFS.1112.RST.2.6	
25.03 Integration of Knowledge and Ideas	
25.03.1 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	
25.03.2 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	
25.03.3 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	
25.04 Range of Reading and Level of Text Complexity	
25.04.1 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.	
25.04.2 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	
26.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Accounting Applications.	
26.01 Text Types and Purposes	
26.01.1 Write arguments focused on discipline-specific content.	
LAFS.1112.WHST.1.1	
26.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
LAFS.1112.WHST.1.2	
26.02 Production and Distribution of Writing	
26.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
LAFS.1112.WHST.2.4	
26.02.2 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	

Florida Standards	Correlation to CTE Program Standard #
26.02.3 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	
26.03 Research to Build and Present Knowledge	
26.03.1 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	
26.03.2 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	
26.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
26.04 Range of Writing	
26.04.1 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	
27.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Accounting Applications.	
27.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
27.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
27.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
27.04 Model with mathematics. MAFS.K12.MP.4.1	
27.05 Use appropriate tools strategically. MAFS.K12.MP.5.1	
27.06 Attend to precision. MAFS.K12.MP.6.1	

Florida Standards	Correlation to CTE Program Standard #
27.07 Look for and make use of structure. MAFS.K12.MP.7.1	
27.08 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: NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
33.0 Solve problems using critical thinking skills, creativity and innovation – the student will be able to:		
33.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.	LAFS.910.SL.1.1 LAFS.910.RI.4.10 LAFS.1112.SL.1.1 LAFS.1112.RI. 4.10	
33.02 Employ critical thinking and interpersonal skills to resolve conflicts.	LAFS.910.SL.1.1 LAFS.910.RI.4.10 LAFS.1112.SL.1.1 LAFS.1112.RI. 4.10	
33.03 Identify and document workplace performance goals and monitor progress toward those goals.	LAFS.910.SL.1.1 LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.SL.1.1 LAFS.1112.W.4.10	
33.04 Conduct technical research to gather information necessary for decision-making.	LAFS.910.SL.1.1, 1.2, 1.3 LAFS.1112.SL.1.1, 1.2, 1.3	
33.05 Gather information, extract key elements, analyze the impact of the data, and develop an appropriate solution.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 MAFS.912.A-REI.4.10 MAFS.912.S-IC.2.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
34.0　　Use information technology tools – the student will be able to:		
34.01　Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, e-mail, and internet applications.	LAFS.910.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 MAFS.912.S-IC.2.6	
34.02　Employ computer operations applications to access, create, manage, integrate, and store information.	LAFS.910.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
34.03　Employ collaborative/groupware application to facilitate group work.	LAFS.910.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.RI.1.1, 1.2, 1.3,	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
		2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
35.0	Describe the importance of professional ethics and legal responsibilities – the student will be able to:		
	35.01 Evaluate and justify decisions based on ethical reasoning.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.4.10	
	35.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.4.10	
	35.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.10 LAFS.910.RI.4.10 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.4.10 LAFS.1112.RI.4.10	
	35.04 Interpret and explain written organizational policies and procedures.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10	
36.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		
	36.01 Develop and implement a plan for maintaining quality service and production in an accounting environment.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 MAFS.912.S-IC.2.6	
37.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance – the student will be able to:		
	37.01 Apply appropriate mathematical processes to accounting applications.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10 MAFS.912.A-REI.1.1, 1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.A-CED.1.1, 1.3, 1.4	
38.0 Participate in work-based learning experiences – the student will be able to:		
38.01 Participate in work-based learning experiences in an accounting environment.	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
38.02 Discuss the application of accounting principles in an accounting environment.	LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3, 3.4, 3.6	
38.03 Compare and contrast the software applications used in an accounting environment.	LAFS.910.L.2.3, 3.4, 3.6 LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.2.3, 3.4, 3.6 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 MAFS.912.S-ID.3.9	
38.04 Discuss the management/supervisory skills needed in an accounting environment.	LAFS.910.SL.1.1, 1.2, 1.3 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3, 3.4, 3.6	
39.0 Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:		
39.01 Analyze financial statement items to make informed business decisions.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10 MAFS.912.A-REI.1.1, 1.2, 3.6, 3.7 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.8 MAFS.912.F-BF.1.1, 1.2 MAFS.912.F-LE.1.1, 1.2 MAFS.912.S-ID.1.1, 1.2, 1.3, 1.4 MAFS.912.S-IC.1.1, 1.2, 2.6	
39.02 Develop an awareness of managerial and cost accounting methods (including the job costing process, break - even analysis, budgeting, and internal reporting).	LAFS.910.RI.4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.RI.4.10	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.L.2.3, 3.4, 3.6 MAFS.912.A-APR.4.7	
40.0 Apply accounting principles and concepts using appropriate technology – the student will be able to:		
40.01 Select and use appropriate spreadsheet and accounting software to maintain accounting records.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.W.4.10 MAFS.912.A-REI.4.10, MAFS.912.S-IC.1.2, MAFS.912.S-ID.3.7	
40.02 Compare and contrast accounting application software.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 MAFS.912.A-CED.1.1, 1.2 MAFS.912.F-IF.1.1, 1.2, 2.4, 2.5, 2.6, 3.7, 3.8 MAFS.912.S-IC.2.6	
41.0 Explain the importance of employability skills– the student will be able to:		
41.01 Identify and demonstrate skills needed to be employable (e.g. teamwork, time management, listening, and observation skills).	LAFS.910.RI.4.10 LAFS.1112.RI.4.10	
41.02 Examine licensing, certification, and industry credentialing requirements.	LAFS.910.W.4.10 LAFS.1112.W.4.10	
41.03 Research the benefits of ongoing professional development.	LAFS.910.RI.4.10 LAFS.910.SL.1.2, 1.3 LAFS.1112.RI.4.10 LAFS.1112.SL.1.2, 1.3	
42.0 Demonstrate personal money-management concepts, procedures, and strategies – the student will be able to:		
42.01 Identify and describe the services and legal responsibilities of financial institutions.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	42.02 Describe the effect of money management on personal and career goals.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10	
	42.03 Develop a personal budget and financial goals.	LAFS.910.RI.4.10 LAFS.910.W.4.10 LAFS.1112.RI.4.10 LAFS.1112.W.4.10 MAFS.912.A-CED.1.1, 1.2 MAFS.912.F-IF.1.1, 1.2	
	42.04 Complete financial instruments for making deposits and withdrawals.	LAFS.910.W.4.10 LAFS.1112.W.4.10	
	42.05 Maintain financial records.	LAFS.910.W.4.10 LAFS.1112.W.4.10	
	42.06 Read and reconcile financial statements.	LAFS.910.W.4.10 LAFS.910.RI.4.10 LAFS.1112.W.4.10 LAFS.1112.RI.4.10	
	42.07 Research, compare and contrast investment opportunities.	LAFS.910.RI.4.10 LAFS.910.SL.1.2, 1.3 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.RI.4.10 LAFS.1112.SL.1.2, 1.3 LAFS.1112.L.2.3, 3.4, 3.6 MAFS.912.S-ID.3.9	
43.0	Apply the decision-making process to personal and family financial choices – the student will be able to:		
	43.01 Discuss the importance of taking responsibility for personal financial decisions.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
	43.02 Apply the decision-making process to making consumer choices.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10	
	43.03 Explain how limited personal financial resources affect the choices people make.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10	
	43.04 Describe how shared decision-making regarding expenditures works in a family setting.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10	
	43.05 Explain the interrelationship of time, energy, and money to achieving personal and family goals.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10	
	43.06 Identify why there are dual income families and the advantages and disadvantages they provide to the family.	LAFS.910.RI.4.10 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.RI.4.10 LAFS.1112.L.2.3, 3.4, 3.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
43.07 Describe various ways in which families manage their money.	LAFS.910.RI.4.10 LAFS.910.SL.1.2, 1.3 LAFS.1112.RI 4.10 LAFS.1112.SL.1.2, 1.3	
44.0 Analyze the use of consumer credit – the student will be able to:		
44.01 Explain why consumer credit is important to business and consumers in today's economy.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
44.02 Compare sources of consumer credit.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10	
44.03 Analyze the benefits and cost of consumer credit.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10	
44.04 Explain factors that affect credit worthiness and determine one's credit score.	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.W.1.1,1.2,1.3,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10	
44.05 Identify ways to avoid or correct credit problems.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10	
44.06 Locate and understand sources of assistance if one experiences credit problems.	LAFS.910.RI.4.10 LAFS.1112.RI.4.10	

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)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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: **Court Reporting Transcriptionist**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

Secondary – Career Preparatory	
Program Number	8306100
CIP Number	0522030309
Grade Level	9-12, 30, 31
Standard Length	5 credits
Teacher Certification	BUS ED 1 @2 SECRETAR 7 G TC COOP ED @7 VOE @7
CTSO	FBLA BPA
SOC Codes	23-2091 – Court Reporters
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 such as court reporters, scopists, and transcriptionists in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to use the steno writer to record examination proceedings, testimony, judicial opinion, judge's charge to jury, judgment or sentence of court, or other proceedings. Instruction includes specialized terminology and procedures used in the legal, medical, industry, insurance, and governmental fields as well as skills for recording multiple-voice. The content prepares persons to use machine shorthand to record speakers in addition to the preparation of transcripts. Concepts of legal, medical, and related industries are included in this program so that students may function effectively.

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.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
A	8207310	Digital Information Technology **OR**	1 credit	23-2091	2	PA
	8306110	Fundamentals of Court Reporting	1 credit		2	VO
	8200230	Court Reporting Technology 1	1 credit		2	VO
	8200240	Court Reporting Technology 2	1 credit		2	VO
	8200250	Court Reporting Technology 3	1 credit		2	VO
	8200260	Court Reporting Technology 4	1 credit		2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8207310	5/87 6%	5/80 6%	24/83 29%	5/69 7%	24/67 36%	5/70 7%	5/69 7%	24/82 29%	5/66 8%	24/74 32%	5/72 7%
8306110	**	**	19/83 23%	**	19/67 28%	**	**	19/82 23%	**	19/74 26%	**
8200230	**	**	19/83 23%	**	19/67 28%	**	**	19/82 23%	**	19/74 26%	**
8200240	19/87 22%	19/80 24%	**	19/69 28%	**	19/70 27%	19/69 28%	**	14/66 21%	**	19/72 26%
8200250	19/87 22%	19/80 24%	**	19/69 28%	**	19/70 27%	19/69 28%	**	14/66 21%	**	19/72 26%
8200260	**	**	**	**	**	**	**	**	**	**	**

** *Alignment pending review*   # *Alignment attempted, but no correlation to academic course*

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8207310	20/67 30%	15/75 20%	18/54 33%	40/46 87%	40/45 89%	40/45 89%	40/45 89%
8306110	14/67 21%	8/75 11%	14/54 26%	**	**	**	**
8200230	14/67 21%	8/75 11%	14/54 26%	**	**	**	**
8200240	8/67 12%	14/75 19%	8/54 15%	**	**	**	**
8200250	8/67 12%	14/75 19%	8/54 15%	**	**	**	**
8200260	**	**	**	**	**	**	**

** *Alignment pending review*   # *Alignment attempted, but no correlation to academic course*

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.

Digital Information Technology (8207310) is an optional course in this and other programs within the Business Management & Administration Career Cluster. The standards associated with this course are listed first (01.0 – 17.0).

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 Court Reporting Transcriptionist.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Court Reporting Transcriptionist.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Court Reporting Transcriptionist.
04.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
05.0   Develop an awareness of microprocessors and digital computers.
06.0   Demonstrate an understanding of operating systems.
07.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
08.0   Use technology to enhance communication skills utilizing presentation applications.
09.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
10.0   Use technology to enhance communication skills utilizing electronic mail.
11.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
12.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
13.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
14.0   Demonstrate competence in page design applicable to the WWW.
15.0   Develop an awareness of emerging technologies.
16.0   Develop awareness of computer languages and software applications.
17.0   Demonstrate comprehension and communication skills.

OR

01.0   Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Court Reporting Transcriptionist.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Court Reporting Transcriptionist.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Court Reporting Transcriptionist.
04.0   Perform e-mail activities.
05.0   Use computer networks, internet and online databases to facilitate collaborative or individual learning and communication.

06.0 Demonstrate knowledge of legal principles and terminology.
07.0 Demonstrate employability skills.
08.0 Demonstrate knowledge of medical systems and terminology.
09.0 Demonstrate mathematics knowledge and skills.
10.0 Demonstrate language arts knowledge and skills.

And

11.0 Demonstrate comprehension and communication skills.
12.0 Perform electronic steno writer shorthand skills.
13.0 Demonstrate knowledge of computer/information systems.
14.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Court Reporting Transcriptionist.
15.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Court Reporting Transcriptionist.
16.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Court Reporting Transcriptionist.
17.0 Perform electronic steno writer shorthand skills.
18.0 Perform oral and written communication activities.
19.0 Demonstrate knowledge of computer/information systems.
20.0 Demonstrate employability skills
21.0 Perform steno writer shorthand skills.
22.0 Perform oral and written communication activities.
23.0 Demonstrate knowledge of computer/information systems.
24.0 Participate in work-based learning activities.

Florida Department of Education
Student Performance Standards

Course Title:　　　**Digital Information Technology**
Course Number:　　**8207310**
Course Credit:　　　**1**

Course Description:

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Digital Information Technology (8207310) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 17.0) have been placed in a separate document.   To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/DIT_2016-17.rtf.

Florida Department of Education
Student Performance Standards

Course Title: **Fundamentals of Court Reporting**
Course Number: **8306110**
Course Credit: **1**

Course Description:

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 Court Reporting Transcriptionist.	
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	

Florida Standards	Correlation to CTE Program Standard #
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 Court Reporting Transcriptionist.	
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 Court Reporting Transcriptionist.	
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 Perform e-mail activities – the student will be able to:		
04.01 Describe and perform e-mail capabilities and functions. Create and send messages, manage signature and automated messages. Save, send, schedule, and manage junk mail, e-mail and spam. Configure message sensitivity, security and delivery options.		
04.02 Use the Internet to perform e-mail activities, including: attaching external files, saving e-mail attachments, viewing mailbox details, establishing appointments, creating contact groups, and sending a meeting to a contact group to communicate in the workplace.		
04.03 Manage tasks and organize information.		
05.0 Use computer networks, internet and online databases to facilitate collaborative or individual learning and communication – the student will be able to:		
05.01 Demonstrate how to connect to the Internet and use appropriate Internet protocol.		
05.02 Demonstrate proficiency using basic features of GUI browsers, including: bookmarks, basic configurations, e-mail configurations, and address books.		
05.03 Configure appropriate browser security configurations.		
05.04 Demonstrate proficiency using search engines and search tools.		
06.0 Demonstrate knowledge of legal principles and terminology – the student will be able to:		
06.01 Research basic legal terms		
06.02 Identify and define legal and Latin terminologies.		
06.03 Identify basic legal concepts including civil and criminal law.		
06.04 Explain the various court systems.		
06.05 Explain the judicial system, including discovery, trial, hearings, administrative, and appellate processes.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.06 Explain the legislative, executive, and governmental processes.		
06.07 Demonstrate knowledge of various methods of researching legal citations including the use of current technology.		
07.0 Demonstrate employability skills - the student will be able to:		
07.01 Complete application forms.		
07.02 Compose and create resumes.		
07.03 Compose and create application letters.		
07.04 Demonstrate appropriate job interview skills.		
07.05 Demonstrate appropriate dress and grooming.		
07.06 Conduct a job search.		
07.07 Identify documents which may be required when applying for a job interview.		
07.08 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other employees.		
07.09 Identify and demonstrate acceptable work habits.		
07.10 Demonstrate knowledge of how to make job changes appropriately.		
07.11 Demonstrate knowledge of the "Florida Right-To-Know Law" as recorded in Florida Statutes Chapter 442.		
08.0 Demonstrate knowledge of medical systems and terminology – the student will be able to:		
08.01 Identify the musculoskeletal system and the other body systems and functions.		
08.02 Identify and spell medical terms including prefixes, root words, and suffixes.		
08.03 Identify and spell mental and physical diseases, psychological terms, and drugs.		
08.04 Use appropriate medical reference sources.		
09.0 Demonstrate mathematics knowledge and skills – the student will be able to:		
09.01 Demonstrate knowledge of arithmetic operations.		
09.02 Perform mathematical calculations on the calculator and/or computer.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.0 Demonstrate language arts knowledge and skills – the student will be able to:		
10.01 Locate, comprehend and evaluate key elements of oral and written information.		
10.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		
10.03 Apply basic and advanced rules of English grammar, spelling, punctuation, and capitalization to sentences, paragraphs, compositions, and transcripts.		

Florida Department of Education
Student Performance Standards

Course Title: **Court Reporting Technology 1**
Course Number: **8200230**
Course Credit: **1**

Course Description:

This course is designed to introduce and familiarize students with the role of official and freelance court reporters, scopists, transcriptionists and captioners as well as provide introductory training utilizing the steno writer for real-time conflict-free theory. Included will be an awareness of various fields and careers available in the court reporting profession.

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 Court Reporting Transcriptionist.	
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 Court Reporting Transcriptionist.		
	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.	

Florida Standards			Correlation to CTE Program Standard #
		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 Court Reporting Transcriptionist.		
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	

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
11.0 Demonstrate comprehension and communication skills – the student will be able to:		
11.01 Read and comprehend technical and non-technical reading assignments related to course content, including, books, magazines and electronic sources.		
11.02 Use appropriate vocabulary.		
12.0 Perform electronic steno writer shorthand skills – the student will be able to:		
12.01 Write the spoken word contained for the assigned realtime translation theory lessons with punctuation with speed and accuracy on an electronic steno writer.		
12.02 Read from steno notes, computer screens, or steno writers distinctly and with authority.		
12.03 Use proper spelling in all dictations.		
12.04 Analyze shorthand notes and transcription techniques.		
12.05 Continue development of speed and accuracy writing realtime translation theory on an electronic steno writer.		
13.0 Demonstrate knowledge of computer/information systems – the student will be able to:		
13.01 Perform care and maintenance of basic computer hardware		
13.02 Install and remove software from a computer		
13.03 Setup a real-time system.		

**Florida Department of Education
Student Performance Standards**

Course Title: **Court Reporting Technology 2**
Course Number: **8200240**
Course Credit: **1**

Course Description:

This course is designed to provide a foundation in the competencies necessary to complete the skills related to the occupation of court reporting. Competencies mastered in this course will provide the student with the skills necessary to continue in the court reporting profession for a scopist career. Students will learn how to write machine shorthand theory while simultaneously working on academic competencies for this course.

Florida Standards	Correlation to CTE Program Standard #
14.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Court Reporting Transcriptionist.	
14.01 Key Ideas and Details	
14.01.1 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	
14.01.2 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	
14.01.3 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	
14.02 Craft and Structure	
14.02.1 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	
14.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
14.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards	Correlation to CTE Program Standard #
issues that remain unresolved. LAFS.1112.RST.2.6	
14.03 Integration of Knowledge and Ideas	
14.03.1 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	
14.03.2 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	
14.03.3 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	
14.04 Range of Reading and Level of Text Complexity	
14.04.1 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.	
14.04.2 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	
15.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Court Reporting Transcriptionist.	
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	

Florida Standards	Correlation to CTE Program Standard #
what is most significant for a specific purpose and audience. 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	
16.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Court Reporting Transcriptionist.	
16.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
16.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
16.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
16.04 Model with mathematics. MAFS.K12.MP.4.1	
16.05 Use appropriate tools strategically. MAFS.K12.MP.5.1	

Florida Standards	Correlation to CTE Program Standard #
16.06 Attend to precision. MAFS.K12.MP.6.1	
16.07 Look for and make use of structure. MAFS.K12.MP.7.1	
16.08 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
17.0 Perform electronic steno writer shorthand skills – the student will be able to:		
17.01 Write the spoken word contained for the assigned realtime translation theory lessons with punctuation with speed and accuracy on an electronic steno writer.		
17.02 Read from plated and student's own steno notes, computer screens, or steno writers distinctly and with authority.		
17.03 Use proper spelling in all dictations.		
17.04 Analyze shorthand notes and transcription techniques.		
17.05 Continue development of speed and accuracy writing realtime translation theory on an electronic steno writer.		
18.0 Perform oral and written communication activities – the student will be able to:		
18.01 Apply rules of English grammar, spelling, punctuation, and capitalization to sentences, paragraphs, compositions, and transcripts.		
18.02 Use appropriate vocabulary.		

Florida Department of Education
Student Performance Standards

Course Title: **Court Reporting Technology 3**
Course Number: **8200250**
Course Credit: **1**

Course Description:

This course builds upon the competencies necessary to complete the skills related to the occupation of court reporting. Competencies mastered in this course will provide the student with the skills necessary to continue in the court reporting profession for a transcriptionist career. Students will continue to build speed and accuracy on the steno machine while demonstrating knowledge of the court and legal system.

Florida Standards	Correlation to CTE Program Standard #
14.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Court Reporting Transcriptionist.	
14.01 Key Ideas and Details	
14.01.1 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	
14.01.2 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	
14.01.3 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	
14.02 Craft and Structure	
14.02.1 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	
14.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
14.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards			Correlation to CTE Program Standard #
		issues that remain unresolved.	
		LAFS.1112.RST.2.6	
14.03	Integration of Knowledge and Ideas		
	14.03.1	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	
	14.03.2	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	
	14.03.3	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	
14.04	Range of Reading and Level of Text Complexity		
	14.04.1	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.	
	14.04.2	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	
15.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Court Reporting Transcriptionist.		
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	
16.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Court Reporting Transcriptionist.		
16.01	Make sense of problems and persevere in solving them.		
		MAFS.K12.MP.1.1	
16.02	Reason abstractly and quantitatively.		
		MAFS.K12.MP.2.1	
16.03	Construct viable arguments and critique the reasoning of others.		
		MAFS.K12.MP.3.1	
16.04	Model with mathematics.		
		MAFS.K12.MP.4.1	
16.05	Use appropriate tools strategically.		
		MAFS.K12.MP.5.1	
16.06	Attend to precision.		

Florida Standards	Correlation to CTE Program Standard #
MAFS.K12.MP.6.1	
16.07 Look for and make use of structure.	
MAFS.K12.MP.7.1	
16.08 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
19.0 Demonstrate knowledge of computer/information systems – the student will be able to:		
19.01 Demonstrate proficiency of a computer-aided transcription (CAT) system.		
19.02 Perform data and dictionary archival.		
20.0 Demonstrate employability skills – the student will be able to:		
20.01 Complete application forms.		
20.02 Compose and create resumes.		
20.03 Compose and create application letters.		
20.04 Demonstrate appropriate job interview skills.		
20.05 Demonstrate appropriate dress and grooming.		
20.06 Conduct a job search to include telecommunication media.		
20.07 Identify documents which may be required when applying for a job interview.		

Florida Department of Education
Student Performance Standards

Course Title: **Court Reporting Technology 4**
Course Number: **8200260**
Course Credit: **1**

Course Description:

This course builds upon the competencies necessary to complete the skills related to the occupation of court reporting. Competencies mastered in this course will provide the student with the skills necessary to continue in the court reporting profession for a transcriptionist career. Students will continue to build speed and accuracy on the steno machine while demonstrating knowledge of the court and legal system.

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 Perform steno writer shorthand skills – the student will be able to:		
21.01 Write the spoken word contained for the assigned realtime translation theory lessons with punctuation with speed and accuracy on an electronic steno writer.		
21.02 Read from plated and student's own steno notes, computer screens, or steno writers distinctly and with authority.		
21.03 Analyze shorthand notes and transcription techniques.		
21.04 Continue development of speed and accuracy writing realtime translation theory on an electronic steno writer.		
22.0 Perform oral and written communication activities – the student will be able to:		
22.01 Apply rules of English grammar, spelling, punctuation, and capitalization to sentences, paragraphs, compositions, and transcripts.		
22.02 Use appropriate vocabulary.		
23.0 Demonstrate knowledge of computer/information systems – the student will be able to:		
23.01 Assume the role of the Court Reporting Transcriptionist in the production of documents.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
23.02 Demonstrate basic proficiency of a computer-aided transcription (CAT) system.		
23.03 Perform data and dictionary archival.		
24.0 Participate in work-based learning activities – the student will be able to:		
24.01 Participate in work-based learning experiences as a Court Reporting Transcriptionist.		
24.02 Identify appropriate reference sources used in transcript preparation including the Internet and the CR forum.		

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.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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: **Introduction to Business Management and Administration**
Course Type: **Orientation/Exploratory**
Career Cluster: **Business Management and Administration**

Secondary – Middle School	
Course Number	8370350
CIP Number	148370350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 @2 TC COOP ED @7 VOE @7
CTSO	FBLA 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 assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to fundamental knowledge and skills related to business functions in the Business Management and Administration cluster. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

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.

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.

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

Standards

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

01.0   Demonstrate an understanding of the General Management career pathway.
02.0   Demonstrate an understanding of the Business Information Management career pathway.
03.0   Demonstrate an understanding of the Human Resources Management career pathway.
04.0   Demonstrate an understanding of the Operations Management career pathway.
05.0   Demonstrate an understanding of the Administrative Support career pathway.
06.0   Demonstrate an understanding of the Accounting career pathway.
07.0   Apply leadership and communication skills.
08.0   Describe how information technology is used in the Business Management and Administration career cluster.
09.0   Use information technology tools.

Florida Department of Education
Student Performance Standards

Course Title: **Introduction to Business Management and Administration**
Course Number: **8370350**
Course Length: **Semester**

Course Description:

Beginning with a broad overview of the Business Management and Administration career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Business Management and Administration career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

CTE Standards and Benchmarks
01.0 Demonstrate an understanding of the General Management career pathway – the student will be able to:
01.01 Define and use proper terminology associated with the General Management career pathway.
01.02 Describe some of the careers available in the General Management career pathway.
01.03 Identify common characteristics of the careers in the General Management career pathway.
01.04 Research the history of the General Management career pathway and describe how the associated careers have evolved and impacted society.
01.05 Identify skills required to successfully enter any career in the General Management career pathway.
01.06 Describe technologies associated in careers within the General Management career pathway.
02.0 Demonstrate an understanding of the Business Information Management career pathway – the student will be able to:
02.01 Define and use proper terminology associated with the Business Information Management career pathway.
02.02 Describe some of the careers available in the Business Information Management career pathway.
02.03 Identify common characteristics of the careers in the Business Information Management career pathway.
02.04 Research the history of the Business Information Management career pathway and describe how the careers have evolved and impacted society.
02.05 Identify skills required to successfully enter any career in the Business Information Management career pathway.

	CTE Standards and Benchmarks
	02.06 Describe technologies associated in careers within the Business Information Management career pathway.
03.0	Demonstrate an understanding of the Human Resources Management career pathway – the student will be able to:
	03.01 Define and use proper terminology associated with the Human Resources Management career pathway.
	03.02 Describe some of the careers available in the Human Resources Management career pathway.
	03.03 Identify common characteristics of the careers in the Human Resources Management career pathway.
	03.04 Research the history of the Human Resources Management career pathway and describe how the careers have evolved and impacted society.
	03.05 Identify skills required to successfully enter any career in the Human Resources Management career pathway.
	03.06 Describe technologies associated in careers within the Human Resources Management career pathway.
04.0	Demonstrate an understanding of the Operations Management career pathway – the student will be able to:
	04.01 Define and use proper terminology associated with the Operations Management career pathway.
	04.02 Describe some of the careers available in the Operations Management career pathway.
	04.03 Identify common characteristics of the careers in the Operations Management career pathway.
	04.04 Research the history of the Operations Management career pathway and describe how the careers have evolved and impacted society.
	04.05 Identify skills required to successfully enter any career in the Operations Management career pathway.
	04.06 Describe technologies associated in careers within the Operations Management career pathway.
05.0	Demonstrate an understanding of the Administrative Support career pathway – the student will be able to:
	05.01 Define and use proper terminology associated with the Administrative Support career pathway.
	05.02 Describe some of the careers available in the Administrative Support career pathway.
	05.03 Identify common characteristics of the careers in the Administrative Support career pathway.
	05.04 Research the history of the Administrative Support career pathway and describe how the careers have evolved and impacted society.
	05.05 Identify skills required to successfully enter any career in the Administrative Support career pathway.
	05.06 Describe technologies associated in careers within the Administrative Support career pathway.

CTE Standards and Benchmarks	
06.0	**Demonstrate an understanding of the Accounting career pathway – the student will be able to:**
	06.01 Define and use proper terminology associated with the Accounting career pathway.
	06.02 Describe some of the careers available in the Accounting career pathway.
	06.03 Identify common characteristics of the careers in the Accounting career pathway.
	06.04 Research the history of the Accounting career pathway and describe how the careers have evolved and impacted society.
	06.05 Identify skills required to successfully enter any career in the Accounting career pathway.
	06.06 Describe technologies associated in careers within the Accounting career pathway.
07.0	**Apply leadership and communication skills – the student will be able to:**
	07.01 Discuss the establishment and history of the FBLA and BPA organizations.
	07.02 Identify the characteristics and responsibilities of organizational leaders.
	07.03 Demonstrate parliamentary procedure skills during a meeting.
	07.04 Participate on a committee which has an assigned task and report to the class.
	07.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
	07.06 Use a computer to assist in the completion of a project related to the Business Management and Administration career cluster.
08.0	**Describe how information technology is used in the Business Management and Administration career cluster – the student will be able to:**
	08.01 Identify information technology (IT) careers in the Business Management and Administration career cluster, including the responsibilities, tasks and skills they require.
	08.02 Relate information technology project management concepts and terms to careers in the Business Management and Administration career cluster.
	08.03 Manage information technology components typically used in professions of the Business Management and Administration career cluster.
	08.04 Identify security-related ethical and legal IT issues faced by professionals in the Business Management and Administration career cluster.
09.0	**Use information technology tools – the student will be able to:**
	09.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Business Management and Administration career cluster.

CTE Standards and Benchmarks	
09.02	Use e-mail clients to send simple messages and files to other Internet users.
09.03	Demonstrate ways to communicate effectively using Internet technology.
09.04	Use different types of web search engines effectively to locate information relevant to the Business Management and Administration career cluster.

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, including access to computers and appropriate software.

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)

Future Business Leaders of America (FBLA) and Business Professional of America (BPA) are the intercurricular career and technical student organizations 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

Course Title: **Introduction to Business Management and Administration and Career Planning**
Course Type: **Orientation/Exploratory and Career Planning**
Career Cluster: **Business Management and Administration**

Secondary – Middle School	
Course Number	8370360
CIP Number	148370360M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 @2 TC COOP ED @7 VOE @7
CTSO	FBLA 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 assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to fundamental knowledge and skills related to business functions in the Business Management and Administration cluster. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

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.

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.

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

Standards

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

01.0   Demonstrate an understanding of the General Management career pathway.
02.0   Demonstrate an understanding of the Business Information Management career pathway.
03.0   Demonstrate an understanding of the Human Resources Management career pathway.
04.0   Demonstrate an understanding of the Operations Management career pathway.
05.0   Demonstrate an understanding of the Administrative Support career pathway.
06.0   Demonstrate an understanding of the Accounting career pathway.
07.0   Apply leadership and communication skills.
08.0   Describe how information technology is used in the Business Management and Administration career cluster.
09.0   Use information technology tools.

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

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

Florida Department of Education
Student Performance Standards

Course Title: **Introduction to Business, Management and Administration and Career Planning**
Course Number: **8370360**
Course Length: **Semester**

Course Description:

Beginning with a broad overview of the Business Management and Administration career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Business Management and Administration career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

CTE Standards and Benchmarks
01.0   Demonstrate an understanding of the General Management career pathway – the student will be able to:
01.01   Define and use proper terminology associated with the General Management career pathway.
01.02   Describe some of the careers available in the General Management career pathway.
01.03   Identify common characteristics of the careers in the General Management career pathway.
01.04   Research the history of the General Management career pathway and describe how the associated careers have evolved and impacted society.
01.05   Identify skills required to successfully enter any career in the General Management career pathway.
01.06   Describe technologies associated in careers within the General Management career pathway.
02.0   Demonstrate an understanding of the Business Information Management career pathway – the student will be able to:
02.01   Define and use proper terminology associated with the Business Information Management career pathway.
02.02   Describe some of the careers available in the Business Information Management career pathway.
02.03   Identify common characteristics of the careers in the Business Information Management career pathway.
02.04   Research the history of the Business Information Management career pathway and describe how the careers have evolved and impacted society.
02.05   Identify skills required to successfully enter any career in the Business Information Management career pathway.

CTE Standards and Benchmarks	
	02.06 Describe technologies associated in careers within the Business Information Management career pathway.
03.0	Demonstrate an understanding of the Human Resources Management career pathway – the student will be able to:
	03.01 Define and use proper terminology associated with the Human Resources Management career pathway.
	03.02 Describe some of the careers available in the Human Resources Management career pathway.
	03.03 Identify common characteristics of the careers in the Human Resources Management career pathway.
	03.04 Research the history of the Human Resources Management career pathway and describe how the careers have evolved and impacted society.
	03.05 Identify skills required to successfully enter any career in the Human Resources Management career pathway.
	03.06 Describe technologies associated in careers within the Human Resources Management career pathway.
04.0	Demonstrate an understanding of the Operations Management career pathway – the student will be able to:
	04.01 Define and use proper terminology associated with the Operations Management career pathway.
	04.02 Describe some of the careers available in the Operations Management career pathway.
	04.03 Identify common characteristics of the careers in the Operations Management career pathway.
	04.04 Research the history of the Operations Management career pathway and describe how the careers have evolved and impacted society.
	04.05 Identify skills required to successfully enter any career in the Operations Management career pathway.
	04.06 Describe technologies associated in careers within the Operations Management career pathway.
05.0	Demonstrate an understanding of the Administrative Support career pathway – the student will be able to:
	05.01 Define and use proper terminology associated with the Administrative Support career pathway.
	05.02 Describe some of the careers available in the Administrative Support career pathway.
	05.03 Identify common characteristics of the careers in the Administrative Support career pathway.
	05.04 Research the history of the Administrative Support career pathway and describe how the careers have evolved and impacted society.
	05.05 Identify skills required to successfully enter any career in the Administrative Support career pathway.
	05.06 Describe technologies associated in careers within the Administrative Support career pathway.

CTE Standards and Benchmarks
06.0 Demonstrate an understanding of the Accounting career pathway – the student will be able to:
06.01 Define and use proper terminology associated with the Accounting career pathway.
06.02 Describe some of the careers available in the Accounting career pathway.
06.03 Identify common characteristics of the careers in the Accounting career pathway.
06.04 Research the history of the Accounting career pathway and describe how the careers have evolved and impacted society.
06.05 Identify skills required to successfully enter any career in the Accounting career pathway.
06.06 Describe technologies associated in careers within the Accounting career pathway.
07.0 Apply leadership and communication skills – the student will be able to:
07.01 Discuss the establishment and history of the FBLA and BPA organizations.
07.02 Identify the characteristics and responsibilities of organizational leaders.
07.03 Demonstrate parliamentary procedure skills during a meeting.
07.04 Participate on a committee which has an assigned task and report to the class.
07.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
07.06 Use a computer to assist in the completion of a project related to the Business Management and Administration career cluster.
08.0 Describe how information technology is used in the Business Management and Administration career cluster – the student will be able to:
08.01 Identify information technology (IT) careers in the Business Management and Administration career cluster, including the responsibilities, tasks and skills they require.
08.02 Relate information technology project management concepts and terms to careers in the Business Management and Administration career cluster.
08.03 Manage information technology components typically used in professions of the Business Management and Administration career cluster.
08.04 Identify security-related ethical and legal IT issues faced by professionals in the Business Management and Administration career cluster.
09.0 Use information technology tools – the student will be able to:
09.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Business Management and Administration career cluster.

CTE Standards and Benchmarks

	09.02	Use e-mail clients to send simple messages and files to other Internet users.
	09.03	Demonstrate ways to communicate effectively using Internet technology.
	09.04	Use different types of web search engines effectively to locate information relevant to the Business Management and Administration career cluster.

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:

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

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)

Future Business Leaders of America (FBLA) and Business Professional of America (BPA) are the intercurricular career and technical student organizations 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: **Blueprint for Professional Success**
Program Type: **Non Career Preparatory**
Career Cluster: **Business Management and Administration**

Secondary – Non Career Preparatory	
Program Number	8500375
CIP Number	09200119PA
Grade Level	9-12, 30, 31
Standard Length	1 credit
Teacher Certification	AGRICULTURE 1 @2 BUS ED 1 @2 FAM CON SCI MKTG 1 @2 PRAC NURSE @7 %G TEC ED 1 @2
CTSO	Any CTSO
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this course is designed to prepare students for the workplace in the twenty-first century. The course includes developing human resources, work ethics, decision making, balancing work and family, as well as other skills. These skills are often referred to as "business skills". Exploration of a variety of careers is highly recommended through a job shadowing experience. Development of a portfolio will provide a personal file and organizational tool for the student to transfer knowledge to a real life experience.

Business/health/human and public services/community/technology partnerships are essential to provide current workplace practices. Planned and supervised job shadowing experiences must be provided through one or more of the following: (1) directed workplace experiences (2) student projects (3) simulations (4) outside of class explorations.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools, materials and technology appropriate to the course content and in accordance with current practices. Activities provide instruction in the use of current equipment and technology, such as personal computers, software, and multi-media platforms.

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 1 credit.

The following table illustrates the secondary program structure:

Course Number	Course Title	Length	Level	Graduation Requirement
8500375	Blueprint for Professional Success	1 credit	2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses <u>that have been aligned</u> to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8500375	**	**	19/83 23%	**	19/67 28%	**	**	19/82 23%	**	19/74 26%	**

** *Alignment pending review*   # *Alignment attempted, but no correlation to academic course*

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8500375	14/67 21%	8/75 11%	14/54 26%	**	**	**	**

** *Alignment pending review*   # *Alignment attempted, but no correlation to academic course*

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. 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.

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 Blueprint for Professional Success.
02.0   Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Blueprint for Professional Success.
03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Blueprint for Professional Success.
04.0   Demonstrate leadership and organizational skills.
05.0   Develop interpersonal skills for individual and job/career success.
06.0   Demonstrate skills for becoming a team player.
07.0   Identify desirable work ethics.
08.0   Demonstrate employability skills.
09.0   Create a personal portfolio of employment forms and letters.
10.0   Identify and integrate decision-making processes applicable to the workplace and work situations.
11.0   Develop effective communication skills for the workplace.
12.0   Plan appropriate wardrobes for different job experiences.
13.0   Develop and maintain positive relationships in the diverse workplace.
14.0   Recognize and demonstrate appropriate workplace behavior.
15.0   Demonstrate the ability to use modern technological equipment in the workplace.
16.0   Demonstrate resource management techniques.
17.0   Analyze the balancing of work, family, and community.
18.0   Evaluate the role of self-management in the health and wellbeing of the individual and the family.
19.0   Evaluate the employee's role in preventing accidents or injuries on the job.
20.0   Explore the integration of academic and career skills in the transition from school to work.

Florida Department of Education
Student Performance Standards

Course Title: **Blueprint for Professional Success**
Course Number: **8500375**
Course Credit: **1**

Course Description:

The purpose of this course is designed to prepare students for the workplace in the twenty-first century. The course includes developing human resources, work ethics, decision making, balancing work and family, as well as other skills. These skills are often referred to as "soft skills". Exploration of a variety of careers is highly recommended through a job shadowing experience. Development of a portfolio will provide a personal file and organizational tool for the student to transfer knowledge to a real life experience.

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 Blueprint for Professional Success.	
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	

Florida Standards	Correlation to CTE Program Standard #
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 Blueprint for Professional Success.	
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	

Florida Standards			Correlation to CTE Program Standard #
	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 Blueprint for Professional Success.		
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 Demonstrate leadership and organizational skills – the student will be able to:		
04.01 Define and practice brainstorming.		
04.02 Identify and utilize the planning process.		
04.03 Identify characteristics of a leader and team members.		
04.04 Work cooperatively as a group member.		
04.05 Practice developing confidence in leadership roles.		
04.06 Identify professional and youth organizations.		
04.07 Identify purposes and functions of organizations.		
04.08 Develop a personal growth project.		
05.0 Develop interpersonal skills for individual and job/career success – the student will be able to:		
05.01 Define self-esteem and human resources.		
05.02 Evaluate positive human resources needed for employment.		
05.03 Identify factors that influence personality formation.		
05.04 Determine the relevance of integrating academic learning, social skills, and lifestyle choices to home and career.		
06.0 Demonstrate skills for becoming a team player – the student will be able to:		
06.01 Define teamwork.		
06.02 Weigh the benefits of working cooperatively.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.03 Recognize potential conflicts of different personality types working as a team.		
06.04 Demonstrate conflict resolution techniques for effective teamwork.		
07.0 Identify desirable work ethics – the student will be able to:		
07.01 Describe positive and negative work ethics.		
07.02 Analyze the relationship between employee behaviors and potential consequences.		
08.0 Demonstrate employability skills – the student will be able to:		
08.01 Recognize factors that may influence your career choice.		
08.02 Identify sources of career information.		
08.03 Demonstrate the steps of a job search.		
08.04 Evaluate career opportunities.		
09.0 Create a personal portfolio of employment forms and letters – the student will be able to:		
09.01 Identify the components of the portfolio.		
09.02 Discuss the value of the portfolio component as tools in the job search.		
09.03 Prepare a portfolio containing at least the following: copy of social security card, career and educational goals, autobiography, picture identification, resume, letters of recommendation, completed job application, list of school/community activities, work and volunteer history, sample memos and letters for job related writings.		
09.04 Organize and maintain the portfolio components in an orderly manner.		
10.0 Identify and integrate decision-making processes applicable to the workplace and work situations – the student will be able to:		
10.01 Define the decision-making process.		
10.02 Apply the decision-making process to narrow career choices.		
10.03 Connect the decision-making process with solving problems in the workplace and at home.		
10.04 Consider the consequences of current decisions on the future.		
11.0 Develop effective communication skills for the workplace – the student will be able to:		
11.01 Identify the effectiveness of assertive, aggressive, and passive communication.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.02 Dramatize the impact of non-verbal behavior on communication.		
11.03 Develop ways to provide effective feedback and deal with criticism.		
11.04 Apply basic forms of written communication used in the workplace.		
11.05 Demonstrate effective interview and presentation techniques.		
12.0 Plan appropriate wardrobes for different job experiences – the student will be able to:		
12.01 Develop good grooming skills.		
12.02 Research grooming rules in various work environments.		
12.03 Distinguish factors needed to create an economical, coordinated, easy-care wardrobe.		
12.04 Select appropriate clothing for a variety of careers.		
13.0 Develop and maintain positive relationships in the diverse workplace – the student will be able to:		
13.01 Define and describe sexual harassment in the workplace.		
13.02 Identify appropriate conversation for work related settings.		
13.03 List the advantages of a culturally diverse workplace.		
13.04 Discuss the impact of the Americans with Disabilities Act and the job market.		
13.05 Assess the job equity law - Equal Employment Opportunity Act.		
14.0 Recognize and demonstrate appropriate workplace behavior – the student will be able to:		
14.01 Identify academic skills needed in a student's career.		
14.02 Describe the different types of businesses including corporations, partnerships, and cottage industries.		
14.03 Define entrepreneurship.		
14.04 Compare the advantages and risks of entrepreneurship.		
15.0 Demonstrate the ability to use modern technological equipment in the workplace – the student will be able to:		
15.01 Demonstrate computer literacy by producing a computer generated document.		
15.02 Use electronic communication devices.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
15.03 Describe strategies for successful job performance.		
16.0 Demonstrate resource management techniques – the student will be able to:		
16.01 Identify the benefits of managing time.		
16.02 Analyze the importance of time and how it applies to a job by preparing and keeping a daily planner.		
16.03 Describe ways a computer can be used as a time management tool.		
16.04 Discuss why planning and controlling money is necessary to be successful at home and on the job.		
16.05 Identify and prioritize benefits for a company that will include insurance, an employee assistance program, vacation, child care, flex hours, and job sharing.		
17.0 Analyze the balancing of work, family, and community – the student will be able to:		
17.01 Discuss the importance of setting priorities at home and work.		
17.02 Examine and develop an understanding of equitable job division in the home.		
17.03 Discuss differences in financial needs of a one income versus a two-income family.		
17.04 Examine financial need changes throughout the family life cycle.		
17.05 Discuss advantages and disadvantages of taking a vacation.		
17.06 Evaluate the different types of child care available and how adults can be fulfilled as a worker and as a parent.		
17.07 Analyze ways of being involved in a child's educational process.		
17.08 List community resources for the family.		
17.09 Identify activities in which the individual can be involved within the community, i.e. volunteerism, politics or a support system.		
18.0 Evaluate the role of self-management in the health and well-being of the individual and the family – the student will be able to:		
18.01 Define and describe symptoms of stress.		
18.02 Define coping behavior and discuss coping behavior(s).		
18.03 Recognize and evaluate how workplace transitions affect an individual and the family.		
18.04 Discuss implications of job loss on the individual and the family.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.05 Define and assess power struggle(s) in the workplace.		
18.06 Analyze the importance of accepting criticism.		
18.07 Define and list the different types of substance abuse.		
18.08 Discuss how pervasive the problems of substance abuse are today.		
18.09 List free help that is available through federal, state, and community resources.		
18.10 Discuss techniques that can be used to develop a family's health and fitness.		
19.0 Evaluate the employee's role in preventing accidents or injury on the job – the student will be able to:		
19.01 Identify the difference between personal liability and corporate liability.		
19.02 Explain the roles of the Occupational Safety and Health Administration (OSHA) and the Environmental Protection Agency (EPA) in ensuring safe working conditions.		
19.03 Recognize the financial and human costs of accidents caused by human error or an unsafe work environment.		
19.04 Identify protective articles required to ensure worker safety.		
20.0 Explore the integration of academic and career skills in the transition from school to work – the student will be able to:		
20.01 Identify academic skills needed in a student's career.		
20.02 Describe the different types of businesses including corporations, partnerships, and cottage industries.		
20.03 Define entrepreneurship.		
20.04 Compare the advantages and risks of entrepreneurships.		
20.05 Define job shadowing and the benefits of that experience.		

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 DOE-approved CTSO can be the intercurricular career and technical student organization 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: **Business Entrepreneurship (60)**
Career Cluster: **Business Management and Administration**

AS	
CIP Number	1552070308
Program Type	College Credit
Standard Length	60 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	11-2011 – Advertising and Promotions Managers 11-2021 – Marketing Managers 11-2022 – Sales Managers
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 teach students the fundamentals of starting and operating a business venture while presenting entrepreneurship as a viable career option. The program will also give students an opportunity to evaluate their potential as entrepreneurs. Coursework covers all aspects of starting and operating a new venture business with emphasis on the entrepreneurial skills needed for success.

This program offers a sequence of courses that provides a coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and a career in the Business Management and Administration 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, occupation-specific skills, and knowledge of all aspects of the Business Management and Administration career cluster.

The content includes but is not limited to entrepreneurial skills (processes, traits and behaviors associated with entrepreneurial success), ready skills (basic business knowledge and skills that are prerequisites or co-requisites for becoming a successful entrepreneur), and business functions (business activities performed by entrepreneurs in managing their business). Business Entrepreneurship Associate in Science should include the requirements specified in the statewide Articulation Manual.

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 60 credit hours.

Standards

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

01.0	Describe the entrepreneurial discovery processes.
02.0	Develop entrepreneurial concepts.
03.0	Develop entrepreneurial resources.
04.0	Develop entrepreneurial leadership skills.
05.0	Develop an entrepreneurial personal assessment.
06.0	Develop entrepreneurial personal management skills.
07.0	Describe effective business concepts.
08.0	Apply principles of communications.
09.0	Analyze methods to effectively manage conflict.
10.0	Develop excellent computer applications skills.
11.0	Analyze basic economic concepts.
12.0	Analyze cost-profit relationships.
13.0	Compare economic systems.
14.0	Analyze characteristics and functions of money.
15.0	Apply accounting principles and concepts to perform accounting activities.
16.0	Demonstrates money management skills.
17.0	Describe staffing functions.
18.0	Define morale and motivation skills.
19.0	Define human resources assessment.
20.0	Describe and conduct business records management.
21.0	Design information acquisition systems.
22.0	Plan and develop a marketing information management system.
23.0	Plan and develop promotional strategies.
24.0	Plan and develop pricing strategies.
25.0	Plan and develop selling strategies.
26.0	Plan and develop business systems.
27.0	Analyze business risk.
28.0	Analyze and identify legal considerations.
29.0	Identify and develop business plan.
30.0	Identify and plan controlling functions.

Florida Department of Education
Student Performance Standards

Program Title: **Business Entrepreneurship (60)**
CIP Number: **1552070308**
Program Length: **60 credit hours**
SOC Code(s):   **11-2011, 11-2021, 11-2022**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:
01.0   Describe the entrepreneurial discovery processes – the student will be able to:
01.01 Explain the need for entrepreneurial discovery.
01.02 Discuss entrepreneurial discovery processes.
01.03 Assess global trends and opportunities.
01.04 Determine opportunities for new venture creation.
01.05 Assess opportunities for new venture creation.
01.06 Describe idea-generation methods.
01.07 Generate ideas for a new venture.
01.08 Determine feasibility of a new venture idea.
02.0   Develop entrepreneurial concepts – the student will be able to:
02.01 Describe entrepreneurial planning considerations.
02.02 Explain tools used by entrepreneurs for venture planning.
02.03 Assess the start-up requirements associated with a new venture.
02.04 Assess risks associated with a new venture.
02.05 Identify external resources useful to entrepreneurs during concept development.
02.06 Assess the need to use external resources for concept development.
02.07 Describe strategies to protect intellectual property.

	02.08	Use components of a business plan to define a venture idea.
03.0	Develop entrepreneurial resources – the student will be able to:	
	03.01	Distinguish between debt and equity financing for venture creation.
	03.02	Describe processes used to acquire adequate financial resources for venture creation/start-up.
	03.03	Select sources to finance venture creation/start-up.
	03.04	Explain factors to consider in determining a venture's human-resource needs.
	03.05	Describe considerations in selecting capital resources.
	03.06	Discuss the acquisition of capital resources needed for the venture.
	03.07	Assess the costs/benefits associated with resources.
04.0	Develop entrepreneurial leadership skills – the student will be able to:	
	04.01	Demonstrate honesty and integrity.
	04.02	Demonstrate responsible behavior.
	04.03	Demonstrate initiative.
	04.04	Demonstrate ethical work habits.
	04.05	Exhibit passion for goal attainment.
	04.06	Recognize contributions of others and social responsibilities.
	04.07	Develop team building skills and enlist others in working toward a shared vision.
	04.08	Value diversity.
05.0	Develop an entrepreneurial personal assessment – the student will be able to:	
	05.01	Describe desirable entrepreneurial personality traits.
	05.02	Determine personal biases and stereotypes.
	05.03	Determine interests.
	05.04	Evaluate personal capabilities.

	05.05	Conduct self-assessment to determine entrepreneurial potential.
06.0	Develop entrepreneurial personal management skills – the student will be able to:	
	06.01	Demonstrate interest and enthusiasm.
	06.02	Practice making effective decisions.
	06.03	Develop an orientation to change.
	06.04	Demonstrate problem-solving skills.
	06.05	Assess risks.
	06.06	Assume personal responsibility for decisions.
	06.07	Use time-management principles.
	06.08	Identify situations when short-term ambiguity is acceptable.
	06.09	Use feedback for personal growth.
	06.10	Demonstrate creative management skills.
	06.11	Set personal goals.
07.0	Describe effective business concepts – the student will be able to:	
	07.01	Explain the role of business in society.
	07.02	Describe different types of businesses and activities.
	07.03	Explain opportunities for creating added value.
	07.04	Identify issues and trends in business.
	07.05	Describe crucial elements of a quality culture with continuous quality improvement.
	07.06	Describe the role of management in achieving quality.
	07.07	Explain the nature of managerial ethics.
	07.08	Describe the importance of ethical business practices.
	07.09	Explain marketing management and its importance in a global economy.

	07.10	Describe marketing functions and related activities.
	07.11	Explain the nature and scope of operations management.
	07.12	Explain financial management concepts.
	07.13	Describe human resource management concepts.
	07.14	Explain risk management concepts.
	07.15	Describe strategic management concepts.
08.0	Apply principles of communication – the student will be able to:	
	08.01	Explain the nature of effective communications.
	08.02	Apply effective listening skills.
	08.03	Demonstrate proper grammar and vocabulary usage.
	08.04	Provide effective customer service using excellent communication.
	08.05	Address people properly.
	08.06	Make effective oral presentations.
	08.07	Write proficient informational and persuasive messages.
	08.08	Prepare simple and complex written reports.
	08.09	Use communication technology systems (e.g., e-mail, faxes, voice mail, cell phones, etc.).
09.0	Analyze methods to effectively manage conflict – the student will be able to:	
	09.01	Demonstrate effective negotiation skills.
	09.02	Discuss how to handle difficult customers, clients and complaints in an effective manner.
	09.03	Explain the nature of organizational change and conflict.
	09.04	Explain how to manage stress effectively.
10.0	Develop excellent computer applications skills – the student will be able to:	
	10.01	Demonstrate basic search skills on the internet.

	10.02	Evaluate the credibility of internet resources.
	10.03	Demonstrate file management skills.
	10.04	Operate computer-related hardware peripherals.
	10.05	Explain the nature of e-commerce.
	10.06	Describe the impact of the internet on business.
	10.07	Discuss the process of developing a basic website.
11.0	Analyze basic economic concepts – the student will be able to:	
	11.01	Distinguish between economic goods and services.
	11.02	Explain production factors.
	11.03	Explain the concept of scarcity.
	11.04	Discuss opportunity costs.
	11.05	Determine forms of economic utility created by business activities.
	11.06	Explain supply and demand principles.
	11.07	Describe the concept of price.
12.0	Analyze cost-profit relationships – the student will be able to:	
	12.01	Explain productivity factors.
	12.02	Describe cost/benefit analysis.
	12.03	Analyze the impact of specialization and the division of labor on productivity.
	12.04	Explain the impact of organized labor on business.
	12.05	Explain the law of diminishing returns.
	12.06	Describe the factors of economies of scale.
13.0	Compare economic systems – the student will be able to:	
	13.01	Explain the types of economic systems.

	13.02	Describe the relationship between government and business and the impact of government actions on business ventures.
	13.03	Define private enterprise.
	13.04	Assess factors affecting a business' profit.
	13.05	Determine factors affecting business risk.
	13.06	Explain the factors of competition.
	13.07	Describe the types of market structures.
	13.08	Determine the impact of small business entrepreneurship on market economies.
14.0	Analyze characteristics and functions of money – the student will be able to:	
	14.01	Explain the forms of financial exchange (cash, credit, debit, etc.).
	14.02	Describe the functions of money (medium of exchange, unit of measure, store of value).
	14.03	Describe the sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.).
	14.04	Recognize types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.).
	14.05	Read and interpret a pay stub.
	14.06	Explain the time value of money.
	14.07	Describe the costs associated with credit.
	14.08	Explain legal responsibilities associated with the use of money.
15.0	Apply accounting principles and concepts to perform accounting activities – the student will be able to:	
	15.01	Identify and describe generally accepted accounting principles (GAAP).
	15.02	Prepare projected income statement.
	15.03	Estimate cash-flow needs.
	15.04	Prepare projected balance sheet.
	15.05	Calculate financial ratios.
	15.06	Determine payroll taxes.

16.0	**Demonstrate money management skills – the student will be able to:**
	16.01 Establish financial goals and objectives.
	16.02 Develop a budget.
	16.03 Discuss and manage cash flow, accounting procedures and financial reports
	16.04 Explain the nature of capital investment.
	16.05 Explain factors that contribute to a positive financial standing.
	16.06 Discuss procedures for managing debt.
17.0	**Describe staffing functions – the student will be able to:**
	17.01 Determine staffing needs.
	17.02 Discuss recruiting new employees.
	17.03 Discuss screening methods for job applications and résumés.
	17.04 Discuss job applicant interviewing practices.
	17.05 Discuss new employee selection processes.
	17.06 Discuss new hire compensation negotiation methods.
18.0	**Define morale and motivation skills – the student will be able to:**
	18.01 Describe various leadership skills.
	18.02 Discuss the factors in building a successful team.
	18.03 Identify the value of employee recognition and rewards.
	18.04 Describe how to handle employee complaints and grievances.
	18.05 Analyze how to ensure equitable opportunities for employees.
	18.06 Describe factors that contribute to building organizational culture.
19.0	**Define human resources assessment – the student will be able to:**
	19.01 Describe how to assess employee morale.

	19.02 Identify methods to provide feedback on work efforts.
	19.03 Identify practices in assessing employee performance.
	19.04 Discuss opportunities for employee corrective action.
	19.05 Identify practices in conducting exit interviews.
20.0	Describe and conduct business record management – the student will be able to:
	20.01 Explain factors of effective records management.
	20.02 Maintain records of financial transactions.
	20.03 Record and report sales tax.
	20.04 Develop a payroll record keeping system.
	20.05 Plan and establish an employee records systems.
	20.06 Plan and establish a customer records system.
21.0	Design information acquisition systems – the student will be able to:
	21.01 Select sources of business development information.
	21.02 Conduct an environmental marketing information analysis.
	21.03 Analyze internal records to acquire marketing information.
	21.04 Identify customer needs and frustrations.
22.0	Plan and develop a marketing information management system – the student will be able to:
	22.01 Describe and identify the market concept and market identification.
	22.02 Identify the role of situational analysis in the marketing-planning process.
	22.03 Identify market segments.
	22.04 Select and analyze target markets.
	22.05 Describe marketing strategy and planning concepts.
	22.06 Plan and develop a marketing budget.

	22.07	Plan and develop a marketing plan.
	22.08	Analyze marketing plan performance.
23.0	Plan and develop promotional strategies – the student will be able to:	
	23.01	Identify the elements of the promotional mix.
	23.02	Calculate advertising media costs.
	23.03	Develop an advertising media plan.
	23.04	Prepare a promotional plan and budget.
	23.05	Write a news release.
	23.06	Discuss sales-promotion opportunities.
	23.07	Evaluate the effectiveness of advertising.
24.0	Plan and develop pricing strategies – the student will be able to:	
	24.01	Calculate breakeven points.
	24.02	Explain factors affecting pricing decisions.
	24.03	Establish pricing objectives and select pricing strategies.
	24.04	Set and adjust prices to maximize profitability.
25.0	Plan and develop selling strategies – the student will be able to:	
	25.01	Acquire and analyze product information.
	25.02	Define product features and benefits.
	25.03	Prepare sales presentation.
	25.04	Determine customer or client needs.
	25.05	Identify customer's buying motives.
	25.06	Differentiate between consumer and organizational buying behavior.
	25.07	Plan and develop sales strategies to achieve sales quotas.

	25.08	Analyze sales reports.
	25.09	Describe staff training to support sales efforts.
	25.10	Analyze technology to support sales function.
26.0	Plan and develop business systems – the student will be able to:	
	26.01	Plan equipment and systems needs.
	26.02	Formulate operating procedures.
	26.03	Develop and analyze business processes and procedures.
27.0	Analyze business risk – the student will be able to:	
	27.01	Describe types of business risk.
	27.02	Identify ways small businesses protect themselves against loss.
	27.03	Identify control and loss prevention methods.
	27.04	Formulate a plan to establish and protect customer and employee confidentiality.
	27.05	Determine business liabilities.
	27.06	Explain ways to manage and transfer risk.
	27.07	Identify opportunities to obtain insurance coverage.
	27.08	Develop strategies to protect electronic information and communication.
	27.09	Plan and develop security policies and procedures.
	27.10	Identify methods to protect assets from creditors.
28.0	Analyze and identify legal considerations – the student will be able to:	
	28.01	Research and identify legal issues affecting small businesses, including contracts, negotiable instruments and privacy issues.
	28.02	Describe how to protect intellectual property rights.
	28.03	Identify various forms of business ownership.
	28.04	Identify IRS business reporting requirements.

	28.05 Identify and plan strategies to implement federal and state workplace regulations (including OSHA, ADA.).
29.0	Identify and develop business plan – the student will be able to:
	29.01 Formulate a SWOT analysis and evaluate a project's strengths, weaknesses, opportunities, and threats.
	29.02 Conduct a competitive analysis.
	29.03 Evaluate business acquisition options.
	29.04 Develop company goals and objectives.
	29.05 Develop a business mission.
	29.06 Forecast income and sales.
	29.07 Conduct a break-even analysis.
	29.08 Develop action and business plans.
30.0	Identify and plan controlling functions – the student will be able to:
	30.01 Describe how to use budgets to control operations.
	30.02 Develop expense-control plans.
	30.03 Interpret financial statements and analyze cash-flow patterns.
	30.04 Analyze operating results in relation to budget and market factors and track performance of business plan.

<div align="center">**Additional Information**</div>

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.

Instruction and learning activities are provided in a laboratory setting to integrate theory and practice. These activities include the integration and use of business planning, financial planning, small business accounting, and business strategic planning software applications. Students will be provided access to computers and appropriate software to enhance hands-on experiences. Students can also expect to be assigned additional hours of contact with small business incubators and cooperative education activities with local businesses.

Career and Technical Student Organization (CTSO)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

    Business Entrepreneurship (0552070308) – 12 credit hours
    Entrepreneurship Operations (0552070309) – 25 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

<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: **Business Analysis Specialist**
Career Cluster: **Business Management and Administration**

AS	
CIP Number	1552120106
Program Type	College Credit
Standard Length	60 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes	13-1111 – Management Analysts
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 such as Management Analyst, Budget Analyst, Database Administrator, and Operations Research Analyst.

Business Management and Administration 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, occupation-specific skills, and knowledge of all aspects of the Business Management and Administration career cluster.

The content includes but is not limited to the principles, procedures, and theories of producing financial and market intelligence by querying databases and creating reports, and developing methods for identifying data trends existing in information sources.

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 60 credit hours.

Standards

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

01.0 Prepare and use financial information about business organizations to support decision making.
02.0 Manage business information using appropriate software.
03.0 Describe information systems and requirements analysis. This description should identify the project goal, data storage, movement, security, quality, usage, and functional requirements that should be met.
04.0 Demonstrate effective business communication and collaboration skills.
05.0 Describe how data is organized and examine the business intelligence process used in transforming data to useful information. Demonstrate skills in analyzing data using spreadsheet software applications.
06.0 Design and build business applications using database management systems.
07.0 Evaluate business and financial information to support internal decision making.
08.0 Describe the implications of professional values, ethics, and attitudes in business.
09.0 Demonstrate fundamental techniques and methods used in the analysis of computerized business activities, including consideration of information requirements, resources, and its impact on business decisions.

Florida Department of Education
Student Performance Standards

Program Title: **Business Analysis Specialist**
CIP Number: **1552120106**
Program Length: **60 credit hours**
SOC Code(s):   **13-1111**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:
01.0   Prepare and use financial information about business organizations to support decision making – the student will be able to:
01.01   Demonstrate knowledge of the accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, preparation of trial balance, adjusting entries, closing entries, and financial statement preparation (i.e., income statement, statement of retained earnings, cash flow statement, and balance sheet).
01.02   Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, petty cash, and journal entries related to all relating banking activities).
01.03   Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
01.04   Describe internal control methods and fraud controls.
01.05   Apply judgment in the application of accounting principles in a global marketplace.
01.06   Analyze financial information to make informed business decisions.
01.07   Maintain knowledge of ever-evolving accounting regulations and standards.
02.0   Manage business information using appropriate software – the student will be able to:
02.01   Identify and use the appropriate software in a business environment.
02.02   Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
02.03   Utilize technology to access, research, analyze, and interpret business information.
02.04   Demonstrate proficiency in the use of accounting software to maintain accounting records and produce reports.
02.05   Understand the basics of Enterprise Resource Planning (ERP) and IT systems.
03.0   Describe information systems and requirements analysis. This description should identify the project goal, data storage, movement, security, quality, usage, and functional requirements – the student will be able to:

	03.01	Describe the process, methods, measurements and systems that businesses use to view, analyze and understand information relevant to the history, current performance, and future projections for a business.
	03.02	Define the goal of analysis in supporting mangers to make more informed decisions through the accumulation and analysis of data.
	03.03	Identify data requirements and parameters, including data sources and formats.
	03.04	Acquire sample data to develop a report.
	03.05	Create a sample report.
	03.06	Describe how business analytics can be comprehensive, or can also focus on specific functions, such as corporate performance, sales analysis and financial analysis.
	03.07	Describe the risks associated with business analysis regarding data validity and implications of making poor decisions based on the analysis provided.
04.0	Demonstrate effective business communication and collaboration skills – the student will be able to:	
	04.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
	04.02	Use interpersonal communication skills to facilitate effective interactions to work collaboratively.
	04.03	Exhibit public relations skills that aid in achieving customer satisfaction.
	04.04	Demonstrate effective teamwork skills.
	04.05	Develop the ability to withstand conflict and resolve it when dealing with difficult people.
	04.06	Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation.
	04.07	Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation, and word choice.
	04.08	Prepare, outline and deliver an effective oral presentation. Prepare and use visual material, including slide presentation software.
	04.09	Research and interpret information retrieved from print and electronic resources.
	04.10	Research and compose a document containing statistical information.
	04.11	Demonstrate ability to communicate effectively with diverse populations.
05.0	Describe how data is organized and examine the business intelligence process used in transforming data to useful information. Demonstrate skills in analyzing data using spreadsheet software applications – the student will be able to:	
	05.01	Analyze a managerial decision to determine the practicality to support the decision with computer technology and determine best technology to use.
	05.02	Work on a business analytics development project as a team.

	05.03	Select, develop and deploy successful business intelligence systems to assist managers in decision making.
	05.04	Describe how data analysis techniques can help managers make better decisions.
	05.05	Describe appropriate applications of various data preparation and analysis techniques.
	05.06	Describe strengths and weaknesses of various data mining tools and methods.
	05.07	Demonstrate ability to use tools in solving data mining problems.
06.0	Design and build business applications using database management systems – the student will be able to:	
	06.01	Define file organization structures and data models.
	06.02	Develop data model and database design.
	06.03	Demonstrate how normalization optimizes table structures resulting from an investigation of a database, and identify how data is interrelated.
	06.04	Write queries in SQL.
	06.05	Identify the types of information corporations need in data mining, business analysis and reporting.
	06.06	Identify relevance of pivot tables, macros, automation and integration of downloaded data.
	06.07	Identify uses for reports and visual presentation of data, including forms, charts, graphs, wikis and other web applications.
07.0	Evaluate business and financial information to support internal decision making – the student will be able to:	
	07.01	Identify and apply fundamentals of managerial accounting.
	07.02	Analyze data to evaluate alternatives in making short-run and capital budget decisions.
	07.03	Calculate and use break-even analysis and other related topics to make unstructured business decisions.
	07.04	Use various cost accounting systems for products/services.
	07.05	Evaluate customer and product/service profitability.
	07.06	Prepare business plans, budgets, and forecasts to support the management process.
	07.07	Evaluate the performance of an organization, its processes, and people.
08.0	Describe the implications of professional values, ethics, and attitudes in business – the student will be able to:	
	08.01	Identify the appropriate use of employer property.

	08.02	Describe the role of confidentiality in business.
	08.03	Identify the importance of making decisions that are based on ethical reasoning and describe the personal and long term consequences of unethical choices in the workplace.
	08.04	Use ethical reasoning and judgment and act in accordance with legal responsibilities.
	08.05	Demonstrate conflict resolution skills.
	08.06	Recognize different personality styles and how to interact effectively with them in the workplace.
	08.07	Discuss how values and attitudes influence behavior.
09.0		Demonstrate fundamental techniques and methods used in the analysis of computerized business activities, including consideration of information requirements, resources, and its impact on business decisions – the student will be able to:
	09.01	Describe data warehousing concepts and business applications.
	09.02	Model business analysis using online analytical processing (OLAP), where data is interactively analyzed using multidimensional data from multiple perspectives.
	09.03	Develop business reports using visualization and predictive analytics.
	09.04	Describe data mining, text and web mining concepts and their business applications.
	09.05	Describe data mining techniques, including: how it is used, benefits, and expectations. Identify business efforts affected by data mining and the types of benefits they experience (retail and consumer sales, marketing, fraud, health care applications, medical diagnostics, e-commerce, media, accounting, banking, credit, customer service).

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.

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Additional Resources

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http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml.

Florida Department of Education
Curriculum Framework

Program Title: **Promotional Enterprise**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

PSAV	
Program Number	B017100
CIP Number	0552070302
Grade Level	30, 31
Standard Length	1050 hours
Teacher Certification	BUS ED 1 @2 VOE @7 TC COOP ED @7 BUS DP @7 %G ELECT DP @7 %G CLERICAL @7 7 G SECRETAR 7 G STENOG @4 @7 TEC ELEC $7 G COMPU SCI 6 COMM ART @7 7 G
CTSO	Phi Beta Lambda BPA
SOC Codes	15-1151 – Computer User Support Specialists 27-1021 – Commercial and Industrial Designers 41-1011 – First-line Supervisors of Retail Sales Workers 11-2021 – Marketing Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

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 such as an Information Technology Assistant, Custom Promotional Design Manager, First Line Supervisor, Small Business Manager, and General Operations Manager/Owner in the Business, Management, and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to enhanced practical experiences in management of digital layout and design, production of embroidered apparel, direct to garment print, sublimation, specialty items and signs as it relates to the running and management of a digital imprinted merchandise business. Development of specialized skills in production planning, design, layout, and evaluation of business promotional campaigns in the digital imprinted merchandise industry are critical components within the 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 five 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 following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	OTA0040	Information Technology Assistant	150 hours	15-1151
B	GRA0079	Custom Promotional Design Manager	300 hours	27-1021
C	MNA0081	First Line Supervisor	150 hours	41-1011
D	SBM0200	Small Business Manager	300 hours	11-2021
E	MNA0090	General Operations Manager/Owner	150 hours	11-2021

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

Information Technology Assistant (OTA0040) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 14.0 are associated with this course.

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

01.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
02.0   Develop an awareness of microprocessors and digital computers.
03.0   Demonstrate an understanding of operating systems.
04.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
05.0   Use technology to enhance communication skills utilizing presentation applications.
06.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
07.0   Use technology to enhance communication skills utilizing electronic mail.
08.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
09.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
10.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
11.0   Demonstrate competence in page design applicable to the WWW.
12.0   Develop an awareness of emerging technologies.
13.0   Develop awareness of computer languages and software applications.
14.0   Demonstrate comprehension and communication skills.
15.0   Participate in work-based learning experiences.
16.0   Demonstrate language arts knowledge and skills.
17.0   Demonstrate mathematics knowledge and skills.
18.0   Demonstrate proficiency in computer skills.
19.0   Demonstrate knowledge of digital design concepts.
20.0   Use information technology tools.
21.0   Perform decision-making activities.
22.0   Perform layout, design, and measurement activities.
23.0   Demonstrate proficiency in digital design operations.
24.0   Demonstrate proficiency in digital imaging.
25.0   Integrate and evaluate numerous sources of information that demonstrate an understanding of entrepreneurship.
26.0   Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
27.0   Justify the need to gain and maintain competitive advantage.
28.0   Perform supervisory/management functions.
29.0   Maintain an e-portfolio for job applications purposes
30.0   Discuss importance of ethics in business.

31.0   Identify strategies and methods for generating a business idea.
32.0   Demonstrate the knowledge of merchandising and inventory.
33.0   Identify the elements of manufacturing and production.
34.0   Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
35.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
36.0   Explain the importance of employability skill and entrepreneurship skills.
37.0   Describe the importance of professional ethics and legal responsibilities.
38.0   Participate in work-based learning experiences.
39.0   Perform decision-making activities.
40.0   Demonstrate proficiency in digital design operations.
41.0   Demonstrate proficiency in digital imaging.
42.0   Maintain an e-portfolio for job application purposes.
43.0   Participate in work-based learning experiences.
44.0   Integrate and evaluate numerous sources of information addressing the role of the entrepreneur.
45.0   Demonstrate personal money-management concepts, procedures, and strategies.
46.0   Identify basic economic principles of entrepreneurship.
47.0   Use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables to describe the concept of the global economy and related functions.
48.0   Outline steps in planning a new business.
49.0   Identify principles of marketing.
50.0   Use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables to identify the functions of selling.
51.0   Identify principles of financing. Use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables to identify the functions of financing.
52.0   Identify principles of pricing. Use diagrams, charts, solve simple simple problems, and a variety of variables.
53.0   Identify and demonstrate employability and human relations skills.
54.0   Identify principles of management.
55.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
56.0   Solve problems using critical thinking skills, creativity and innovation.
57.0   Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
58.0   Participate in work-based learning experiences.
59.0   Demonstrate proficiency in digital design operations.
60.0   Maintain an e-portfolio for job application purposes.
61.0   Demonstrate an understanding of entrepreneurship and the free enterprise system.
62.0   Identify types and sources of government regulations and taxation that may affect a business.
63.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
64.0   Describe roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

Florida Department of Education
Student Performance Standards

Program Title: **Promotional Enterprise**
PSAV Number: **B017100**

Course Number: OTA0040
Occupational Completion Point: A
Information Technology Assistant – 150 Hours – SOC Code 15-1151

Information Technology Assistant (OTA0040) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 14.0) have been placed in a separate document.   To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/ITA_2016-17.rtf.

Course Number: GRA0079
Occupational Completion Point: B
Custom Promotional Design Manager – 300 Hours – SOC Code 27-1021

15.0	Participate in work-based learning experiences – the student will be able to:
	15.01 Operate and perform basic maintenance on a digital embroidery machine.
	15.02 Operate and perform basic maintenance on a digital cutter.
	15.03 Operate and perform basic maintenance on a flat heat press.
	15.04 Operate and perform basic maintenance on a round/mug heat press.
	15.05 Operate and perform basic maintenance on a hat/cap heat press.
	15.06 Operate and perform basic maintenance on a sublimation printer.
	15.07 Operate and perform basic maintenance on a direct to garment printer.
	15.08 Operate and perform basic maintenance on a grommet press.
16.0	Demonstrate language arts knowledge and skills – the student will be able to:
	16.01 Locate, comprehend and evaluate key elements of oral and written information.
	16.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
	16.03 Present information formally and informally for specific purposes and audiences.
17.0	Demonstrate mathematics knowledge and skills – the student will be able to:
	17.01 Demonstrate knowledge of arithmetic operations.
	17.02 Analyze and apply data and measurements to solve problems and interpret documents.
	17.03 Construct charts/tables/graphs using functions of data.
18.0	Demonstrate proficiency in computer skills – the student will be able to:
	18.01 Identify all computer parts (e.g., RAM, ROM).
	18.02 Demonstrate an understanding of all functions of a computer.
	18.03 Utilize appropriate font management techniques (e.g., TrueType, postscript, install and remove fonts).
	18.04 Perform storage management (e.g., hard drive, floppy disk).

	18.05 Perform maintenance of computers and peripherals.
19.0	Demonstrate knowledge of digital design concepts – the student will be able to:
	19.01 Identify the skills needed by a digital designer.
	19.02 Define commonly used terms in graphic communications.
	19.03 Identify characteristics of paper.
	19.04 Identify different kinds of color (e.g., spot, process).
	19.05 Identify software used in digital design.
	19.06 Demonstrate knowledge of copyright laws.
20.0	Use information technology tools – the student 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, e-mail, 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	Perform decision-making activities – the student will be able to:
	21.01 Determine work priorities.
	21.02 Evaluate information to be used and choose relevant material.
	21.03 Determine the audience.
	21.04 Demonstrate an understanding of various advertising mediums.
	21.05 Recognize and maintain ethical standards.
22.0	Perform layout, design, and measurement activities – the student will be able to:
	22.01 Identify characteristics of type, type families, type series, and type styles.
	22.02 Paste up mechanical elements electronically.
	22.03 Prepare rough layout designs.

	22.04	Identify elements of design.
23.0	**Demonstrate proficiency in digital design operations – the student will be able to:**	
	23.01	Complete projects using a variety of fonts, sizes, leading, and alignments.
	23.02	Output projects using a variety of devices (e.g., printers, image setters).
	23.03	Design with type using kerning, tracking, horizontal/vertical scale, baseline shift, etc.
	23.04	Produce projects using tables.
	23.05	Produce projects using white space.
	23.06	Assemble multi-page documents.
	23.07	Create documents that use master pages.
	23.08	Use a variety of styles to produce effective layouts
	23.09	Produce a document using printer and reader spreads.
	23.10	Use publishing software to create a pre-press profile.
	23.11	Produce a variety of designs using layout/paste-up software.
24.0	**Demonstrate proficiency in digital imaging – the student will be able to:**	
	24.01	Demonstrate proper use of a scanner/input devices/digital camera.
	24.02	Crop and scale photographs electronically.
	24.03	Demonstrate an understanding of formats and modes (e.g., EPS, TIFF, PICT, JPEG, ASCII, binary).
	24.04	Demonstrate use of image editing software.
	24.05	Proofread electronically and manually.
25.0	**Integrate and evaluate numerous sources of information that demonstrate an understanding of entrepreneurship – the student will be able to:**	
	25.01	Define entrepreneurship.
	25.02	Discuss the evolution of entrepreneurship.
	25.03	Evaluate, compare and contrast the differences between a product-based business and a service-based business. Use charts, graphs, linear equations, operations tools, union, intersections, and complements to describe the differences.

	25.04	Identify contributions of entrepreneurs to the economic growth of the United States; use charts and tables.
	25.05	Discuss future prospects for entrepreneurship and its anticipated impact on the economy.
	25.06	Discuss the role of the entrepreneur in his/her local community (mentoring, philanthropy).
26.0	Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:	
	26.01	Identify personal strengths and weaknesses relating to work habits
	26.02	Identify short-term goals for work readiness
	26.03	Design a plan to strengthen work habits
27.0	Justify the need to gain and maintain competitive advantage – the student will be able to:	
	27.01	Identify ways in which businesses compete with each other (e.g., quality, service, status, price).
	27.02	Define market share.
	27.03	Identify various forms of competition (e.g., pure competition, oligopoly, monopolistic competition, monopoly).
28.0	Perform supervisory/management functions – the student will be able to:	
	28.01	Describe the functions of management (e.g., planning, organizing, staffing, directing, controlling) and discuss how the functions are interrelated.
	28.02	Identify factors of strategic planning and define the role of strategic planning in a business environment.
	28.03	Define the purpose of a business plan and describe the major components included in a business plan.
	28.04	Define the marketing concept and explain its impact on consumers.
	28.05	Identify and describe examples of diverse marketing activities.
29.0	Maintain an e-portfolio for job application purposes – the student will be able to:	
	29.01	Plan, design, and create e-commerce websites that include a theme, backgrounds, content, categories and product, text, graphics, graphic buttons, graphics as a form button, hyperlinks, form elements, company and contact information, navigation bars, navigation aids, a company logo, audio and video files, a host counter, frames.
	29.02	Prepare and submit a résumé to use for online job applications.
	29.03	Prepare and submit a letter of application online.
30.0	Discuss importance of ethics in business – the student will be able to:	

	30.01	Define "ethics" and "ethical behavior."
	30.02	Identify examples of ethical business practices.
	30.03	Discuss role of the entrepreneur in promoting ethical business practices and relationships.
	30.04	Identify social responsibilities and/or legal issues involved in making ethical choices in business.
31.0	Identify strategies and methods for generating a business idea – the student will be able to:	
	31.01	Identify current publications and websites available to assist with determining what type of business to start.
	31.02	Discuss importance of personality and ability when selecting type of business to open.
	31.03	Identify changes and trends as a source of new enterprise ideas (e.g., outsourcing).
	31.04	Discuss how brainstorming, creative thinking, and observations can be used to develop new enterprise ideas.
	31.05	Explain how personal goals, life style, background, hobbies, interests, experience, abilities, and financial resources will impact ones' choice of business.
32.0	Demonstrate the knowledge of merchandising and inventory – the student will be able to:	
	32.01	Define planned sales, planned stock levels, estimated markdowns, and shrinkage.
	32.02	Analyze options for inventory control (cost vs. retail).
	32.03	Explain the purchasing procedures for a small business by defining model stock.
	32.04	Describe factors to consider when selecting vendors (e.g., terms of sale, cash discount, quantity discount, seasonal discount, future dating, Free On Board destination, consignment buying).
	32.05	Define and calculate basic business measurements (e.g., break-even point, stock turnover, cost of goods sold, markup, markdown, and discounts/terms).
	32.06	Explain methods that businesses use to authorize payments for goods and services.
	32.07	Identify use of computer systems in managing merchandise and inventory.
33.0	Identify the elements of manufacturing and production – the student will be able to:	
	33.01	Identify different types of manufacturing (e.g., custom, mass, continuous, repetitive, and intermittent).
	33.02	Identify the elements of product production planning (e.g., inventory, human resources, and production scheduling).
	33.03	Identify factors that influence the location of a manufacturing business.
	33.04	Discuss the principles of quality management.

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34.0	Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:
	34.01 Prepare a portfolio.
	34.02 Present a portfolio to an audience.
35.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the student will be able to:
	35.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
	35.02 Locate, organize and reference written information from various sources.
	35.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
	35.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.
	35.05 Apply active listening skills to obtain and clarify information.
	35.06 Develop and interpret tables and charts to support written and oral communications.
	35.07 Exhibit public relations skills that aid in achieving customer satisfaction.
36.0	Explain the importance of employability skill and entrepreneurship skills – the student will be able to:
	36.01 Identify and demonstrate positive work behaviors needed to be employable.
	36.02 Develop personal career plan that includes goals, objectives, and strategies.
	36.03 Examine licensing, certification, and industry credentialing requirements.
	36.04 Maintain a career portfolio to document knowledge, skills, and experience.
	36.05 Evaluate and compare employment opportunities that match career goals.
	36.06 Identify and exhibit traits for retaining employment.
	36.07 Identify opportunities and research requirements for career advancement.
	36.08 Research the benefits of ongoing professional development.
	36.09 Examine and describe entrepreneurship opportunities as a career planning option.

37.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:
	37.01 Evaluate and justify decisions based on ethical reasoning.
	37.02 Evaluate alternative responses to workplace situations based on personal professional, ethical, legal responsibilities, and employer policies.
	37.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
	37.04 Interpret and explain written organizational policies and procedures.
38.0	Participate in work-based learning experiences – the student will be able to:
	38.01 Participate in work-based learning experiences in a digital design environment.
	38.02 Compare and contrast the software applications used in a digital design environment.
39.0	Perform decision-making activities – the student will be able to:
	39.01 Determine project specifications.
40.0	Demonstrate proficiency in digital design operations – the student will be able to:
	40.01 Produce multiple color designs using different color techniques including process color and spot color.
	40.02 Prepare output files using pre-press preparations (e.g., color separation, font management, file management, use of postscript fonts, etc.)
	40.03 Read work orders and prepare electronic files that meet all specifications.
	40.04 Design a document using grids and formats.
	40.05 Produce documents integrating elements of design.
	40.06 Demonstrate proficiency in the use of a vector based illustration program.
41.0	Demonstrate proficiency in digital imaging – the student will be able to:
	41.01 Crop and scale photographs electronically.
	41.02 Demonstrate proficiency in use of an understanding of formats and modes (e.g., EPS, TIFF, PICT, JPEG, ASCII, binary).
	41.03 Demonstrate use of image editing software.
	41.04 Complete projects using proper resolution and screen values (e.g., PPI, LPI, DPI).
	41.05 Produce electronically retouched photographs.

	41.06	Produce projects using a digital camera.
	41.07	Scan multiple documents.
	41.08	Crop and scale photographs electronically using a scanner.
	41.09	Apply the use of proper resolution and screen values (e.g., PPI, LPI, DPI in documents).
	41.10	Produce electronically retouched photographs using tones, hues, and values.
	41.11	Apply special effects to image files.
42.0	Maintain an e-portfolio for job application purposes – the student will be able to:	
	42.01	Develop primary examples of documentation for inclusion in a career portfolio i.e. sublimation products, embroidery products, direct to garment print products, custom print or cut products.
	42.02	Analyze e-portfolio web site for graphical changes to improve communication of products and ideas.

43.0	Participate in work-based learning experiences – the student will be able to:
	43.01 Advanced operation and maintenance of a digital embroidery machine.
	43.02 Advanced operation and maintenance of on a digital cutter.
	43.03 Operate and perform advanced maintenance on a flat heat press.
	43.04 Advanced operation and maintenance of a round/mug heat press.
	43.05 Advanced operation and maintenance of a hat/cap heat press.
	43.06 Operate and perform advanced maintenance on a sublimation printer.
	43.07 Advanced operation and maintenance of a direct to garment printer.
	43.08 Advanced operation and maintenance of a grommet press.
44.0	Integrate and evaluate numerous sources of information addressing the role of the entrepreneur – the student will be able to:
	44.01 Define "entrepreneurship."
	44.02 Discuss future prospects for entrepreneurship and its anticipated impact on the economy.
	44.03 Discuss the role of the entrepreneur in his/her local community (mentoring, philanthropy).
45.0	Demonstrate personal money-management concepts, procedures, and strategies – the student will be able to:
	45.01 Identify and describe the services and legal responsibilities of financial institutions.
	45.02 Describe the effect of money management on personal and career goals.
	45.03 Develop a personal budget and financial goals.
	45.04 Complete financial instruments for making deposits and withdrawals.
	45.05 Maintain financial records.
	45.06 Read and reconcile financial statements.
	45.07 Research, compare and contrast investment opportunities.
46.0	Identify basic economic principles of entrepreneurship – the student will be able to:

	46.01	Identify role of small business in the global economy.
	46.02	Describe the concept and function of the profit motive. Chart and graph profitability factors and its impact on business. Use set operations tools, including union, intersections and complements.
	46.03	Identify, compare, contrast, and calculate different types of competition and explain their impact on business (e.g., direct, indirect, price, non-price, competitive position). Use charts, graphs and linear equations to visually express findings.
	46.04	Identify the stages of the product life cycle and the characteristics of each.
	46.05	Identify role and types of producers, distributors, and services in today's business economy.
	46.06	Integrate and evaluate major fields of business activity (e.g., extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
	46.07	Identify and discuss the four parts of a business by comparing and contrasting production, finance, marketing, and customer service factors. Chart and graph the parts of business and its impact on business. Use set operations tools, including union, intersections and complements.
	46.08	Identify, compare and contrast factors that contribute to success of a small business.
	46.09	Describe the process of starting a small business.
	46.10	Explain procedure for registering a sole proprietorship and obtaining a sales tax identification number.
	46.11	Identify reasons for small business failure. Use unions, intersections, complements and Venn diagrams to explore relationships.
	46.12	Recognize opportunities for small business in the global marketplace.
47.0		Use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables to describe the concept of the global economy and related functions – the student will be able to:
	47.01	Identify the role of an Internet site in generating international interest.
	47.02	Define, compare and contrast exchange rates, letter of credit (L/C), and freight forwarder.
	47.03	Identify, compare and contrast characteristics of the global economy. Use a variety of equations, graphs, make predictions, and describe how these characteristics impact the global economy.
	47.04	Compare and contrast the impact of international trade in small business using equations and graphs.
	47.05	Compare and contrast global business opportunities.
	47.06	Describe the methods of researching specific international markets. Solve real world problems involving systems of linear equations and inequalities using several variables.

	47.07	Identify potential barriers to international trade.
	47.08	Identify differences between importing and exporting.
	47.09	Examine the impact of changes in trade barriers and technology.
48.0	Outline steps in planning a new business – the student will be able to:	
	48.01	Discuss importance of "defining" a prospective business.
	48.02	List reasons for writing a business plan.
	48.03	Identify and describe components of a business plan. Use charts, graphs, operations tools, union, intersections, and complements to describe the functions of the plan.
	48.04	Describe importance of a vision/mission statement in identifying direction and objectives of a business.
	48.05	Discuss importance of determining what products and services will be offered by the business.
	48.06	Identify how scope of products and services will vary based upon type of business (e.g., wholesale, retail, service).
	48.07	Explain importance of and the factors influencing a business' image.
	48.08	Identify and discuss the legal forms of business ownership (sole proprietorship, partnership, corporation, franchise, licensing).
	48.09	Identify and discuss different types of corporations (subchapter S, limited liability, nonprofit).
	48.10	Identify factors that influence choice of ownership type. Use charts, graphs, operations tools, union, intersections, and complements to describe the functions of ownership type.
	48.11	Describe legal implications and taxes for each type of business structure.
	48.12	Discuss the internal organization of a business and assignment of tasks to be performed.
	48.13	Discuss the different types of organization charts (e.g., line and staff).
	48.14	Describe different types of records needed by small businesses.
	48.15	Identify factors that affect purchasing. Use charts, graphs, operations tools, union, intersections, and complements to describe the functions.
	48.16	Explain importance and types of inventory control.
	48.17	Identify procedures to be followed in shipping and receiving (channels of distribution).
	48.18	Describe role of selling in small business.

	48.19	Identify sources of assistance when planning a business (e.g., Small Business Development Center [SBDC], Small Business Administration [SBA], Chamber of Commerce, Service Corp of Retired Executives [SCORE]).
49.0	Identify principles of marketing – the student will be able to:	
	49.01	Define and explain market, market research, market mix, market positioning, market penetration strategy, market segmentation, market share, target market, and customer profile survey.
	49.02	Identify and explain the marketing functions (e.g., financing, risk management, selling, promotion, pricing, purchasing, marketing-information management, product/service planning, distribution). Use charts, graphs, operations tools, union, intersections, and complements to describe marketing functions.
	49.03	Discuss methods of forecasting sales. Use algebraic relations, charts, graphs, operations tools, union, intersections, and complements to describe the functions of forecasting marketing.
	49.04	Discuss importance of the five (5) P's of the marketing mix: product, place, price, promotion, and people.
	49.05	Discuss methods, costs, and importance of promoting products and services (e.g., publicity, public relations, press release, community events, advertising, Internet).
	49.06	Describe factors that should be evaluated in a promotion (e.g., source, message, media, budget).
	49.07	Identify components of a marketing plan.
	49.08	Describe the importance of coordinating promotional activities.
	49.09	Explain the differences between selling direct and going through external sales representatives.
	49.10	Identify and describe examples of diverse marketing activities.
50.0	Use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables to identify the functions of selling – the student will be able to:	
	50.01	Identify ways to satisfy consumer needs.
	50.02	Identify features/benefits of selling.
	50.03	Discuss the principles of selling.
	50.04	Identify the steps of a sale.
	50.05	Identify the stages of selling (e.g., attention, interest, desire, and action).
	50.06	Discuss the advantages and disadvantages of establishing sales quotas/commissions.
	50.07	Discuss importance of customer service.

	50.08	Discuss telemarketing as a sales tool.
	50.09	Discuss the role of selling via the Internet.
	50.10	Discuss network marketing (multilevel marketing).
	50.11	Discuss selling opportunities at flea markets and trade shows.
51.0	Identify principles of financing. Use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables to identify the functions of financing – the student will be able to:	
	51.01	Explain difference between income (credit) and expense (debit).
	51.02	Discuss the importance of maintaining an accounting journal.
	51.03	Discuss personal risks involved in financing a business.
	51.04	Define invoice, balance sheet, equity capital, debt capital, income statement, financial ratios, line of credit, collateral, factoring, income (earned and unearned), cash flow analysis statement, return on investment [ROI], return on equity, and chart of accounts. In defining financial factors, use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables.
	51.05	Explain the importance of financial accounting and management to the entrepreneur.
	51.06	Identify start-up costs and operating expenses (fixed and variable) for a new business. Use a variety of problem solving strategies, including diagrams, charts, solving simple problems, and a variety of variables.
	51.07	Identify sources of funds for financing a new business.
	51.08	Discuss impact of interest rates on short and long term financing.
	51.09	Describe methods for establishing credit and obtaining a credit card.
	51.10	Identify sources of credit and list steps in applying for a loan.
	51.11	Discuss importance of maintaining a favorable credit rating.
	51.12	Describe differences between short and long-term capital needs.
	51.13	Identify circumstances that could require additional financing.
52.0	Identify principles of pricing. Use diagrams, charts, solve simple problems, and a variety of variables – the student will be able to:	
	52.01	Define selling price, fixed costs, variable costs, elastic demand, inelastic demand, price fixing, bait-and-switch advertising.
	52.02	Identify factors that affect selling price (e.g., target market, competition, government regulations, economic conditions, supply and demand).
	52.03	Describe how cost of goods sold influences selling price. Use diagrams, charts, solving simple problems, and a variety of variables.

	52.04	Define break-even point, fixed expenses, and variable expenses.
	52.05	Explain the difference between markup based on cost and markup based on retail.
	52.06	Identify types of adjustments to selling price.
	52.07	Define pricing policy, psychological pricing, unit pricing, product line pricing, and promotional pricing.
	52.08	Define pricing strategy, penetration pricing, and price skimming.
53.0	Identify and demonstrate employability and human relations skills – the student will be able to:	
	53.01	Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).
	53.02	Discuss importance of drug tests and criminal background checks in identifying possible employment options.
	53.03	Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
	53.04	Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
	53.05	Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
	53.06	Identify and demonstrate appropriate dress and grooming for employment.
	53.07	Identify and demonstrate effective interviewing skills (e.g., behavioral).
	53.08	Describe methods for handling illegal interview and application questions.
	53.09	Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, Sexual Harassment, EEOC, ADA, FMLA, OSHA).
	53.10	Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, caring, and respect for diverse populations and the physically challenged.
	53.11	Describe importance of producing quality work and meeting performance standards.
	53.12	Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
	53.13	Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
	53.14	Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
	53.15	Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).
	53.16	Maintain confidentiality of business matters.
	53.17	Discuss importance of practicing positive customer service skills.

54.0	**Identify principles of management – the student will be able to:**
54.01	Discuss the evolution of management as a science and as an art.
54.02	Explain role of management in small business.
54.03	Define five (5) functions of management: planning, organizing, staffing, directing, and controlling.
54.04	Discuss different types of leadership styles.
54.05	Identify characteristics of effective leaders.
54.06	Explain the steps in decision-making and problem solving.

55.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the student will be able to:
	55.01 Employ leadership skills to accomplish organizational goals and objectives.
	55.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
	55.03 Conduct and participate in meetings to accomplish work tasks.
	55.04 Employ mentoring skills to inspire and teach others.
56.0	Solve problems using critical thinking skills, creativity and innovation – the student will be able to:
	56.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.
	56.02 Employ critical thinking and interpersonal skills to resolve conflicts.
	56.03 Identify and document workplace performance goals and monitor progress toward those goals.
	56.04 Conduct technical research to gather information necessary for decision-making.
57.0	Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:
	57.01 Create an electronic resume.
	57.02 Create an electronic portfolio.
	57.03 Present a portfolio to an audience.
58.0	Participate in work-based learning experiences – the student will be able to:
	58.01 Participate in work-based learning experiences in a digital design environment.
	58.02 Perform decision-making activities
	58.03 Compare and select appropriate multimedia tools.
59.0	Demonstrate proficiency in digital design operations – the student will be able to:
	59.01 Produce a variety of designs integrating multimedia
	59.02 Create electronic presentations.

	59.03	Demonstrate proficiency in multimedia presentations/web design.
60.0	Maintain an e-portfolio for job application purposes – the student will be able to:	
	60.01	Develop primary examples of documentation for inclusion in a career portfolio i.e. sublimation products, embroidery products, direct to garment print products, custom print or cut products.
	60.02	Analyze e-portfolio web site for graphical changes to improve communication of products and ideas.
61.0	Demonstrate an understanding of entrepreneurship and the free enterprise system – the student will be able to:	
	61.01	Research the role of entrepreneurship in the free enterprise system.
	61.02	Compare and contrast different types of business ownership.
	61.03	Assess advantages and disadvantages of business ownership.
	61.04	Analyze risks and responsibilities involved in ownership of a business.
	61.05	Examine the obligations of business ownership.
	61.06	Diagram the economic/business cycle.
	61.07	Interpret concepts of Law of Supply and Demand in relation to a specific product and/or service.
	61.08	Investigate current trends contributing to economic change.
62.0	Identify types and sources of government regulations and taxation that may affect a business – the student will be able to:	
	62.01	Define license, permit, contract, patent, copyright, trademark, and logo.
	62.02	Identify major state laws affecting the operation of a business.
	62.03	Identify major federal laws affecting the operation of a business, (e.g., OSHA, Social Security, EEOC, Affirmative Action, ADA, FMLA).
	62.04	Discuss role of federal regulatory agencies (e.g., Food and Drug Administration [FDA], Consumer Product Safety Commission [CPSC], Environmental Protection Agency [EPA], Securities and Exchange Commission [SEC], Federal Trade Commission [FTC]).
	62.05	Identify types of federal, state, and local taxes that are the responsibility of the entrepreneur (e.g., sales, income, self-employment).
	62.06	Discuss importance of obtaining outside professional counsel to ensure compliance with government regulations and taxation (i.e., accountant, lawyer).
63.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the student will be able to:	

	63.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
	63.02	Explain emergency procedures to follow in response to workplace accidents.
	63.03	Create a disaster and/or emergency response plan.
64.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the student will be able to:	
	64.01	Describe the nature and types of business organizations.
	64.02	Explain the effect of key organizational systems on performance and quality.
	64.03	List and describe quality control systems and/or practices common to the workplace.
	64.04	Explain the impact of the global economy on business organizations.

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)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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 9, Language 9, and Reading 9. 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: **Business Management and Analysis**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

PSAV	
Program Number	B060200
CIP Number	0552020101
Grade Level	30, 31
Standard Length	900 hours
Teacher Certification	BUS ED 1 @2 VOE @7 TC COOP ED @ 7 MANAG SUPV 7 G BOOKKEEPIN @4 @7 G ACCTING @7 7 G
CTSO	FBLA BPA
SOC Codes	11-1021 – General and Operations Managers 15-1151 – Computer User Support Specialists
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to communication skills, forms of business ownership and organizational structures, supervisory/management functions and skills, accounting concepts and practices, business law concepts, leadership skills, business ethics, governmental regulations, human resources and management issues, financial and data analysis, database development and queries, and career development.

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

<u>**Program Structure**</u>

This program is a planned sequence of instruction consisting of three 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 following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	OTA0040	Information Technology Assistant	150 hours	15-1151
B	MNA0080	Supervisor/Manager Trainee	300 hours	11-1021
C	MNA0082	Supervisor	450 hours	11-1021

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

Information Technology Assistant (OTA0040) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 14.0 are associated with this course.

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

01.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
02.0 Develop an awareness of microprocessors and digital computers.
03.0 Demonstrate an understanding of operating systems.
04.0 Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
05.0 Use technology to enhance communication skills utilizing presentation applications.
06.0 Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
07.0 Use technology to enhance communication skills utilizing electronic mail.
08.0 Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
09.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
10.0 Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
11.0 Demonstrate competence in page design applicable to the WWW.
12.0 Develop an awareness of emerging technologies.
13.0 Develop awareness of computer languages and software applications.
14.0 Demonstrate comprehension and communication skills.
15.0 Demonstrate language arts knowledge and skills.
16.0 Demonstrate and apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
17.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
18.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
19.0 Use information technology tools.
20.0 Analyze current and emerging workplace trends and issues and determine potential impact on career and job objectives and workplace performance.
21.0 Demonstrate an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
22.0 Practice quality performance in the learning environment and the workplace.
23.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
24.0 Solve problems using critical thinking skills, creativity and innovation.
25.0 Demonstrate mathematics knowledge and financial planning strategies and skills.
26.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
27.0 Justify the need to gain and maintain competitive advantage.

28.0 Perform human resources management activities.
29.0 Analyze the impact and relationship of government regulations and community involvement on business management decisions.
30.0 Perform supervisory/management functions.
31.0 Demonstrate language arts knowledge and skills.
32.0 Assess audience and apply appropriate communication skills (including reading, writing, speaking, listening, and viewing) in a personable and professional level.
33.0 Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles.
34.0 Practice quality performance in the learning environment and the workplace.
35.0 Exhibit customer service skills.
36.0 Demonstrate mathematics knowledge and skills.
37.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations.
38.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
39.0 Demonstrate skills for accounting work-based learning experiences.
40.0 Apply accounting principles and concepts to the performance of accounting activities.
41.0 Apply accounting principles and concepts using appropriate technology.
42.0 Describe how formulating policies and guiding the change process supports the organizations' mission and strategic goals.
43.0 Research and explain how evaluating organizational effectiveness contributes to the overall strength of the business.
44.0 Describe how sourcing and recruitment planning are important to the organization's ability to achieve goals and objectives.
45.0 Explore and discuss how hiring and retention planning are critical to organizational success.
46.0 Research and develop tools and programs that support employee training and professional development.
47.0 Investigate and prepare employee development tools and performance appraisals to meet organizational needs.
48.0 Research and evaluate compensation and benefit programs and their impact on organizational goals, objectives and values.
49.0 Explore the manner and importance of maintaining relationships and working conditions to balance employer and employee needs and rights in support of organizational goals and objectives.
50.0 Evaluate how to provide a safe, secure work environment that protects the organization from liability.
51.0 Describe management functions and organizational structures at the workplace.
52.0 Demonstrate skills for accounting work-based learning experiences.
53.0 Apply accounting principles and concepts to the performance of accounting activities.
54.0 Apply accounting principles and concepts using appropriate technology.
55.0 Prepare and use financial information about business organizations to support decision making.
56.0 Manage business information using appropriate software.
57.0 Describe information systems and requirements analysis. This description should identify the project goal, data storage, movement, security, quality, usage, and functional requirements.
58.0 Investigate the roles and working relationships of a Business Analyst and Project Manager. Explore key deliverables of the business analysis process.
59.0 Describe how data is organized and examine the business intelligence process used in transforming data to useful information. Demonstrate skills in analyzing data using spreadsheet software applications.
60.0 Design and build business applications using database management systems.
61.0 Evaluate business and financial information to support internal decision making.

62.0   Demonstrate fundamental techniques and methods used in the analysis of computerized business activities, including consideration of information requirements, resources, and its impact on business decisions.
63.0   Describe the implications of professional values, ethics, and attitudes in business.
64.0   Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing.
65.0   Participate in work-based learning experiences.
66.0   Demonstrate an understanding of business law concepts.
67.0   Demonstrate an understanding of different types of insurance.
68.0   Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
69.0   Practice quality performance in the learning environment and the workplace.
70.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.

Florida Department of Education
Student Performance Standards

Program Title: **Information Technology Assistant**
PSAV Number: **OTA0040**

Course Number: OTA0040
Occupational Completion Point: A
Information Technology Assistant – 150 Hours – SOC Code 15-1151

Information Technology Assistant (OTA0040) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 14.0) have been placed in a separate document.   To access this document, visit: **http://www.fldoe.org/core/fileparse.php/9943/urlt/ITA_2016-17.rtf**.

Course Number: MNA0080
Occupational Completion Point: B
Supervisor/Manager Trainee – 300 Hours – SOC Code 11-1021

15.0	Demonstrate language arts knowledge and skills – the student will be able to:
	15.01 Locate, comprehend and evaluate key elements of oral and written information.
	15.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
	15.03 Present information formally and informally for specific purposes and audiences.
16.0	Demonstrate and apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:
	16.01 Deliver impromptu and planned speeches.
	16.02 Communicate in a multicultural setting (e.g., with people from varying international, cultural, ethnic, and racial backgrounds).
	16.03 Perform telephone activities (e.g., receive calls, place calls, gather and record information).
	16.04 Project a positive first impression on the telephone.
	16.05 Project a positive impression in person and acknowledging the importance of making eye contact.
	16.06 Function as a team member and participate in group discussions to identify and resolve problems.
	16.07 Identify how team's effectiveness impacts company's profitability.
	16.08 Organize and lead discussions.
	16.09 Participate as a team leader and team member at meetings.
	16.10 Answer questions in formal and information situations.
	16.11 Use corporate business vocabulary appropriate for entry-level jobs and discuss appropriate use of slang communication and demonstrate understanding that slang is never appropriate in the business environment.
	16.12 Interpret information obtained from various sources (e.g., business correspondence, professional articles, supporting graphic materials, manuals, computer printouts, electronic sources).
	16.13 Describe methods used by management to communicate with employees (e.g., formal and informal).
	16.14 Differentiate among various electronic and non-electronic telecommunication methods used to communicate with employees.

	16.15	Demonstrate active listening techniques.
	16.16	Identify and overcome major barriers to listening.
	16.17	Identify relevant information in oral communications.
	16.18	Determine when more information is needed and ask appropriate questions.
	16.19	Distinguish fact from opinion (e.g., media, Internet).
	16.20	Obtain key facts through courteous attention to multiple speakers within a group.
	16.21	Assess and respond to a speaker's nonverbal messages.
	16.22	Discuss the value of the use of silence in communication as a nonverbal cue.
	16.23	Give examples of how nonverbal messages have different meanings in various cultures.
	16.24	Demonstrate an understanding of the importance of establishing and maintaining a work-related network through social contacts and discuss how to use business-oriented social networking.
	16.25	Use appropriate etiquette and manners when communicating with people of varying cultures.
	16.26	Lead a brainstorming session
17.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the student will be able to:	
	17.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
	17.02	Locate, organize and reference written information from various sources.
	17.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
	17.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
	17.05	Apply active listening skills to obtain and clarify information.
	17.06	Develop and interpret tables and charts to support written and oral communications.
	17.07	Exhibit public relations skills that aid in achieving customer service satisfaction.
18.0	Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance – the student will be able to:	
	18.01	Gather and compile data using a wide variety of references and research resources. Communicate using electronic messaging technologies and applications.
	18.02	Apply the rules of electronic messaging etiquette.

	18.03	Revise and edit business documents and e-mails to ensure they are clear, correct, concise, complete, consistent, and courteous.
	18.04	Compose and create business communications appropriate for specific audiences.
	18.05	Present findings of projects in a formal presentation using appropriate graphics, media, and support materials.
	18.06	Analyze and synthesize information obtained from print and electronic resources for group discussions and team building activities.
19.0	Use information technology tools – the student will be able to:	
	19.01	Use personal information management (PIM) applications to increase workplace efficiency.
	19.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, e-mail and internet applications.
	19.03	Employ computer operations applications to access, create, manage, integrate, and store information.
	19.04	Employ collaborative/groupware applications to facilitate group work.
	19.05	Employ real time work with the cloud technologies.
20.0	Analyze current and emerging workplace trends and issues and determine potential impact on career and job objectives and workplace performance – the student will be able to:	
	20.01	Identify changing trends in the workplace.
21.0	Demonstrate 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:	
	21.01	Define management.
	21.02	Identify the different levels of management.
	21.03	Compare and contrast the various forms of business ownership (e.g., sole proprietorships, partnerships, corporations) and other organizational structures (e.g., nonprofit organizations, governmental agencies).
	21.04	Identify variations of basic forms of business ownership (e.g., franchises, employer stock ownership programs).
	21.05	List the advantages and disadvantages of each form of business ownership.
	21.06	Describe the advantages and disadvantages of the team concept to an organization.
	21.07	Analyze organizational charts and discuss how various supervisory/management positions fit into the organizational structure.
	21.08	Describe the role of technology in the overall management process.
	21.09	Define the entrepreneurial way of thinking (e.g., opportunity, recognition, risk and reward) and discuss its importance to the American economy.
	21.10	Apply the entrepreneurial way of thinking in one's own life.

21.11	Compare and contrast the legal procedures and processes for forming various forms of business ownership (e.g., sole proprietorship, partnership, limited partnership, joint ventures, limited partnership associations, registered partnerships having limited liability, limited liability company, corporation, franchise).
21.12	Compare and contrast the advantages and disadvantages of doing business using various forms of business ownership.
21.13	Distinguish a limited partnership from a general partnership.
21.14	Discuss partnership rights (e.g., tenancy in partnership, sharing of profits, right to manage, right to reimbursement, right to inspect the books, right to an account).
21.15	Describe the powers and duties of partners (limited partners, general partners in a limited partnership, silent, dormant, secret).
21.16	Describe how partnerships may be dissolved (e.g., acts of the partners, operation of the law, order of the court).
21.17	Explain the winding up of partnership affairs and the distribution of assets after the dissolution of a partnership.
21.18	Define a limited liability corporation.
21.19	Describe the nature of management responsibilities in a limited liability corporation.
21.20	Describe the effects of failing to maintain the proper structure of a limited liability corporation.
21.21	Define a corporation and explain why a corporation is a legal entity.
21.22	Identify characteristics of a franchise and describe where franchises fit in the economic and legal framework.
21.23	Describe the pros and cons of owning a franchise.
22.0	**Practice quality performance in the learning environment and the workplace – the student will be able to:**
22.01	Discuss the importance of time management, both professional and personally, including the consequences of poor time management skills.
22.02	Perform a personal time management analysis.
23.0	**Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:**
23.01	Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.
23.02	Apply decision-making processes to business applications.
23.03	Describe the characteristics (e.g., leadership qualities, leadership styles, personality traits) of effective business supervisors, managers, or entrepreneurs.
23.04	Develop a personal and business code of ethical behavior.

	23.05	Explain the importance of trust for the successful conduct of business.
	23.06	Identify examples of unethical behaviors that result in higher prices for consumers (e.g., insurance fraud).
	23.07	Identify ethical issues resulting from technological advances (e.g., computer snooping, hacking).
	23.08	Identify ethical issues involving employer/employee relationships (e.g., poor working conditions, hours wasted on the job, employee theft).
	23.09	Identify ethical issues affecting consumers (e.g., false advertising, shoplifting).
	23.10	Apply principles of group dynamics in structured activities.
	23.11	Exhibit positive attitude and professional behavior.
	23.12	Participate in school, community, and/or volunteer activities.
24.0	Solve problems using critical thinking skills, creativity and innovation – the student will be able to:	
	24.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
	24.02	Employ critical thinking and interpersonal skills to resolve conflicts.
	24.03	Identify and document workplace performance goals and monitor progress toward those goals.
	24.04	Conduct technical research to gather information necessary for decision-making.
25.0	Demonstrate mathematics knowledge and financial planning strategies and skills – the student will be able to:	
	25.01	Demonstrate knowledge of arithmetic operations.
	25.02	Analyze and apply data and measurements to solve problems and interpret documents.
	25.03	Construct charts/tables/graphs using functions and data.
	25.04	Describe the importance of financial statements.
26.0	Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:	
	26.01	Identify career paths in supervisory, management, and small business environments.
	26.02	Participate in work-based learning experiences in a supervisory, management, or small business environment.
	26.03	Discuss the use of technology in a supervisory, management, or small business environment.
	26.04	Compare and contrast software applications used in a supervisory, management, or small business environment.

	26.05	Develop an understanding of the integral value of a customer and practice the skills required to provide excellent customer service.
27.0	Justify the need to gain and maintain competitive advantage – the student will be able to:	
	27.01	Identify ways in which businesses compete with each other (e.g., quality, service, status, price).
	27.02	Define market share.
	27.03	Identify various forms of competition (e.g., pure competition, oligopoly, monopolistic competition, monopoly).
28.0	Perform human resources management activities – the student will be able to:	
	28.01	Identify the benefits of professional staff development (e.g., workshops, conferences, course work, membership in professional associations).
	28.02	Explain, create and perform employee evaluations, describe the procedures used in the evaluation process, and identify the consequences of positive or negative performance appraisals.
	28.03	Describe and research current legislation affecting the workplace and discuss the impact on businesses (e.g., affirmative action, right to privacy, drug testing, sexual harassment, safety).
	28.04	Identify the kinds of benefits offered to employees (e.g., insurance plans; retirement plans; payroll deductions for savings bonds, cafeteria plans, 401K plans) and describe the proposal process of acquiring and negotiating benefits.
	28.05	Describe methods used to compensate employees (e.g., minimum wage, wages, salary, commission). Describe the methods to negotiate employee compensation and the role of benchmark surveys.
	28.06	Define "downsizing" and explain why it occurs and the impact of reducing workforce size.
29.0	Analyze the impact and relationship of government regulations and community involvement on business management decisions – the student will be able to:	
	29.01	Explain how tax policies, licensure requirements, and governmental regulations affect a business.
	29.02	Identify ways companies can help their communities (e.g., jobs, taxes, contributions to community projects).
30.0	Perform supervisory/management functions – the student will be able to:	
	30.01	Describe the functions of management (e.g., planning, organizing, staffing, directing, controlling) and discuss how the functions are interrelated.
	30.02	Identify factors of strategic planning and define the role of strategic planning in a business environment.
	30.03	Define the purpose of a business plan and describe the major components included in a business plan.
	30.04	Define the marketing concept and explain its impact on consumers.
	30.05	Identify and describe examples of diverse marketing activities.
	30.06	Define long-term and short-term planning.

	30.07	Perform long-term and short-term planning activities for a specific event.
	30.08	Develop a basic business plan.
31.0	Demonstrate language arts knowledge and skills – the student will be able to:	
	31.01	Locate, comprehend and evaluate key elements of oral and written information.
	31.02	Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
	31.03	Present information formally and informally for specific purposes and audiences.
32.0	Assess audience and apply appropriate communication skills (including reading, writing, speaking, listening, and viewing) in a personable and professional level – the student will be able to:	
	32.01	Organize ideas and communicate oral and written messages. Students should be able to produce, read and interpret a business letter, internal memo, and e-mail communication.
	32.02	Collaborate with individuals and teams to complete tasks and problem solve.
33.0	Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles – the student will be able to:	
	33.01	Describe how accounting departments work within and across organizations.
	33.02	Describe the roles and responsibilities of employees within the organization of a small, medium, or large accounting department (including the CFO, controller, accounting manager, accounts payable and receivable coordinator, payroll administrator, bookkeeper and credit and collection manager).
34.0	Practice quality performance in the learning environment and the workplace – the student will be able to:	
	34.01	Apply appropriate organizational skills to manage time and resources.
	34.02	Perform tasks accurately, completely, and with attention to detail on a consistent basis.
	34.03	Think critically and make informed decisions.
	34.04	Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.
	34.05	Follow accepted rules, regulations, policies and workplace safety.
35.0	Exhibit customer service skills – the student will be able to:	
	35.01	Listen and identify customer's needs and concerns.
	35.02	Formulate an action plan to resolve customer needs and concerns and respond to customer in a timely manner.

	35.03	Model appropriate ways to problem solve with customers in various situations.
	35.04	Model proper business etiquette (including introductions, phone etiquette, dining, networking, marketing, community service).
	35.05	Develop a personal and work ethic (including punctuality, use of company's technology, and loyalty to company, distinction between personal and business tasks).
	35.06	Develop and articulate a personal and business code of ethical behavior.
36.0	Demonstrate mathematics knowledge and skills – the student will be able to:	
	36.01	Demonstrate knowledge of arithmetic operations.
	36.02	Analyze and apply data and measurements to solve problems and interpret documents.
	36.03	Construct charts/tables/graphs using functions and data.
37.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations – the student will be able to:	
	37.01	Develop an awareness of effective credit management.
	37.02	Prepare and analyze a personal budget.
	37.03	Apply appropriate mathematical processes to accounting applications.
38.0	Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:	
	38.01	Analyze job and career requirements and relate career interests to opportunities in accounting occupations in the global economy.
39.0	Demonstrate skills for accounting work-based learning experiences – the student will be able to:	
	39.01	Apply accounting principles in an accounting environment.
	39.02	Explore the use of technology in an accounting environment.
	39.03	Complete a work-based simulation.
40.0	Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:	
	40.01	Demonstrate the application of the full accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, posting of journal entries, preparation of trial balance, journalizing and posting of adjusting entries, journalizing and posting of post-closing entries, and preparation of an income statement, statement of owner's equity, and balance sheet).
	40.02	Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, proof of cash, petty cash, and journal entries related to all banking activities).

	40.03	Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
	40.04	Use payroll records to prepare and analyze transactions including maintaining payroll records to include employee time processing procedures, payroll checks, a payroll register, employee earnings record, employer payroll taxes (to include tax forms and all associated journal entries).
	40.05	Analyze transactions for accuracy and prepare appropriate correcting entries.
41.0	Apply accounting principles and concepts using appropriate technology – the student will be able to:	
	41.01	Identify and use the appropriate technology in an accounting environment.
	41.02	Demonstrate proficiency in the use of spreadsheet and accounting software to maintain accounting records to include creating and manipulating both data and formulas, formatting data, securing data and presenting results visually (including charts and graphs).
	41.03	Research types of accounting systems.

Course Number: MNA0082 **Occupational Completion Point: C** **Supervisor – 450 Hours – SOC Code 11-1021**		
42.0	Describe how formulating policies and guiding the change process supports the organizations' mission and strategic goals – the student will be able to:	
	42.01	Identify information relating to an organization's internal operations and strategic development. Include discussion of finance, marketing and IT areas.
	42.02	Identify information from outside the organization; include reference to the general business environment, industry practices, technology advancements, economy, and labor force, legal and regulatory environment.
	42.03	Identify types of strategic relationships with key positions within an organization to impact organizational decision making.
	42.04	Identify important alliances with key people outside an organization to support strategic growth (e.g., community partnerships).
	42.05	Develop strategies to manage change within the organization that balances the needs of the organization, employees and other stakeholders.
	42.06	Identify ways to develop and communicate organization's core values and mission.
	42.07	Demonstrate ways to support organization's core values and mission through modeling, communication and coaching.
43.0	Research and explain how evaluating organizational effectiveness contributes to the overall strength of the business – the student will be able to:	
	43.01	Explain how data describing human capital projections and related costs support the organization's general budget.
	43.02	Identify types of legislative and regulatory changes that impact organizations. Discuss steps organizations might take to support, modify or oppose these types of changes.
	43.03	Discuss enterprise risk management and identify policies that protect an organization from potential risk.
	43.04	Identify organization's mission, vision, values, business goals, objectives, plans, and processes.
	43.05	Identify and analyze legislative and regulatory processes.
	43.06	Identify and analyze how design factors, implementation and evaluation impact strategic planning processes.
	43.07	Identify and analyze how planning, organizing, directing and controlling impact management functions.
	43.08	Describe examples of significant corporate governance procedures and compliance.
	43.09	Identify cost benefit analysis factors utilized during the life cycle of a business, including growth scenarios, anticipated scenarios, economic stress, worst case scenarios and impact on net worth and earnings.
	43.10	Describe business concepts, including competitive advantage, organizational branding, business case development, and corporate responsibility.
44.0	Describe how sourcing and recruitment planning are important to the organization's ability to achieve goals and objectives – the student will be able to:	

	44.01	Describe the importance and manner in which workforce planning and employment activities need to comply with applicable federal laws and regulations, including Title Vii, ADA, EEOC, and Uniform Guidelines on Employee Selection Procedures, Immigration Reform and Control Act.
	44.02	Identify workforce requirements needed to achieve an organization's strategic goals and objectives (include corporate recruiting, workforce expansion and reduction). Discuss costs/hire, selection ratios and adverse impact. Evaluate impact of compensation and benefits on recruitment and retention.
	44.03	Describe procedures to conduct job analysis to create and develop job descriptions and competencies.
	44.04	Identify, review, document and update examples of essential job functions for positions.
	44.05	Describe criteria for hiring, retraining, retaining and promoting based on job descriptions.
	44.06	Investigate labor market resources that influence an organization's ability to satisfy workforce requirements.
	44.07	Describe how to assess internal and external workforce skills to determine availability of qualified candidates. Discuss skills testing, inventory, and workforce demographics. Develop performance appraisal processes.
	44.08	Identify and describe internal and external recruitment resources including employee referrals, diversity groups, and social media.
	44.09	Identify and describe measurement tools for workforce planning.
	44.10	Describe methods, steps and plan to brand and market an organization to potential applicants.
45.0	Explore and discuss how hiring and retention planning are critical to organizational success – the student will be able to:	
	45.01	Develop a strategy to select appropriate candidates for a position, including: applicant tracking, interviewing, reference and background checking. Investigate interviewing techniques.
	45.02	Practice developing, extending and negotiating job offers.
	45.03	Describe post offer employment responsibilities, including: employment agreements, 109 procedures, coordinating relocation and immigration.
	45.04	Develop orientation procedures for new and rehires.
	45.05	Develop and implement organizational exit for voluntary and involuntary terminations.
	45.06	Develop and implement an Affirmative Action Plan.
	45.07	Develop a record retention procedure for managing documents and employee files.
	45.08	Describe a coaching process for managers to effectively manage organizational talent.
46.0	Research and develop tools and programs that support employee training and professional development – the student will be able to:	
	46.01	Identify steps to ensure human resource development activities meet federal laws and regulations.

	46.02	Describe an effective needs assessment that establishes priorities for HR development.
	46.03	Identify employee training programs (including leadership skills, harassment prevention, and IT skills) to improve individual and organizational effectiveness.
	46.04	Plan and evaluate performance appraisal processes.
	46.05	Describe coaching to managers and executives regarding management of organizational talent.
47.0	Investigate and prepare employee development tools and performance appraisals to meet organizational needs – the student will be able to:	
	47.01	Describe career and leadership development theories and their applications, including succession planning and dual career ladders.
	47.02	Identify and describe organization development theories and their application.
	47.03	Describe training development techniques to create general and specialized training programs.
	47.04	Identify facilitation techniques, instructional methods, and program delivery mechanisms.
	47.05	Identify performance appraisal methods, including instruments, and ranking scales.
	47.06	Describe performance management methods, including goal setting, relationships to compensation, job placements, and promotions.
	47.07	Analyze techniques to assess training program effectiveness, including the use of applicable metrics, including participant surveys, pre and post testing.
48.0	Research and evaluate compensation and benefit programs and their impact on organizational goals, objectives and values – the student will be able to:	
	48.01	Identify federal laws and regulations that govern organization's compensation and benefits programs. Include: FLSA, ERISA, FMLA, and USERRA.
	48.02	Evaluate compensation policies, including pay structures, performance-based pay, internal and external equity. Investigate related budgeting and accounting practices and related fiduciary responsibilities.
	48.03	Investigate how payroll information is managed, including new hires, adjustments and terminations.
	48.04	Investigate how outsourced compensation and benefits components are managed, including payroll vendors, COBRA administration.
	48.05	Describe how compensation and benefits programs are developed, managed, updated and evaluated; including health and welfare, wellness, retirement, and stock purchase.
	48.06	Investigate how workforce is trained in compensation and benefits program, policies and processes. Include self-service technologies.
	48.07	Discuss job evaluation methods, include job pricing and pay structures and non-cash compensation methods (e.g., equity programs, and non-cash rewards).
49.0	Explore the manner and importance of maintaining relationships and working conditions to balance employer and employee needs and rights in support of organizational goals and objectives – the student will be able to:	

49.01	Discuss federal laws affecting employment in union and non-union environments; including laws regarding antidiscrimination policies, sexual harassment, labor relations and privacy. Include discussion of WARN, Act, Title VII, and NLRA.
49.02	Discuss how to investigate organizational climate by surveying employees. Include focus groups, employee surveys and staff meetings
49.03	Analyze employee relations programs that promote a positive organizational culture through employee recognition, special events, and diversity programs. Evaluate their effectiveness through metrics using exit interviews, employee surveys and turnover rates. Review employee involvement strategies, including employee management activities.
49.04	Discuss workplace policies and procedures, including employee handbook, reference guides and operating procedures. Include review of individual employment rights and practices, employment-at-will, negligent hiring, defamation. Include a discussion of unfair labor practices.
49.05	Investigate effective discipline policies based on organizational code of conduct and ethics. Consider disparate impact. Include review of workplace behavior issues, such as absenteeism and performance improvement.
49.06	Create termination process that addresses reductions in force, policy violations and poor performance. Consider disparate impact.
49.07	Evaluate grievance and dispute resolution, performance improvement policies. Discuss legal disciplinary procedures and techniques for investigating unbiased investigations.
49.08	Discuss how to resolve employee complaints filed with federal agencies regarding employment practices, working conditions and how to work with legal counsel and mediation and arbitration specialists.
49.09	Discuss how to participate in collective bargaining activities, including contract negotiations, costing and administration.
50.0	Evaluate how to provide a safe, secure work environment that protects the organization from liability – the student will be able to:	
50.01	Discuss federal laws that ensure workplace health, safety, security and privacy. Include: OSHA, Drug-free workplace Act, ADA, HIDAA, Sarbanes-Oxley Act.
50.02	Investigate how to conduct a needs analysis to identify an organization's safety requirements. Discuss occupational injury and illness prevention and compensation and general health and safety practices.
50.03	Identify a return-to-work process after injury or illness to ensure a safe workplace. Include modified duty assignment, reasonable accommodations and medical exam.
50.04	Discuss how to develop workplace policies that protect employees and minimize organization's loss and liability. Include employer response, workplace violence and substance abuse and how to train workforce on security plans. Include organizational incident and emergency response plans, internal investigation and monitoring.
50.05	Make a business continuity and disaster plan that includes workforce training.

	50.06	Develop policies and procedures for appropriate use of electronic media, including email, social media, web access, and use of hardware.
	50.07	Develop internal and external privacy policies that discuss identity theft, data protection and workplace monitoring.
	50.08	Develop procedures on workplace safety, health and security enforcement agencies. Include return to work procedures, workplace safety and security risks.
	50.09	Identify employer and employee rights regarding substance abuse.
	50.10	Plan for business continuity and disaster recovery plan (data storage and back up, alternative work conditions).
	50.11	Discuss data integrity techniques and technology, including social media, monitoring software.
	50.12	Discuss financial management practices, including procurement policies, credit and policies and expense management.
51.0	Describe management functions and organizational structures at the workplace – the student will be able to:	
	51.01	Investigate how accounting and other departments work within and across organizations.
	51.02	Describe how departments work within and across organizations.
	51.03	Describe how departments gather, store, use and share data.
52.0	Demonstrate skills for accounting work-based learning experiences – the student will be able to:	
	52.01	Apply accounting principles in an accounting environment.
	52.02	Explore the use of technology in an accounting environment.
	52.03	Complete a work-based simulation.
53.0	Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:	
	53.01	Demonstrate the application of the full accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, posting of journal entries, preparation of trial balance, journalizing and posting of adjusting entries, journalizing and posting of post-closing entries, and preparation of an income statement, statement of owner's equity, and balance sheet).
	53.02	Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, and proof of cash, petty cash, and journal entries related to all banking activities).
	53.03	Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
	53.04	Use payroll records to prepare and analyze transactions (including maintaining payroll records to include employee time processing procedures, payroll checks, a payroll register, employee earnings record, employer payroll taxes (to include tax forms and all associated journal entries).

	53.05 Analyze transactions for accuracy and prepare appropriate correcting entries.
54.0	**Apply accounting principles and concepts using appropriate technology – the student will be able to:**
	54.01 Identify and use the appropriate technology in an accounting environment.
	54.02 Demonstrate proficiency in the use of spreadsheet and accounting software to maintain accounting records to include creating and manipulating both data and formulas, formatting data, securing data and presenting results visually (including charts and graphs).
	54.03 Research types of accounting systems.
55.0	**Prepare and use financial information about business organizations to support decision making – the student will be able to:**
	55.01 Demonstrate knowledge of the accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, preparation of trial balance, adjusting entries, closing entries, and financial statement preparation (i.e., income statement, statement of retained earnings, cash flow statement, and balance sheet).
	55.02 Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, petty cash, and journal entries related to all relating banking activities).
	55.03 Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
56.0	**Manage business information using appropriate software – the student will be able to:**
	56.01 Identify and use the appropriate software in a business environment.
	56.02 Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
	56.03 Utilize technology to access, research, analyze, and interpret business information.
	56.04 Demonstrate proficiency in the use of accounting software to maintain accounting records and produce reports.
57.0	**Describe information systems and requirements analysis. This description should identify the project goal, data storage, movement, security, quality, usage, and functional requirements – the student will be able to:**
	57.01 Describe the process, methods, measurements and systems that businesses use to view, analyze and understand information relevant to the history, current performance, and future projections for a business.
	57.02 Define the goal of analysis in supporting mangers to make more informed decisions through the accumulation and analysis of data.
	57.03 Identify data requirements and parameters, including data sources and formats.
	57.04 Acquire sample data to develop a report.

	57.05	Create a sample report.
	57.06	Describe how business analytics can be comprehensive, or can also focus on specific functions, such as corporate performance, sales analysis and financial analysis.
	57.07	Describe the risks associated with business analysis regarding data validity and implications of making poor decisions based on the analysis provided.
58.0	Investigate the roles and working relationships of a Business Analyst and Project Manager. Explore key deliverables of the business analysis process – the student will be able to:	
	58.01	Prepare a discovery, or elicitation plan to address a data project life cycle.
	58.02	Analyze requirements using data and modeling techniques.
	58.03	Identify project variables and planning time frames.
	58.04	Write specific, step-by- step requirement statements.
	58.05	Develop a test plan that includes verification and validation techniques and case diagrams.
	58.06	Identify project costs and benefits. Discuss ROI and breakeven analysis.
	58.07	Develop a risk assessment for the project.
59.0	Describe how data is organized and examine the business intelligence process used in transforming data to useful information. Demonstrate skills in analyzing data using spreadsheet software applications – the student will be able to:	
	59.01	Analyze a managerial decision to determine the practicality to support the decision with computer technology and determine best technology to use.
	59.02	Work on a business analytics development project as a team.
	59.03	Select, develop and deploy successful business intelligence systems to assist managers in decision making.
	59.04	Describe how data analysis techniques can help managers make better decisions.
60.0	Design and build business applications using database management systems – the student will be able to:	
	60.01	Define file organization structures and data models.
	60.02	Develop data model and database design.
	60.03	Demonstrate how normalization optimizes table structures resulting from an investigation of a database, and identify how data is interrelated.
	60.04	Write queries in SQL.
	60.05	Identify the types of information corporations need in data mining, business analysis and reporting.

	60.06	Identify relevance of pivot tables, macros, automation and integration of downloaded data.
	60.07	Identify uses for reports and visual presentation of data, including forms, charts, graphs, wikis and other web applications.
61.0	**Evaluate business and financial information to support internal decision making – the student will be able to:**	
	61.01	Identify and apply fundamentals of managerial accounting.
	61.02	Analyze data to evaluate alternatives in making short-run and capital budget decisions.
	61.03	Calculate and use break-even analysis and other related topics to make unstructured business decisions.
	61.04	Use various cost accounting systems for products/services.
	61.05	Evaluate customer and product/service profitability.
	61.06	Prepare business plans, budgets, and forecasts to support the management process.
	61.07	Evaluate the performance of an organization, its processes, and people.
62.0	**Demonstrate fundamental techniques and methods used in the analysis of computerized business activities, including consideration of information requirements, resources, and its impact on business decisions – the student will be able to:**	
	62.01	Describe data warehousing concepts and business applications.
	62.02	Model business analysis using online analytical processing (OLAP), where data is interactively analyzed using multidimensional data from multiple perspectives.
	62.03	Develop business reports using visualization and predictive analytics.
	62.04	Describe data mining, text and web mining concepts and their business applications.
	62.05	Describe data mining techniques, including: how it is used, benefits, and expectations. Identify business efforts affected by data mining and the types of benefits they experience (retail and consumer sales, marketing, fraud, health care applications, medical diagnostics, e-commerce, media, accounting, banking, credit, customer service).
63.0	**Describe the implications of professional values, ethics, and attitudes in business – the student will be able to:**	
	63.01	Identify the appropriate use of employer property.
	63.02	Describe the role of confidentiality in business.
	63.03	Identify the importance of making decisions that are based on ethical reasoning and describe the personal and long term consequences of unethical choices in the workplace.
	63.04	Use ethical reasoning and judgment and act in accordance with legal responsibilities.
	63.05	Demonstrate conflict resolution skills.

	63.06	Recognize different personality styles and how to interact effectively with them in the workplace.
	63.07	Discuss how values and attitudes influence behavior.
64.0	Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing – the student will be able to:	
	64.01	Demonstrate an understanding of the importance of establishing and maintaining a work-related network through social contacts.
	64.02	Use appropriate etiquette and manners when communicating with people of varying cultures.
65.0	Participate in work-based learning experiences – the student will be able to:	
	65.01	Participate in work-based learning experiences in a supervisory, management, or small business environment.
	65.02	Discuss the use of technology in a supervisory, management, or small business environment.
	65.03	Compare and contrast software applications used in a supervisory, management, or small business environment.
66.0	Demonstrate an understanding of business law concepts – the student will be able to:	
	66.01	Demonstrate an understanding of contractual relationships.
	66.02	Identify the elements of an enforceable contract.
	66.03	Differentiate among classes of contracts (e.g., bilateral and unilateral, express and implied, oral and written).
	66.04	Explain how offer and acceptance can create contractual rights and duties.
	66.05	Determine whether an agreement is enforceable as a contract.
	66.06	Differentiate among the ways that assent can be disrupted (e.g., fraud, non-disclosure, misrepresentation, mistake, duress, undue influence).
	66.07	Define and distinguish among different types of consideration and list the exceptions to the requirements of consideration.
	66.08	Identify people who lack contractual capacity.
	66.09	Explain a minor's right to avoid a contract.
	66.10	Describe the rules that apply to the interpretation of contracts.
	66.11	Describe the rules that apply to contracts involving third parties.
	66.12	List the ways a contract can be discharged.
	66.13	Describe breach of contract and the remedies available when a contract is breached.

66.14	Define an agency relationship and list the ways that agency relationships may be created.
66.15	Discuss potential problems with signing employment contracts.
66.16	Determine questions that can and cannot be asked during an employment interview.
66.17	Determine which employees or applicants may be asked to participate in employee testing (e.g., aptitude, psychological, polygraph, drug).
66.18	Identify legislation that regulates employee rights (e.g., Americans with Disabilities Act, Age Discrimination in Employment Act, Family and Medical Leave Act).
66.19	Identify legislation that regulates employment conditions (e.g., Fair Labor Standards Act, Immigration Reform and Control Act, Occupational Safety and Health Act).
66.20	Define key terms in computer law.
66.21	Identify circumstances under which the copyright of a computer program has been violated.
66.22	Describe the various kinds of federal, state, territory, and province statutes designed to combat computer crime and how regulations can be used to prevent the use of computers to invade privacy.
66.23	Describe the purposes of various consumer laws and explain their effect on the consumer's well-being.
66.24	Describe how local businesses can be a source of consumer assistance and identify consumer organizations, businesses, and governmental agencies that provide consumer assistance.
66.25	Differentiate among the various types of consumer fraud and explain steps that can be taken by victims to gain redress.
66.26	Distinguish fraudulent, misleading, and legitimate product claims and explain what the consumer should do if such claims lead to the purchase of a faulty product.
67.0	**Demonstrate an understanding of different types of insurance – the student will be able to:**
67.01	Differentiate between requirements for insurable interest for property insurance with those needed for life insurance.
67.02	Compare and contrast the different types of life insurance (e.g., ordinary, limited payment, endowment, term).
67.03	Compare and contrast the different types of other insurance (e.g., property, liability, automobile, homeowners', disability, marine).
67.04	Compare and contrast the differences in health insurance coverage.
68.0	**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:**
68.01	Compare and contrast the legal procedures and processes for forming and dissolving various forms of business ownership (e.g., sole proprietorship associations, registered partnerships having limited liability, limited liability company, corporation, franchise).

69.0	Practice quality performance in the learning environment and the workplace – the student will be able to:
	69.01 Discuss the impact of time management practices on one's personal and professional image.
70.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:
	70.01 Project professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.
	70.02 Apply principles of group dynamics in structured activities.
	70.03 Exhibit a positive attitude and professional behavior.
	70.04 Participate in school, community, and/or 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.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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 9, Language 9, and Reading 9. 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: **International Business**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

PSAV	
Program Number	B060901
CIP Number	0552110110
Grade Level	30, 31
Standard Length	750 hours
Teacher Certification	BOOKKEEPIN @4 @7 7 G BUS ED 1 @2 MANAG SUPV 7 G TC COOP ED @7 VOE @7
CTSO	Phi Beta Lambda BPA
SOC Codes	15-1151 – Computer User Support Specialists 11-1021 – General and Operations Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

<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 such as entry-level management trainee positions (SOC Code 11-1021) in the international business environment in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the study of organizational structures, business management, entrepreneurship, human relations, cross-cultural communications, leadership, marketing, legal agreements, trade relations, banking and finance, and international economics.

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

<u>**Program Structure**</u>

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 following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	OTA0040	Information Technology Assistant	150 hours	15-1151
B	MNA0000	Manager Trainee 1	300 hours	11-1021
	MNA0001	Manager Trainee 2	300 hours	

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

Information Technology Assistant (OTA0040) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 14.0 are associated with this course.

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

01.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
02.0 Develop an awareness of microprocessors and digital computers.
03.0 Demonstrate an understanding of operating systems.
04.0 Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
05.0 Use technology to enhance communication skills utilizing presentation applications.
06.0 Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
07.0 Use technology to enhance communication skills utilizing electronic mail.
08.0 Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
09.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
10.0 Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
11.0 Demonstrate competence in page design applicable to the WWW.
12.0 Develop an awareness of emerging technologies.
13.0 Develop awareness of computer languages and software applications.
14.0 Demonstrate comprehension and communication skills.
15.0 Demonstrate language arts knowledge and skills.
16.0 Assess audience and apply appropriate communication skills (including reading, writing, speaking, listening, and viewing) in a personable and professional level.
17.0 Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles.
18.0 Practice quality performance in the learning environment and the workplace.
19.0 Exhibit customer service skills.
20.0 Demonstrate mathematics knowledge and skills.
21.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations.
22.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
23.0 Demonstrate skills for accounting work-based learning experiences.
24.0 Apply accounting principles and concepts to the performance of accounting activities.
25.0 Apply accounting principles and concepts using appropriate technology.
26.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
27.0 Practice quality performance in the learning environment and the workplace.

28.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
29.0 Explain the importance of employability skill and entrepreneurship.
30.0 Describe the importance of professional ethics and legal responsibilities.
31.0 Exhibit positive human relations and leadership skills.
32.0 Demonstrate employability skills.
33.0 Perform technology applications.
34.0 Demonstrate an understanding of the principles of business in global economy.
35.0 Develop an understanding of cultural diversity/customs.
36.0 Identify business ethics.
37.0 Identify channels of promoting and distributing goods.
38.0 Identify governmental and political influences.
39.0 Perform financial operations.
40.0 Use information technology tools.
41.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
42.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
43.0 Exhibit positive human relations and leadership skills.
44.0 Demonstrate employability skills.
45.0 Identify business ethics.
46.0 Identify channels of promoting and distributing goods.
47.0 Perform financial operations.
48.0 Demonstrate personal money-management concepts, procedures, and strategies.
49.0 Demonstrate knowledge of trade law.
50.0 Identify import/export activities.
51.0 Identify global organizational structures.
52.0 Demonstrate business management skills.
53.0 Demonstrate positive human relations and leadership skills in the workplace.
54.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
55.0 Solve problems using critical thinking skills, creativity and innovation.
56.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
57.0 Describe the roles within teams, work units, departments, organizations, inter-organizations systems, and the larger environment.
58.0 Demonstrate knowledge of historical and current ethical international business behavior.

Florida Department of Education
Student Performance Standards

Program Title: **International Business**
PSAV Number: **B060901**

Course Number: OTA0040
Occupational Completion Point: A
Information Technology Assistant – 150 Hours – SOC Code 15-1151

Information Technology Assistant (OTA0040) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 14.0) have been placed in a separate document.   To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/ITA_2016-17.rtf.

Course Number: MNA0000 Occupational Completion Point: B Manager Trainee 1 – 300 Hours – SOC Code 11-1021
15.0 Demonstrate language arts knowledge and skills – the student will be able to:
15.01 Locate, comprehend and evaluate key elements of oral and written information.
15.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
15.03 Present information formally and informally for specific purposes and audiences.
16.0 Assess audience and apply appropriate communication skills (including reading, writing, speaking, listening, and viewing) in a personable and professional level – the student will be able to:
16.01 Organize ideas and communicate oral and written messages. Students should be able to produce, read and interpret a business letter, internal memo, and e-mail communication.
16.02 Collaborate with individuals and teams to complete tasks and problem solve.
17.0 Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles – the student will be able to:
17.01 Describe how accounting departments work within and across organizations.
17.02 Describe the roles and responsibilities of employees within the organization of a small, medium, or large accounting department (including the CFO, controller, accounting manager, accounts payable and receivable coordinator, payroll administrator, bookkeeper and credit and collection manager).
18.0 Practice quality performance in the learning environment and the workplace – the student will be able to:
18.01 Apply appropriate organizational skills to manage time and resources.
18.02 Perform tasks accurately, completely, and with attention to detail on a consistent basis.
18.03 Think critically and make informed decisions.
18.04 Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.
18.05 Follow accepted rules, regulations, policies and workplace safety.
19.0 Exhibit customer service skills – the student will be able to:
19.01 Listen and identify customer's needs and concerns.
19.02 Formulate an action plan to resolve customer needs and concerns and respond to customer in a timely manner.
19.03 Model appropriate ways to problem solve with customers in various situations.

	19.04	Model proper business etiquette (including introductions, phone etiquette, dining, networking, marketing, community service).
	19.05	Develop a personal and work ethic (including punctuality, use of company's technology, and loyalty to company, distinction between personal and business tasks).
	19.06	Develop and articulate a personal and business code of ethical behavior.
20.0	Demonstrate mathematics knowledge and skills – the student will be able to:	
	20.01	Demonstrate knowledge of arithmetic operations.
	20.02	Analyze and apply data and measurements to solve problems and interpret documents.
	20.03	Construct charts/tables/graphs using functions and data.
21.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations – the student will be able to:	
	21.01	Develop an awareness of effective credit management.
	21.02	Prepare and analyze a personal budget.
	21.03	Apply appropriate mathematical processes to accounting applications.
22.0	Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:	
	22.01	Analyze job and career requirements and relate career interests to opportunities in accounting occupations in the global economy.
23.0	Demonstrate skills for accounting work-based learning experiences – the student will be able to:	
	23.01	Apply accounting principles in an accounting environment.
	23.02	Explore the use of technology in an accounting environment.
	23.03	Complete a work-based simulation.
24.0	Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:	
	24.01	Demonstrate the application of the full accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, posting of journal entries, preparation of trial balance, journalizing and posting of adjusting entries, journalizing and posting of post-closing entries, and preparation of an income statement, statement of owner's equity, and balance sheet).
	24.02	Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, proof of cash, petty cash, and journal entries related to all banking activities).
	24.03	Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).

	24.04	Use payroll records to prepare and analyze transactions (including maintaining payroll records to include employee time processing procedures, payroll checks, a payroll register, employee earnings record, employer payroll taxes (to include tax forms and all associated journal entries).
	24.05	Analyze transactions for accuracy and prepare appropriate correcting entries.
25.0	Apply accounting principles and concepts using appropriate technology – the student will be able to:	
	25.01	Identify and use the appropriate technology in an accounting environment.
	25.02	Demonstrate proficiency in the use of spreadsheet and accounting software to maintain accounting records to include creating and manipulating both data and formulas, formatting data, securing data and presenting results visually (including charts and graphs).
	25.03	Research types of accounting systems.
26.0	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:	
	26.01	Identify the major functions of management.
	26.02	Identify international business environmental factors that influence business operations.
27.0	Practice quality performance in the learning environment and the workplace – the student will be able to:	
	27.01	Examine quality control, quality circle, total quality management and other management styles and how they relate to an organization's international business operations.
28.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:	
	28.01	Identify the factors that influence how managerial styles are applied in different countries.
	28.02	Accomplish tasks within given deadlines.
	28.03	Recognize differences in work environments (i.e., safety regulations, ergonomics, gender equity, family leave, work week, fringe benefits).
29.0	Explain the importance of employability skill and entrepreneurship – the student will be able to:	
	29.01	Identify and demonstrate positive work behaviors needed to be employable.
	29.02	Develop personal career plan that includes goals, objectives, and strategies.
	29.03	Examine licensing, certification, and industry credentialing requirements.
	29.04	Maintain a career portfolio to document knowledge, skills, and experience.
	29.05	Evaluate and compare employment opportunities that match career goals.
	29.06	Identify and exhibit traits for retaining employment.

	29.07	Identify opportunities and research requirements for career advancement.
	29.08	Research the benefits of ongoing professional development.
	29.09	Examine and describe entrepreneurship opportunities as a career planning option.
30.0	Describe the importance of professional ethics and legal responsibilities – the student will be able to:	
	30.01	Evaluate and justify decisions based on ethical reasoning.
	30.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
	30.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
	30.04	Interpret and explain written organizational policies and procedures.
31.0	Exhibit positive human relations and leadership skills – the student will be able to:	
	31.01	Compare ethnocentric, polycentric, regiocentric, and geocentric approaches to managing human resources.
	31.02	Explain how staffing needs are determined, potential employees are recruited, and qualified applicants are selected for employment.
	31.03	Identify the factors that influence how managerial styles are applied in different countries.
	31.04	Recognize that employee motivation is culturally based.
	31.05	Differentiate host-country nationals, home-country nationals, and third-country nationals.
32.0	Demonstrate employability skills – the student will be able to:	
	32.01	Explore domestic and international business career opportunities.
	32.02	Describe the steps in the career planning process.
	32.03	Research sources of career planning information.
	32.04	Identify international business career opportunities based on personal factors and job availability.
	32.05	Evaluate the advantages/disadvantages of entrepreneurship opportunities.
	32.06	Identify local business involved in international trade.
	32.07	Create a plan to obtain the skills/qualifications to enter an elected international business career.
	32.08	Create a letter of application and resume.

	32.09	Exhibit successful interview techniques.
	32.10	Maintain and update a career portfolio.
	32.11	Define terms related to international business careers.
33.0	Perform technology applications – the student will be able to:	
	33.01	Prepare documents using word processing software.
	33.02	Prepare documents using database software.
	33.03	Prepare documents using spreadsheet software.
	33.04	Operate and troubleshoot peripherals.
	33.05	Identify ethical issues related to technology.
	33.06	Demonstrate proficiency using the Internet.
	33.07	Demonstrate an awareness of the differing stages of technological development in other countries.
34.0	Demonstrate an understanding of the principles of business in a global economy – the student will be able to:	
	34.01	Define terms related to business.
	34.02	Define international business.
	34.03	Discuss the reasons why international business is important.
	34.04	Explain the components of the international business environment.
	34.05	Describe the impact of international business activities on the local, regional, national, and international economies.
	34.06	Interpret the impact of emerging economic and political changes in international operations.
	34.07	Describe the resources (e.g., ports, trade routes, transportation centers, foreign trade zones, and natural, financial, and human resources) of major cities around the world.
	34.08	Determine the impact of geography on international business, to include areas such as climate, time zones, distance, topography, and social, economic and natural resources.
	34.09	Determine social and cultural influences on the form of business ownership used or required in different countries.
	34.10	Determine qualifications necessary for a successful business.
35.0	Develop an understanding of cultural diversity/customs – the student will be able to:	

	35.01	Demonstrate knowledge of multi-cultural environments.
	35.02	Identify distinctive social and cultural factors affecting business protocol.
	35.03	Explain the impact of cultures on human resource management.
	35.04	Identify personal documentation for international travel (i.e., passport, visa).
	35.05	Describe the importance of verbal and non-verbal communications.
	35.06	Compare social customs (i.e., holidays, attire, gifts).
	35.07	Plan marketing strategies for diverse cultures.
	35.08	Compare customs for conducting business in other countries (i.e., the need for consensus, closing for the Mexican siesta and staying open until late in the evening, etc.).
36.0	Identify business ethics – the student will be able to:	
	36.01	Recognize ethical international business issues.
	36.02	Describe the factors in the international business environment affecting ethical behavior.
37.0	Identify channels of promoting and distributing goods – the students will be able to:	
	37.01	Define terms related to international marketing.
	37.02	Recognize risks in overseas markets.
	37.03	Illustrate how social, cultural, technological, and geographic factors influence consumer buying behavior in different cultures.
	37.04	Identify trends that influence global marketing opportunities.
	37.05	Identify the differences in roles of agents, wholesalers, retailers, freight forwarders, export companies, trading companies, and customs brokers.
	37.06	Define procedures and prepare documentation associated with transportation of goods.
38.0	Identify governmental and political influences – the student will be able to:	
	38.01	Define terms related to international economics.
	38.02	Identify the impact of geography and resources on trade.
	38.03	Describe the impact of supply and demand.
	38.04	Identify advantages and disadvantages of free trade.

	38.05	Describe the role that US Customs and the customs agencies of other countries play in international trade activities.
	38.06	Analyze the impact of political environments on international business.
39.0	Perform financial operations – the student will be able to:	
	39.01	Identify factors that influence consumer behavior in different countries.
	39.02	Calculate currency exchange rates.
	39.03	Explain how currency exchange rates affect international trade.
40.0	Use information technology tools – the student will be able to:	
	40.01	Use personal information management (PIM) applications to increase workplace efficiency.
	40.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, e-mail, and internet applications.
	40.03	Employ computer operations to access, create, manage, integrate, and store information.
	40.04	Employ collaborative/groupware applications to facilitate group work.

Course Number: MNA0001 Occupational Completion Point: B Manager Trainee 2 – 300 Hours – SOC Code 11-1021	
41.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:
	41.01 Identify the major issues related to the work environment (i.e., safety regulations, ergonomics, gender equity, family leave, workweek, fringe benefits).
42.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance – the student will be able to:
	42.01 Use estimation and approximation strategies to compare, contrast, and analyze a variety of business-related financial calculations.
	42.02 Analyze and discuss graphs and tables as used in the business world.
	42.03 Construct and discuss tables, graphs, and charts using appropriate computer software and data from the business world.
	42.04 Apply concepts of forecasting with financial information using appropriate technology (graphing calculators, business calculators and/or computer software) for written and oral presentations.
	42.05 Investigate and discuss the impact of probability and statistics in all aspects of business activities.
43.0	Exhibit positive human relations and leadership skills – the student will be able to:
	43.01 Apply communication strategies (verbal and non-verbal) necessary and appropriate for effective and profitable international business relations.
	43.02 Develop the ability to work in teams.
	43.03 Participate in leadership activities in FBLA or BPA.
	43.04 Participate in community service activities.
44.0	Demonstrate employability skills – the student will be able to:
	44.01 Define the requirements of business careers.
	44.02 Explore domestic and international business career opportunities.
	44.03 Describe the steps in the career planning process.
	44.04 Research sources of career planning information.
	44.05 Identify international business career opportunities based on personal factors and job availability.
	44.06 Evaluate the advantages/disadvantages of entrepreneurship opportunities.
	44.07 Identify local business involved in international trade.

	44.08	Create a plan to obtain the skills/qualifications to enter a selected international business career.
	44.09	Create a letter of application and resume.
	44.10	Exhibit successful interview techniques.
	44.11	Maintain and update a career portfolio.
	44.12	Define terms related to international business careers.
	44.13	Apply for positions with a letter of application and resume.
45.0	Identify business ethics – the student will be able to:	
	45.01	Recognize ethical international business issues.
	45.02	Describe the factors in the international business environment affecting ethical business behavior.
	45.03	Define terms, such as ethics, social responsibility and bribe.
	45.04	Analyze the effect of an international business organization's action on a host country, the company's home country, owners, employees, consumers and society.
46.0	Identify channels of promoting and distributing goods – the student will be to:	
	46.01	Identify trends that influence global marketing opportunities.
	46.02	Identify the differences in roles of agents, wholesalers, retailers, freight forwarders, export companies, trading companies and customs brokers.
	46.03	Define procedures and prepare documentation associated with transportation of goods.
	46.04	Explain how foreign exchange, economic conditions, and the international business environment affect prices charged in foreign markets.
	46.05	Describe business documents used in international trade (i.e., shipping, billing, method of payment).
47.0	Perform financial operations – the student will be able to:	
	47.01	Explain how currency exchange rates affect international trade.
	47.02	Define terms related to international finance and law.
	47.03	Describe methods and procedures used to control risks.
	47.04	Identify international services and practices of financial institutions.
	47.05	Identify the components of the US balance of payments account.

	47.06	Recognize pricing factors.
	47.07	Explain how currency exchange rates affect international trade.
	47.08	Describe how economic conditions, balance of payment situations, and political stability affect currency values.
48.0	Demonstrate personal money-management concepts, procedures, and strategies – the student will be able to:	
	48.01	Identify and describe the services and legal responsibilities of financial institutions.
	48.02	Describe the effect of money management on personal and career goals.
	48.03	Develop a personal budget and financial goals.
	48.04	Complete financial instruments for making deposits and withdrawals.
	48.05	Maintain financial records.
	48.06	Read and reconcile financial statements.
	48.07	Research, compare and contrast investment opportunities.
49.0	Demonstrate knowledge of trade law – the student will be able to:	
	49.01	Describe the differences among various legal systems such as code, statutory, and common law.
	49.02	Define terms related to trade law.
	49.03	Describe how trade barriers, tariffs, quotas, and taxation policies affect choices of location for companies operating internationally.
	49.04	Recognize government's role in international law (i.e., protect against illegal imports, protect individual rights, ecology).
	49.05	Recognize legal differences that exist between/among countries in areas such as consumer protection, product guidelines, labor laws, contract formulation, liability, and taxation.
	49.06	Identify unfair trade practices.
50.0	Identify import/export activities – the student will be able to:	
	50.01	Define terms related to import/export.
	50.02	Describe barriers to international trade.
	50.03	Identify practices that influence international trade (i.e., quotas, tariffs, embargoes).
	50.04	Explain reasons governments attempt to regulate trade.

	50.05	Identify different standards and measures (i.e., weight, volume, distance).
	50.06	Identify specific job skills needed for import and export activities.
51.0	Identify global organizational structures – the student will be able to:	
	51.01	Identify international banking organizations.
	51.02	Describe the international monetary system, including the International Monetary Fund, World Bank, and Eurocurrency.
	51.03	Define terms related to global organizations and trade alliances.
	51.04	Explain purpose of trade alliances.
	51.05	Identify major trade alliances (e.g., NAFTA, GATT, Mercosur, Caribbean Basin Initiative, European Union, Pacific Rim Initiative, etc.).
52.0	Demonstrate business management skills – the student will be able to:	
	52.01	Apply the major functions of management in all areas of the internship workplace.
53.0	Demonstrate positive human relations and leadership skills in the workplace – the student will be able to:	
	53.01	Apply ethnocentric, polycentric, regiocentric, and geocentric approaches to managing human resources.
	53.02	Demonstrate communication strategies (verbal and non-verbal) necessary and appropriate for effective and profitable international business relations.
	53.03	Demonstrate skills as a team member.
	53.04	Participate in leadership activities in FBLA or BPA.
	53.05	Participate in community service activities.
54.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:	
	54.01	Employ leadership skills to accomplish organizational goals and objectives.
	54.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
	54.03	Conduct and participate in meetings to accomplish work tasks.
	54.04	Employ mentoring skills to inspire and teach others.
55.0	Solve problems using critical thinking skills, creativity and innovation – the student will be able to:	
	55.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.

	55.02	Employ critical thinking and interpersonal skills to resolve conflicts.
	55.03	Identify and document workplace performance goals and monitor progress toward those goals.
	55.04	Conduct technical research to gather information necessary for decision-making.
56.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the student will be able to:	
	56.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
	56.02	Explain emergency procedures to follow in response to workplace accidents.
	56.03	Create a disaster and/or emergency response plan.
57.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the student will be able to:	
	57.01	Describe the nature and types of business organizations.
	57.02	Explain the effect of key organizational systems on performance and quality.
	57.03	List and describe quality control systems and/or practices common to the workplace.
	57.04	Explain the impact of the global economy on business organizations.
58.0	Demonstrate knowledge of historical and current ethical international business behavior – the student will be able to:	
	58.01	Demonstrate ethical international business behavior.

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.

Implementation

This program is intended for implementation as an academy and as such, it is strongly suggested that a total interdisciplinary approach be implemented. It is through a balanced and integrated curriculum that students attain the attitudes, skills, and knowledge needed to compete successfully in today's work force. It is also strongly suggested that program teachers have common planning periods to achieve curriculum integration.

The use of cooperative learning groups through program courses is recommended. By learning and practicing group process skills, students will be prepared to work together in real work situations.

Career and Technical Student Organization (CTSO)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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 9, Language 9, and Reading 9. 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: **Electronic Business Enterprise**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

PSAV	
Program Number	B070100
CIP Number	0552060109
Grade Level	30, 31
Standard Length	600 hours
Teacher Certification	BUS ED 1 @2 BUS DP @7 ELECT DP @7 %G
CTSO	Phi Beta Lambda BPA
SOC Codes	15-1151 – Computer User Support Specialists 43-4051 – Customer Service Representatives 11-1021 – General and Operations Managers 15-1134 – Web Developers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

<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 in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to planning and development, retail and Internet marketing, ethics, laws and regulations, web design, entrepreneurship, and systems and design of e-commerce enterprises.

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 four 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 following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	OTA0040	Information Technology Assistant	150 hours	15-1151
B	MNA0830	E-Commerce Customer Service Representative	150 hours	43-4051
C	MNA0831	E-Commerce Entrepreneur	150 hours	11-1021
D	MNA0832	E-Commerce Web Assistant	150 hours	15-1134

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

Information Technology Assistant (OTA0040) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 14.0 are associated with this course.

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

01.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
02.0 Develop an awareness of microprocessors and digital computers.
03.0 Demonstrate an understanding of operating systems.
04.0 Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
05.0 Use technology to enhance communication skills utilizing presentation applications.
06.0 Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
07.0 Use technology to enhance communication skills utilizing electronic mail.
08.0 Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
09.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
10.0 Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
11.0 Demonstrate competence in page design applicable to the WWW.
12.0 Develop an awareness of emerging technologies.
13.0 Develop awareness of computer languages and software applications.
14.0 Demonstrate comprehension and communication skills.
15.0 Demonstrate language arts knowledge and skills.
16.0 Demonstrate mathematics knowledge and skills.
17.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
18.0 Demonstrate knowledge of the Internet to enhance workplace performance.
19.0 Demonstrate knowledge of e-commerce principles.
20.0 Develop an awareness of career opportunities and options in e-commerce and the criteria for entering those fields.
21.0 Perform e-mail activities.
22.0 Identify the challenges and issues associated with e-commerce business models. .
23.0 Develop an online marketing plan.
24.0 Demonstrate an awareness of the issues involved in a global/international e-commerce environment.
25.0 Research the plan and design of an e-commerce web page.
26.0 Create an e-commerce web site.
27.0 Apply skills that will enhance the presentation, value and profitability of the web site.
28.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
29.0 Create an e-commerce web site.
30.0 Develop and implement a business plan for an e-commerce site.

31.0   Perform human resources management activities to build interpersonal skills with individuals and teams.
32.0   Explain the importance of employability skill and entrepreneurship skills.
33.0   Describe the importance of professional ethics and legal responsibilities.
34.0   Demonstrate personal money-management concepts, procedures, and strategies.
35.0   Use information technology tools.
36.0   Evaluate market expansion to the Internet and the effect of global access on e-commerce.
37.0   Demonstrate knowledge of basic market research tools.
38.0   Demonstrate knowledge of data collection methods.
39.0   Demonstrate knowledge of advertising principles.
40.0   Demonstrate proficiency in web site promotion of an e-commerce site.
41.0   Define the building blocks of a secure system.
42.0   Demonstrate knowledge, skill, management and application of an Internet advertising campaign.
43.0   Analyze financial data relevant to e-commerce decision making.
44.0   Identify principles of pricing.
45.0   Identify principles of selling.
46.0   Analyze electronic payment mechanisms.
47.0   Analyze taxation issues relevant to e-commerce.
48.0   Describe mobile commerce.
49.0   Demonstrate an understanding of global concepts relevant to customer relationship management.
50.0   Explain the role of quality, warranties and guarantees, and e-commerce usability in customer satisfaction.
51.0   Develop communication skills for an international audience.
52.0   Analyze the building blocks of a secure system.
53.0   Demonstrate an awareness of the issues and trends involved in an e-commerce environment.
54.0   Analyze effectiveness and proficiency of web site.
55.0   Demonstrate knowledge of e-commerce legal issues.
56.0   Demonstrate knowledge of disaster protection methods.
57.0   Analyze methods of web hosting.
58.0   Analyze and demonstrate the application of e-commerce software packages.
59.0   Demonstrate knowledge of network components.
60.0   Maintain an e-portfolio for job application purposes.
61.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
62.0   Solve problems using critical thinking skills, creativity and innovation.
63.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
64.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

Florida Department of Education
Student Performance Standards

Program Title: Electronic Business Enterprise
PSAV Number: B070100

Course Number: OTA0040
Occupational Completion Point: A
Information Technology Assistant – 150 Hours – SOC Code 15-1151

Information Technology Assistant (OTA0040) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 14.0) have been placed in a separate document. To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/ITA_2016-17.rtf.

Course Number: MNA0830 Occupational Completion Point: B E-Commerce Customer Service Representative – 150 Hours – SOC Code 43-4051	
15.0	Demonstrate language arts knowledge and skills – the student will be able to:
	15.01 Locate, comprehend and evaluate key elements of oral and written information.
	15.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
	15.03 Present information formally and informally for specific purposes and audiences.
16.0	Demonstrate mathematics knowledge and skills – the student will be able to:
	16.01 Demonstrate knowledge of arithmetic operations.
	16.02 Analyze and apply data and measurements to solve problems and interpret documents.
	16.03 Construct charts/tables/graphs using functions and data.
17.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the student will be able to:
	17.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
	17.02 Locate, organize and reference written information from various sources.
	17.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
	17.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.
	17.05 Apply active listening skills to obtain and clarify information.
	17.06 Develop and interpret tables and charts to support written and oral communications.
	17.07 Exhibit public relations skills that aid in achieving customer satisfaction.
18.0	Demonstrate knowledge of the internet to enhance workplace performance – the student will be able to:
	18.01 Explain the history of the Internet and development of e-commerce.
	18.02 Discuss the social, economic, and political impact of the Internet on society.
	18.03 Explain the relationship between the Internet and the World Wide Web.
	18.04 Identify accepted Internet etiquette (i.e., netiquette).
	18.05 Identify and describe Web terminology.

	18.06	Identify the differences between the Internet, Intranet and WWW.
	18.07	Describe and demonstrate the use of the different methods by which information may be accessed on the Internet/Intranet (browser, FTP, gopher, telnet, server).
	18.08	Explain the main elements of Web Browsers (example: status bar, refresher button, toolbar tabs, scroll bars, location field, title bar, bookmarks).
	18.09	Copy information from the Internet/Intranet, save, and print using a Web browser.
	18.10	Identify and use search engines to locate information.
	18.11	Define Web robot/bot/spider and identify its advantages.
	18.12	Explain the difference between a search engine and a web directory.
19.0	Demonstrate knowledge of e-commerce principles – the student will be able to:	
	19.01	Define Electronic Commerce (e-commerce).
	19.02	Explain domain name and why it is important to e-commerce sites.
	19.03	Identify and describe the difference between 'brick-and-mortar' and 'click-and-mortar' businesses.
	19.04	Describe business-to-business e-commerce.
	19.05	Describe business-to-consumer e-commerce.
	19.06	Define the scope of business-to-consumer e-commerce.
	19.07	Identify the components of a successful business-to-consumer e-commerce site.
	19.08	Identify and discuss issues associated with business-to-consumer e-commerce.
	19.09	Describe the difference between e-tailing and wholesaling.
	19.10	Explain how e-commerce is similar to and/or different from traditional commerce.
	19.11	Identify types of businesses most likely to succeed online.
20.0	Develop an awareness of career opportunities and options in e-commerce and the criteria for entering those fields – the student will be able to:	
	20.01	Identify entry-level positions in e-commerce.
	20.02	Identify education, skills, and training requirements for possible career pathways in e-commerce.
	20.03	Identify present and future employment opportunities.

	20.04	Compare salary ranges and benefit packages.
	20.05	Design a personal career ladder in e-commerce with a time-line for career advancement.
	20.06	Identify professional organizations in the area of e-commerce.
	20.07	Define the role of a webmaster.
	20.08	Identify job titles and describe the job functions of a web development team.
21.0	Perform e-mail activities – the student will be able to:	
	21.01	Describe e-mail capabilities and functions.
	21.02	Explain how to setup an e-mail address.
	21.03	Explain the rules for using e-mail on the Internet.
	21.04	Describe the issues involved in sending and receiving documents as e-mail attachments.
	21.05	Use the Internet to perform e-mail activities.
	21.06	Utilize all applicable e-mail options and functions (forward, reply, attach, address book).
	21.07	Organize and manage e-mail messages.
	21.08	Explain some abbreviations, acronyms and emoticons used in e-mail.
	21.09	Explain the purpose of an e-mail signature and how to create one.
22.0	Identify the challenges and issues associated with e-commerce business models – the student will be able to:	
	22.01	Explain the scope of e-commerce and how it relates to business operations.
	22.02	Explain how the self-serve economy impacts e-commerce.
	22.03	Discuss the global impact of e-commerce.
	22.04	Identify ways e-commerce sites can develop and enhance customer relationships to encourage repeat business and brand loyalty.
	22.05	Explain why the main purpose of any e-commerce site is to transform surfers into customers.
	22.06	Using a variety of problem solving strategies, charts, diagrams, etc. to identify the range of costs associated with developing an e-commerce site.
	22.07	Identify security issues involved in developing a site (firewalls, sniffer programs, hacking, viruses, encryption, SSL, TSL, digital certificates).

	22.08	Explain why web site design is critical to the success of an e-commerce venture.
	22.09	Discuss advantages/disadvantages of using an e-commerce developer or an in-house web team to design and maintain a site.
	22.10	Define SET and compare it to SSL using Venn diagrams.
	22.11	Explain how PGP works.
	22.12	Define Structured Query Language (SQL).
	22.13	Explain how SQL enables users on the Internet.
	22.14	Define electronic payment.
	22.15	Discuss customer security and privacy issues when providing financial information on the Internet.
	22.16	Explain different payment methods available for online purchase (credit card, e-check, e-cash, smart card, electronic wallets, virtual credit cards).
	22.17	Explain the Electronic Funds Transfer Act and its application to online payments.
23.0	Develop an online marketing plan – the student will be able to:	
	23.01	Identify trends in e-marketing using a variety of problem solving strategies.
	23.02	Define marketing-related terms.
	23.03	Describe the effect of e-mail and spamming on marketing in e-commerce sites.
	23.04	Identify legal, ethical and privacy issues in online marketing.
	23.05	Explain target marketing and niche marketing in relation to e-commerce.
	23.06	Describe customer profiling and related issues.
	23.07	Identify the various types of advertising options in e-commerce (links, banner ads, affiliate programs, pop-up windows, viral marketing, newsgroup postings).
	23.08	Describe electronic marketing techniques.
	23.09	Identify types of and describe the use of databases in e-commerce sites. Symbolically represent and solve multi-step and real world applications.
	23.10	Explain how electronic catalogs work Internet sales.
	23.11	Explain database-driven system and describe its advantages over a static catalog.
	23.12	Analyze e-commerce solutions including shopping carts, electronic malls, order entry systems, full cost display and smart cards. Decide whether a solution is reasonable and whether a given statement is always, sometimes or never true.

	23.13 Identify, define and discuss shipping options for an e-commerce web site.
24.0	**Demonstrate an awareness of the issues involved in a global/international e-commerce environment – the student will be able to:**
	24.01 Define and discuss the advantages of global/international e-commerce.
	24.02 Describe the implications of trade barriers on global e-commerce.
	24.03 Describe the effect of currency exchange rates on international e-commerce, using functions and equations for specified variables.
	24.04 Identify cultural attitudes and practices in the USA that could inhibit successful business operations in another country.
	24.05 Describe changes in American business practices required for success in the global marketplace.
	24.06 Identify and discuss import, export, and international tax laws and their affect on e-commerce trade.
	24.07 Analyze multi-cultural influences on global e-commerce.
25.0	**Research the plan and design of an e-commerce web page – the student will be able to:**
	25.01 Research web site design principles and explain how each contributes towards an effective web site.
	25.02 Compare and contrast positive and negative features of different web sites, using Venn diagrams, unions and intersections.
	25.03 Identify elements of a web page.
	25.04 Plan the goals, structure and design of the web site.
	25.05 Determine business goals for the e-commerce site.
	25.06 Determine product assortment, incentive, pricing, payment and shipping options.
	25.07 Develop a storyboard for the web site.
	25.08 Explain the importance of loading time as an element of web site design.
	25.09 Define HTML, DHTML, XML, VRML, WEB PAGE DESIGN SOFTWARE and how each can be effectively used in creating an e-commerce web site.
	25.10 79.10 Explain the role of browsers in reading files on the World Wide Web (text only, frames, no frames, hypertext).
	25.11 Identify how different browsers affect the look of a web page.
	25.12 Explain various scripting languages (JavaScript, Visual Basic).
	25.13 Visit a web site and indicate ASP scripts.

	25.14	Visit web sites with site maps and critique the organization, simplicity, clarity, and impact on the surfer.
	25.15	Visit web sites and critique the contents organization, interest, related links, and whether or not it was entertaining to the surfer.
	25.16	Visit web sites and critique the FAQ page/s for clarity and organization.
	25.17	Explain the economic impact of having surfers and customers use FAQ's.
	25.18	Explain how bandwidths affect data transmission and on-screen image.
	25.19	Discuss software availability in web site design.
	25.20	Identify, describe and explain the use of a variety of design tools including navigation bars, hyperlinks and navigation aids.
	25.21	Explain how the proper use and placement of each element is critical to the site's impact to attract surfers and potential customers.
	25.22	Explain how content presentation determines if surfers become customers.
	25.23	Discuss reasons why surfers visit web sites and may become eventual customers.
	25.24	Evaluate online catalog implementation methodologies.
26.0	Create an e-commerce web site – the student will be able to:	
	26.01	Create a business for an e-commerce site.
	26.02	Create a web page.
	26.03	Create and apply a custom theme and a solid color background.
	26.04	Create a logo.
	26.05	Add clip art, graphics, images and/or photos and text.
	26.06	Add animation to text and objects using DHTML.
	26.07	Utilize navigation aids and plug-ins.
	26.08	Add graphic buttons.
	26.09	Add form elements.
	26.10	Add graphics as a form button.
	26.11	Link buttons and forms.

	26.12	Embed audio and video files.
	26.13	Add a host counter to display the number of times the web page has been visited.
	26.14	Organize information using frames.
	26.15	Launch the web browser and view the page created.
	26.16	Test the website for effectiveness (loading time, graphics, link integrity).
27.0	Apply skills that will enhance the presentation, value and profitability of the web site – the student will be able to:	
	27.01	Develop site personality (create useful site content).
	27.02	Discuss the advantages and disadvantages of outsourcing vs. an in-house team to create and manage the e-commerce site.
	27.03	Determine customer service options (e.g., e-mail, phone, fax).
	27.04	Determine the terms and conditions of sale, including warranties, after-sales service, and privacy assurances.
	27.05	Explain client-side application.
	27.06	Explain the purpose of forms in e-commerce web sites.
	27.07	Design forms for e-commerce web sites using different procedures for constructing forms (HTML tags, Software programs).
	27.08	Use JavaScript to validate data in form fields.
	27.09	Use programming tools to make web site more powerful and interactive.
	27.10	Explain the difference between dynamic and static web programming.
	27.11	Use programming language to support multi-tasking and exception handling.
	27.12	Create a site map and explain its importance.
	27.13	Create a Frequently Asked Questions page.

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28.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance – the student will be able to:
	28.01 Monitor expense accounts by using a variety of problem – solving strategies, including drawing diagrams, charts and tables.
	28.02 Prepare and interpret balance sheets, income statements, cash-flow statements, change-in-equity statements, forecasts, break-even analyses and budgets. Decide whether a solution is reasonable, true and solve equations. Symbolically represent and solve multi-step and real world applications.
	28.03 Document the impact of financial analysis on the strategic planning process. Graph and chart information, using equations to solve problems.
	28.04 Revise short-term and long-term strategic plans based on financial analyses.
29.0	Create an e-commerce website – the student will be able to:
	29.01 Edit web pages.
	29.02 Use appropriate file names for the Internet.
	29.03 Explain optimization of files for load time.
	29.04 Differentiate between pixels and KB as it relates to graphic size.
	29.05 Explain the purpose of Common Gateway Interface (CGI) script and Active Server Pages (ASP) in e-commerce web sites.
	29.06 Demonstrate the use of Java Applets in an e-commerce site.
	29.07 Define Java Script and explain its role in e-commerce sites.
	29.08 Demonstrate the use of data-processing tools to perform specific tasks with information that customers enter into a web site.
	29.09 Explain the use of Common Gateway Interface script in processing data on web sites.
	29.10 Explain the use of Active Server Pages (ASP) in processing data in web sites.
	29.11 Define ActiveX and indicate its advantages/disadvantages.
	29.12 Locate a host site that offers free web space.
	29.13 Upload web pages to the Internet.
30.0	Develop and implement a business plan for an e-commerce site – the student will be able to:
	30.01 Identify types of businesses most likely to succeed online.

	30.02	Identify the range of costs associated with developing an e-commerce site.
	30.03	Identify the risks/rewards associated with online business.
	30.04	Identify legal and political environments that affect e-commerce.
	30.05	Describe the process of obtaining a business license for an e-commerce site.
	30.06	Distinguish between trademark and copyright.
	30.07	Identify federal legislation protecting competition.
	30.08	Explain the concepts and benefits of e-business systems.
	30.09	Describe and explain the use of e-business systems to achieve the goals of Enterprise Resource Planning (ERP).
	30.10	Define the purpose of and describe the major components included in a business plan.
	30.11	Develop a basic business plan. Solve and graph inequalities, justify steps, determine range and domain and other appropriate multi-step applications.
	30.12	Evaluate the plan using milestones and benchmarks.
	30.13	Develop overall marketing objectives.
	30.14	Evaluate online catalog implementation methodologies.
	30.15	Coordinate and plan an evaluation of promotional activities.
31.0	Perform human resources management activities to build interpersonal skills with individuals and teams – the student will be able to:	
	31.01	Compare personal interests and skills with those needed by an entrepreneur.
	31.02	Determine motives for becoming an entrepreneur.
	31.03	Examine characteristics of online entrepreneurs.
	31.04	Explain ethical and legal issues faced by e-commerce professionals.
	31.05	Explain the social implications of decisions made and actions taken as an e-commerce professional.
	31.06	Identify the major functions and activities of management.
	31.07	Explain the role of authority, accountability, and responsibility in task management.
	31.08	Describe current and emerging e-commerce management trends.

	31.09	Analyze the interdependence of empathetic listening, synergy, and consensus building.
	31.10	Promote teamwork, leadership, empowerment, and strategies for fostering creativity.
	31.11	Define the roles within the group in the decision-making process.
32.0	Explain the importance of employability skill and entrepreneurship skills – the student will be able to:	
	32.01	Identify and demonstrate positive work behaviors needed to be employable.
	32.02	Develop personal career plan that includes goals, objectives, and strategies.
	32.03	Examine licensing, certification, and industry credentialing requirements.
	32.04	Maintain a career portfolio to document knowledge, skills, and experience.
	32.05	Evaluate and compare employment opportunities that match career goals.
	32.06	Identify and exhibit traits for retaining employment.
	32.07	Identify opportunities and research requirements for career advancement.
	32.08	Research the benefit of ongoing professional development.
	32.09	Examine and describe entrepreneurship opportunities as a career planning option.
33.0	Describe the importance of professional ethics and legal responsibilities – the student be able to:	
	33.01	Evaluate and justify decisions based on ethical reasoning.
	33.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
	33.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
	33.04	Interpret and explain written organizational policies and procedures.
34.0	Demonstrate personal money-management concepts, procedures, and strategies – the student will be able to:	
	34.01	Identify and describe the services and legal responsibilities of financial institutions.
	34.02	Describe the effect of money management on personal and career goals.
	34.03	Develop a personal budget and financial goals.
	34.04	Complete financial instruments for making deposits and withdrawals.

	34.05	Maintain financial records.
	34.06	Read and reconcile financial statements.
	34.07	Research, compare and contrast investment opportunities.
35.0	Use information technology tools – the student will be able to:	
	35.01	Use personal information management (PIM) applications to increase workplace efficiency.
	35.02	Employ technological tools to expedite workflow, including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, e-mail, 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	Evaluate market expansion to the internet and the effect of global access on e-commerce – the student will be able to:	
	36.01	Evaluate the impact of multiple time zones, languages, currencies, social, and cultural issues on e-commerce.
	36.02	Analyze the concept of personalization in e-commerce.
	36.03	Identify e-commerce site components that influence branding (logo, graphic style, online customer service, product information, site navigation, testing, core values).
	36.04	Integrate logos, slogans, URL, etc., throughout offline and online publications and advertising.
	36.05	Identify products, which are most likely to succeed in an e-commerce venture.
	36.06	Compare and contrast traditional product development with online product development.
	36.07	Explain the need for differing development cycles for online products.
	36.08	Describe rapid release marketing introduction strategies.
	36.09	Explain the Gutenberg Diagonal and its international implications.
37.0	Demonstrate knowledge of basic market research tools – the student will be able to:	
	37.01	Identify the steps of market research.
	37.02	Describe market research as both a formal and informal process.
	37.03	Identify common market research activities and the type of information each provides.
	37.04	Explain the role of ethics in marketing research.

	37.05	Explain internal/external research and the advantages/disadvantages of each.
	37.06	Explain factors limiting market research (objectives, level of commitment, resources available).
	37.07	Develop a sampling plan (who, how many, how chosen).
	37.08	Establish means to identify customer base and marketing profile.
38.0	Demonstrate knowledge of data collection methods – the student will be able to:	
	38.01	Explain the differences in data generated from surveys and questionnaires collected over the telephone, by mail, online, and in person.
	38.02	Explain the purpose and types of observational research and focus groups.
	38.03	Determine priorities for and potential sources of information that should be gathered.
	38.04	Explain target audience/user group as a key information source.
	38.05	Conduct interviews with selected human information sources.
	38.06	Gather information from selected print and electronic sources.
	38.07	Determine the accuracy and completeness of the information gathered.
	38.08	Define Electronic Data Interchange (EDI).
	38.09	Identify the benefits and essential elements of EDI.
	38.10	Define EDI transaction sets and data elements.
	38.11	Describe the different standards governing EDI transactions.
	38.12	Define data mining.
	38.13	Identify basic tools and techniques of data mining.
	38.14	Explain the use of data mining in Customer Relationship Management (CRM).
	38.15	Identify ethical issues of data mining.
39.0	Demonstrate knowledge of advertising principles – the student will be able to:	
	39.01	Publicize e-commerce site through non-Internet means such as mail, press release, broadcast media, print media, and specialty advertising.
	39.02	Prepare a display advertisement for an e-commerce product or service.

	39.03	Create offline ads for an e-commerce product or service.
	39.04	Create online ads for an e-commerce product or service.
	39.05	Write a news release to promote an e-commerce business.
	39.06	Analyze the nature of direct advertising strategies (direct mail, e-mail, automated callers, faxes, catalogs).
	39.07	Identify factors affecting the cost of e-mail advertising.
	39.08	Identify factors affecting the cost of newspaper ads, magazine ads, radio ads, television ads, direct mail advertising, outdoor ads, and Internet advertising.
	39.09	Differentiate between publicity and public relations.
	39.10	Describe the impact of the Internet on publicity.
	39.11	Identify niche advertising.
	39.12	Discuss the role of online communities.
	39.13	Examine the use, sources, and costs of databases in advertising.
	39.14	Identify the difference between business-to-business and business-to-consumer advertising.
40.0	Demonstrate proficiency in web site promotion of an e-commerce site – the student will be able to:	
	40.01	Research site development methodology.
	40.02	Demonstrate site registration with search engines, shopping bots, and Web directories.
	40.03	Identify processes to improve visibility in search engines (meta tags, titling, keyword repetition, content management, site design, and link popularity).
	40.04	Evaluate legal effects of registration (spamming, duplication).
	40.05	Establish and manage links with other sites.
	40.06	Determine methods to generate hit analysis data.
	40.07	Determine whether to offer response incentives.
	40.08	Determine what type of response incentives to offer.
	40.09	Use design elements and principles to facilitate use and buying decision.
	40.10	Provide company information and update frequently.

41.0	**Define the building blocks of a secure system – the student will be able to:**
41.01	Define terms associated with system security (user authentication, data origin authentication, confidentiality, data integrity, non-repudiation, peer authentication, message digests).
41.02	Describe security and privacy issues in e-business systems.
41.03	Explain the difference between security and privacy.
41.04	Explain how Internet and Intranet sites become vulnerable to attack.
41.05	Identify security issues associated with business-to-consumer e-commerce.
41.06	Describe Intrusion Detection System, misuse intrusion, and anomaly intrusion.
41.07	Explain transaction security.
41.08	Explain security-related agencies and software.
41.09	Explain how privacy affects personalization.
41.10	Identify security and payment processing issues involved in developing a site (SSL, Digital Certificates, SET Protocol, Cyber Cash).
42.0	**Demonstrate knowledge, skill, management and application of an internet advertising campaign – the student will be able to:**
42.01	Analyze the types, advantages, and disadvantages of Internet advertising (interacting personally and wireless network).
42.02	Evaluate locations for ad placement (search engines, directories, specialty websites, sponsorship websites).
42.03	Identify factors affecting the cost of e-mail advertising and banner ads (click-through pricing, bartering, Internet Advertising Bureau rate cards, audience demographics).
42.04	Identify standard sizes for Internet ads.
42.05	Identify file formats for graphic ads.
42.06	Define goal of Internet ads (banners, buttons).
42.07	Create Internet ads using layers to create simple animation, a tagline, and design features to gain attention.
42.08	Create design that encourages customer order.
42.09	Place Internet ads, evaluate results, and cost effectiveness.
42.10	Compare potential effectiveness with other Internet strategies.
43.0	**Analyze financial data relevant to e-commerce decision making – the student will be able to:**

	43.01	Explain the critical nature of banking relationships.
	43.02	Explain the purpose and importance of obtaining business financing.
	43.03	Describe sources of financing for businesses.
	43.04	Describe electronic financial services.
	43.05	Use the Internet to locate sources of financing for businesses.
	43.06	Examine the costs of owning/running a server.
	43.07	Examine the costs of using an Internet Service Provider (ISP).
	43.08	Examine costs related to e-commerce (site design, maintenance, and support).
	43.09	Explain costs of interfacing with existing databases, order systems, and accounting systems.
	43.10	Explain profitability in e-commerce sites.
	43.11	Explain the financial implications of outsourcing vs. internal development.
44.0	Identify principles of pricing – the student will be able to:	
	44.01	Perform set operations using Venn diagrams to explore relationships and patterns.
	44.02	Explain the nature and scope of the pricing function, the role of business ethics and the use of technology in pricing.
	44.03	Identify the basic considerations consumers and businesses weigh in accepting a price.
	44.04	Explain how supply, demand, and price are related.
	44.05	Research and analyze competitors' prices.
	44.06	Evaluate psychological and discount pricing techniques.
	44.07	Describe geographic and promotional pricing techniques.
	44.08	Calculate product cost, break-even point, and elasticity of demand.
	44.09	Evaluate difficulties in applying traditional pricing strategies to e-commerce.
	44.10	Evaluate characteristics, goals, advantages and disadvantages of cost-based pricing, demand-based, competition-based, product mix, product change, segmented (customer segmented, location, time), and the impact of e-commerce on pricing strategies.
	44.11	Evaluate the relationship between shipping costs and prices in online sales.

	44.12 Evaluate the impact of pricing errors in e-commerce.
	44.13 Explain real-time pricing in the online environment.
45.0	Identify principles of selling – the student will be able to:
	45.01 Explain the purpose, importance and business ethics of selling.
	45.02 Describe the nature of selling regulations.
	45.03 Describe the use of technology in the selling function.
	45.04 Identify the benefits of site/online sales.
	45.05 Explain the role of customer service as a component of selling relationships.
	45.06 Identify key factors in building a clientele.
	45.07 Identify incentives for sales staff.
	45.08 Identify types of sales promotion (coupons, premiums, sweepstakes) and it can be used in e-commerce.
	45.09 Determine when sales promotion activities are the best promotional tool.
	45.10 Generate a sales promotion plan for an e-commerce site.
	45.11 Calculate the costs of sales promotion activities.
	45.12 Identify return on investment of sales promotion activities.
	45.13 Create an electronic sales presentation with an integrated Internet link.
	45.14 Evaluate effectiveness of integration.
	45.15 Use on-line strategies for follow-up.
	45.16 Examine automated follow-up.
	45.17 Prepare and evaluate sales reports.
46.0	Analyze electronic payment mechanisms – the student will be able to:
	46.01 Identify e-cash terminology.
	46.02 Describe stored-value cards, online checks and electronic wallets.

	46.03	Define realtime processing.
	46.04	Explain the purpose of auto e-mail.
	46.05	Describe risks and costs involved with credit card use online.
	46.06	Identify the advantages/disadvantages of electronic/digital cash.
	46.07	Evaluate the impact of multiple currencies on e-commerce.
	46.08	Describe electronic funds transfer at point of sale (EFT/POS).
	46.09	Describe direct data entry transmissions and financial electronic data interchanges (F-EDI).
	46.10	Describe the characteristics of successful payment systems.
	46.11	Identify future trends in and risks associated with electronic payment systems.
	46.12	Differentiate between the payment systems applicable for business-to-consumer, business-to-business, and consumer-to-consumer transactions.
	46.13	Describe a transaction-processing service.
	46.14	Explain Internet Transaction Brokers (ITBs).
	46.15	Explain the Electronic Funds Transfer Act and its application to online payments.
	46.16	Describe a turnkey system.
	46.17	Define Merchant Account Provider (MAP).
	46.18	Identify costs associated with a merchant service and/or third-party verifier agreement.
	46.19	Locate an online application for a merchant account.
	46.20	Define related terms (Card Not Present (CNP), Mail Order/Telephone Order (MOTO), real time and digital certificate).
	46.21	Explain verification activities.
47.0	Analyze taxation issues relevant to e-commerce – the student will be able to:	
	47.01	Define permanent establishment.
	47.02	Explain permanent establishment issues in e-commerce.
	47.03	Identify the issues of digital downloads.

	47.04	Describe international issues.
	47.05	Identify global taxation solutions.
	47.06	Explain Value Added Tax.
	47.07	Explain the Internet Tax Freedom Act (ITFA).
	47.08	Determine payment options that comply with legal regulations regarding sales taxes.
48.0	Describe mobile commerce – the student will be able to:	
	48.01	Define mobile-commerce.
	48.02	Define related terms (personal digital assistant, micro browser, Wireless Application Protocol/WAP).
	48.03	Identify m-commerce payment methods.
	48.04	Identify the challenges associated with M-Commerce.
	48.05	Compare WML with HTML.
	48.06	Identify attributes of mobile communications and how each will affect mobile commerce.
49.0	Demonstrate an understanding of global concepts relevant to customer relationship management (CRM) – the student will be able to:	
	49.01	Identify ways an e-commerce site can be used to develop and enhance customer relationships to encourage repeat business and brand loyalty.
50.0	Explain the role of quality, warranties and guarantees, and e-commerce usability in customer satisfaction – the student will be able to:	
	50.01	Identify ways of keeping in touch with customers after the sale.
	50.02	Explain the correlation between customer retention and acquisition costs.
	50.03	Explain the use of CRM software in business-to-consumer and business-to-business operations.
	50.04	Describe the influence of culture on consumer behavior.
	50.05	Determine training needs for traditional sales staff for use on an e-commerce site.
	50.06	Provide customer training for use of on-line buying.
	50.07	Facilitate a customer service policy.
	50.08	Explain the purpose of a call center for an online business.

50.09	Explain click-through rates and the role of visit duration on click decision.
50.10	Explain why and how consumer decision-making is influenced online.
50.11	Explain and evaluate the impact of online customer support.
50.12	Explain the 80/20 rule of customer support.
50.13	Use online methods to receive and respond to customers' questions (e-mail, mailbots, auto responder).
50.14	Enable consumer to choose communication vehicle (call home, work, cell, fax, e-mail).
50.15	Create Frequently Asked Questions (FAQs).
50.16	Use file libraries and archives.
50.17	Project a professional image (appearance, voice, grammar, word usage, enunciation, nonverbal communication).
50.18	Interact with customers and colleagues in a professional manner (prompt, friendly, courteous, respectful, helpful, knowledgeable, clear).
50.19	Explain how the Communications Decency Act applies to e-commerce issues.
50.20	Evaluate how online forums can promote customer relations.
50.21	Conduct conferences and surveys.
50.22	Use sales promotion (free samples, contests).
50.23	Provide links to complementary sites.
50.24	Discuss the benefits of an extranet.
50.25	Describe how Value Added Networks (VANs) operate.
50.26	Explain VAN-based EDI and Internet EDI.
51.0	Develop communication skills for an international audience -- the student will be able to:
51.01	Identify the customs of the recipient that impact communication.
51.02	Find answers to questions related to international communications using available human, print, and electronic sources.
51.03	Prepare documents in correct style for international communications.
51.04	Use appropriate message and delivery in oral communications.

Course Number: MNA0832 Occupational Completion Point: D E-Commerce Web Assistant – 150 Hours – SOC Code 15-1134
52.0   Analyze the building blocks of a secure system – the student will be able to:
52.01   Define system and network security.
52.02   Describe the different types of Internet security.
52.03   Explain and identify anti-virus programs.
52.04   Explain the difference between security and privacy.
52.05   List the principal protocols used in Internet security.
52.06   Explain Intrusion Detection System.
52.07   Define security-related terms.
52.08   Explain how a user identification and password provide security one-commerce sites.
52.09   Explain encryption, decryption, private key encryption and public key encryption.
52.10   Explain the difference between the two types of key encryptions.
52.11   Identify and explain data transmission technology and how it is used in web pages (SSL, TLS, SET).
52.12   Describe a SET enabled browser and a SET enabled server.
52.13   Explain the use of digital signatures and certificates.
52.14   Describe the certificate life cycle.
52.15   Develop a privacy policy that considers *what* information is being collected with and without the user's (IP address, personal data, demographics); *why* the data is needed (customization, administration, communication); *when* is it collected (forms, cookies, other locations); *who* will use the information (suppliers, sell or lease to others, third parties); *where* will the information be housed (on-site, sent to data base); *how* can the data be removed or modified.
52.16   Describe procedures for maintaining the confidentiality of client information.
52.17   Explain why information is a competitive resource.
52.18   Explain the importance of data warehouses.
52.19   Discuss application security measures.

	52.20	Describe the various messaging security techniques.
	52.21	Define a Virtual Private Network and explain its features, its components, and how it is deployed.
53.0	Demonstrate an awareness of the issues and trends involved in an e-commerce environment – the student will be able to:	
	53.01	Discuss issues and trends impacting the economy and the success of e-commerce web sites.
	53.02	Discuss reasons for slow productivity despite advancing technology.
	53.03	Discuss the advantages/disadvantages of removing bugs from software already installed in information systems.
	53.04	Discuss solutions to ease the shortage of technology workers.
	53.05	Discuss factors faced by e-commerce companies when seeking funding.
	53.06	Research current trends and issues impacting e-commerce nationally and globally.
	53.07	Explain how the Communications Decency Act applies to e-commerce issues.
	53.08	Research and discuss privacy issues faced by employees and consumers in today's electronic society.
	53.09	Identify developing ethical and legal issues in e-commerce.
	53.10	Explain the social, ethical, and legal implications of decisions made and actions taken as an e-commerce professional.
	53.11	Discuss the advantages/disadvantages of affiliate programs.
54.0	Analyze effectiveness and proficiency of web site – the student will be able to:	
	54.01	Explain why the website design is critical to the success of an e-commerce venture. Use a variety of problem solving strategies, draw diagrams and charts. Decide if a solution is reasonable and if a statement is true. Symbolically represent applications and solve and graph variables and solutions.
	54.02	Define System Development Life Cycle (SDLC).
	54.03	Explain the five major phases of a SDLC (Planning, Analysis, Design, Implementation, and Support).
	54.04	Research and discuss activities performed during the planning, analysis, design, implementation, and support phase.
	54.05	Discuss the necessity to correct major errors during the System Development Life Cycle (SDLC) of an e-commerce site.
	54.06	Explain potential costs involved in correcting problems not caught during the SDLC.
	54.07	Explain the use of web statistics in planning, management, marketing and developing/revising promotional strategy.
	54.08	Determine site profitability over time.

	54.09	Assess the impact of site on costs.
	54.10	Determine if the site increases quality of customer service, builds brand and improves business image.
	54.11	Explain advantage decision support systems (e.g., airlines use it to sum up flight history, aircraft wear, reduce traffic congestion).
	54.12	Create an evaluation plan to measure the effectiveness of the Web site (page counters, logs, search engines, asking visitors how they found the site).
	54.13	Determine methods to generate hit analysis data.
	54.14	Evaluate sources of raw data for statistical web site analysis (HTTP server logs, web server hardware and operating system logs, network monitor logs, user registration databases, and third-party web site analysis services).
	54.15	Calculate and analyze site effectiveness based on statistical hits and clickstream data.
	54.16	Compose a report of relevant data that includes charts or graphs and presents conclusions.
	54.17	Implement financial analysis techniques in decision making.
	54.18	Implement non-financial analysis techniques in decision making.
55.0	Demonstrate knowledge of e-commerce legal issues – the student will be able to:	
	55.01	Explain the legal use of digital signatures for electronic contracting.
	55.02	Discuss laws pertaining to security and privacy of data collected.
	55.03	Explain consumer protection law.
	55.04	Explain court jurisdictional issues related to e-commerce.
	55.05	Identify the liability for invasion of privacy.
	55.06	Describe confidentiality issues and their liability implications.
	55.07	Explain legal and ethical issues related to consumer privacy.
	55.08	Identify federal legislation protecting competition.
	55.09	Identify major federal food and drug legislation affecting marketing strategies.
56.0	Demonstrate knowledge of disaster protection methods – the student will be able to:	
	56.01	Identify the purpose of a server accelerator card.
	56.02	Define noise, spike, brownout, and blackout.

	56.03	Research ways to protect hardware from system failure.
	56.04	Explain UPS and the importance of having one.
	56.05	Discuss types of backups to prevent data loss.
57.0	Analyze methods of web hosting – the student will be able to:	
	57.01	Compare the advantages/disadvantages and costs of self-hosting vs. web hosting.
	57.02	Compare the advantages/disadvantages of using web development and design services.
	57.03	Identify the qualities of server providers (uptime, technical support, connection time).
	57.04	Identify and describe hardware necessary for web site hosting.
	57.05	Design a sample business system architecture for a self-hosting web site.
	57.06	Examine the requirements of Web, Commerce, Transaction and Database servers used in e-commerce.
	57.07	Examine costs related to e-commerce (site design, maintenance and support). Solve real world problems, use charts and graphs, perform set operations, and use Venn diagrams.
	57.08	Plan how to establish a domain name.
	57.09	Upload files to the server.
	57.10	Explain server capacity to support site options and user traffic.
	57.11	Explain the process to e-commerce-enable a website.
	57.12	Collect/analyze usage statistics.
	57.13	Select hosting company based on set criteria.
	57.14	Test site with different browsers.
	57.15	Register site with various search engines/portals.
	57.16	Revise design to reflect user feedback.
58.0	Analyze and demonstrate the application of e-commerce software packages – the student will be able to:	
	58.01	Analyze project management software.
	58.02	Evaluate software packages for Internet ads management.

58.03	Explain the use of CRM software in business-to-consumer and business-to business-operations.
58.04	Identify the key functions of systems software.
58.05	Explain and identify widely used software applications (browsers, word processing, database management, spreadsheet development, CRM applications, web content development).
58.06	Identify new and emerging classes of software.
58.07	Identify software used in e-commerce.
58.08	Identify storefront software packages.
58.09	Identify selection criteria used for software purchases.
58.10	Identify differences between implementing an e-commerce site with an off-the-shelf software package vs. freeware CGI solutions.
58.11	Outline and explain business application tools and processes that can be used as part of a company's e-commerce solution.
58.12	Define site template.
58.13	Identify types of editor software used as a source of templates (HTML, Word Processor, WYSIWYG).
58.14	Identify advantages/disadvantages of using templates.
58.15	Identify online services that provide templates.
58.16	Identify storefront hosting services.
58.17	Differentiate between site templates and store templates.
58.18	Create an example site using a site template.
58.19	Create an example site using a store template.
59.0	Demonstrate knowledge of network components – the student will be able to:
59.01	Identify the four components of a network operating system (server platform, network services software, network redirection software, communications software).
59.02	Define fat client and thin client.
59.03	Interpret basic networking terminology.
59.04	Identify the different types of Wide-Area Network (WAN) connections.
59.05	Describe point-to-point (PPP) interconnection.

	59.06	Identify basic telecommunications services (satellite, circuit switching, packet switching, wireless).
	59.07	Differentiate between local exchange carriers and interexchange carriers.
	59.08	Define local access and transport areas.
	59.09	Identify packet carriers and their services.
	59.10	Identify the role of telecommunications tariffs.
	59.11	Explain the role of the router in connecting to the Internet.
	59.12	Explain the role of a Channel Service Unit/Data Service Unit.
	59.13	Identify basic telecommunication bandwidths.
	59.14	Describe the basics of ISDN, X.400, and DSL technologies.
60.0	Maintain an e-portfolio for job application purposes – the student will be able to:	
	60.01	Plan, design, and create e-commerce websites that include a theme, backgrounds, content, categories and product, text, graphics, graphic buttons, graphics as a form button, hyperlinks, form elements, company and contact information, navigation bars, navigation aids, a company logo, audio and video files, a host counter, frames.
	60.02	Prepare and submit a résumé to use for online job applications.
	60.03	Prepare and submit a letter of application online.
61.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the student will be able to:	
	61.01	Employ leadership skills to accomplish organizational goals and objectives.
	61.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
	61.03	Conduct and participate in meetings to accomplish work tasks.
	61.04	Employ mentoring skills to inspire and teach others.
62.0	Solve problems using critical thinking skills, creativity and innovation – the student will be able to:	
	62.01	Employ critical thinking skills independently and in teams to solve problems and make decisions
	62.02	Employ critical thinking and interpersonal skills to resolve conflicts.
	62.03	Identify and document workplace performance goals and monitor progress toward those goals.
	62.04	Conduct technical research to gather information necessary for decision-making.

63.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the student will be able to:
	63.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
	63.02 Explain emergency procedures to follow in response to workplace accidents.
	63.03 Create a disaster and/or emergency response plan.
64.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the student will be able to:
	64.01 Describe the nature and types of business organizations.
	64.02 Explain the effect of key organizational systems on performance and quality.
	64.03 List and describe quality control systems and/or practices common to the workplace.
	64.04 Explain the impact of the global economy on business organizations.

<h1 style="text-align:center">Additional Information</h1>

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.

Implementation

This program is intended for implementation as an academy and as such, it is strongly suggested that a total interdisciplinary approach be implemented. It is through a balanced and integrated curriculum that students attain the attitudes, skills, and knowledge needed to compete successfully in today's work force. It is also strongly suggested that program teachers have common planning periods to achieve curriculum integration.

The use of cooperative learning groups through program courses is recommended. By learning and practicing group process skills, students will be prepared to work "together" in real work situations.

Emphasis in the program should be given to the development of abilities and/or awareness necessary to function in a high technological society. Students in the program are encouraged to enroll in the Emerging Technology in Business course to become effective users of evolving technology.

Situations may occur in which non-International Business program students may be scheduled in International Business program classes. Therefore, consideration should be given to incorporate the teaching of global business concepts to all students in the class. Understanding global business concepts will be beneficial to the growth and development of all students.

Career and Technical Student Organization (CTSO)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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 9, Language 9, and Reading 9. 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: **Accounting Operations**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

PSAV	
Program Number	B070110
CIP Number	0552030202
Grade Level	30, 31
Standard Length	900 hours
Teacher Certification	ACCTING @7 7 G BOOKKEEPIN @4 @7 7 G BUS ED 1 @2 TC COOP ED @7 VOE @7
CTSO	Phi Beta Lambda BPA
SOC Codes	15-1151 – Computer User Support Specialist 43-3031 – Bookkeeping, Accounting and Auditing Clerk
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

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 such as an Information Technology Assistant, Accounting Clerk, Accounting Associate, and Accounting Assistant in the Business Management and Administration 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 occupationally-specific skills, and knowledge of all aspects of the Business Management and Administration career cluster.

The content includes but is not limited to double-entry accounting principles; methods of recording business transactions; preparation and analysis of various documents and financial statements; payroll records and tax forms; accounting control systems; account and transaction analysis; inventory methods; the aging process; depreciation; and the application of accounting principles to various entities.

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 four 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 following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	OTA0040	Information Technology Assistant	150 hours	15-1151
B	ACO0040	Accounting Clerk	300 hours	43-3031
C	ACO0041	Accounting Associate	300 hours	43-3031
D	ACO0042	Accounting Assistant	150 hours	43-3031

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

Information Technology Assistant (OTA0040) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 14.0 are associated with this course.

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

01.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
02.0   Develop an awareness of microprocessors and digital computers.
03.0   Demonstrate an understanding of operating systems.
04.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
05.0   Use technology to enhance communication skills utilizing presentation applications.
06.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
07.0   Use technology to enhance communication skills utilizing electronic mail.
08.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
09.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
10.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
11.0   Demonstrate competence in page design applicable to the WWW.
12.0   Develop an awareness of emerging technologies.
13.0   Develop awareness of computer languages and software applications.
14.0   Demonstrate comprehension and communication skills.
15.0   Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles.
16.0   Practice quality performance in the learning environment and the workplace.
17.0   Exhibit customer service skills.
18.0   Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations.
19.0   Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
20.0   Demonstrate skills for accounting work-based learning experiences.
21.0   Apply accounting principles and concepts to the performance of accounting activities.
22.0   Apply accounting principles and concepts using appropriate technology.
23.0   Analyze and explain organizational forms as they relate to today's workplace.
24.0   Demonstrate skills for accounting work-based learning experiences.
25.0   Apply accounting principles and concepts to the performance of accounting activities.
26.0   Describe the importance of professional ethics and legal responsibilities.
27.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
28.0   Solve problems using critical thinking skills, creativity and innovation.
29.0   Use information technology tools.
30.0   Describe the importance of professional ethics and legal responsibilities.

31.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
32.0   Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
33.0   Participate in work-based learning experiences.
34.0   Apply accounting principles and concepts to the performance of accounting activities.
35.0   Apply accounting principles and concepts using appropriate technology.
36.0   Explain the importance of employability skills and entrepreneurship skills.
37.0   Demonstrate personal money-management concepts, procedures, and strategies.
38.0   Apply the decision-making process to personal and family financial choices.
39.0   Analyze the use of consumer credit.

Florida Department of Education
Student Performance Standards

Program Title: **Accounting Operations**
PSAV Number: **B070110**

Course Number: OTA0040
Occupational Completion Point: A
Information Technology Assistant – 150 Hours – SOC Code 15-1151

Information Technology Assistant (OTA0040) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 14.0) have been placed in a separate document.   To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/ITA_2016-17.rtf.

Course Number: ACO0040 **Occupational Completion Point: B** **Accounting Clerk – 300 Hours – SOC Code 43-3031**		
15.0		Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles – the student will be able to:
	15.01	Describe how accounting departments work within and across organizations.
	15.02	Describe the roles and responsibilities of employees within the organization of a small, medium, or large accounting department (including the CFO, controller, accounting manager, accounts payable and receivable coordinator, payroll administrator, bookkeeper and credit and collection manager).
16.0		Practice quality performance in the learning environment and the workplace – the student will be able to:
	16.01	Apply appropriate organizational skills to manage time and resources.
	16.02	Perform tasks accurately, completely, and with attention to detail on a consistent basis.
	16.03	Think critically and make informed decisions.
	16.04	Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.
	16.05	Follow accepted rules, regulations, policies and workplace safety.
17.0		Exhibit customer service skills – the student will be able to:
	17.01	Listen and identify customer's needs and concerns.
	17.02	Formulate an action plan to resolve customer needs and concerns and respond to customer in a timely manner.
	17.03	Model appropriate ways to problem solve with customers in various situations.
	17.04	Model proper business etiquette (including introductions, phone etiquette, dining, networking, marketing, online services and community service).
	17.05	Develop a personal and work ethic (including punctuality, use of company's technology, and loyalty to company, distinction between personal and business tasks).
	17.06	Develop and articulate a personal and business code of ethical behavior.
18.0		Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations – the student will be able to:
	18.01	Develop an awareness of effective credit management.
	18.02	Prepare and analyze a personal budget.
19.0		Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:

	19.01	Analyze job and career requirements and relate career interests to opportunities in accounting occupations in the global economy.
20.0	Participate in work – based learning experiences – the student will be able to:	
	20.01	Apply accounting principles in an accounting environment.
	20.02	Explore the use of technology in an accounting environment.
	20.03	Complete a work-based simulation.
21.0	Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:	
	21.01	Demonstrate the application of the full accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, posting of journal entries, preparation of trial balance, journalizing and posting of adjusting entries, journalizing and posting of post-closing entries, and preparation of an income statement, statement of owner's equity, and balance sheet).
	21.02	Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, proof of cash, petty cash, and journal entries related to all banking activities).
	21.03	Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
	21.04	Use payroll records to prepare and analyze transactions (including maintaining payroll records to include employee time processing procedures, payroll checks, a payroll register, employee earnings record, employer payroll taxes (to include tax forms and all associated journal entries).
	21.05	Analyze transactions for accuracy and prepare appropriate correcting entries.
	21.06	Understand the purpose of financial accounting and the users of financial information.
22.0	Apply accounting principles and concepts using appropriate technology – the student will be able to:	
	22.01	Identify and use communication technology in an accounting environment, such as word processing and email.
	22.02	Demonstrate proficiency in the use of spreadsheet and accounting software to maintain accounting records to include creating and manipulating both data and formulas, formatting data, securing data and presenting results visually (including charts and graphs).

Course Number: ACO0041 Occupational Completion Point: C Accounting Associate – 300 Hours – SOC Code 43-3031	
23.0	Analyze and explain organizational forms as they relate to today's workplace – the student will be able to:
	23.01 Compare and contrast the various forms of business ownership (e.g., sole proprietorships, partnerships, corporations) and other organizational structures (e.g., nonprofit organizations, government agencies).
	23.02 List the advantages and disadvantages of each form of business ownership, including tax implications.
24.0	Demonstrate skills for accounting work-based learning experiences – the student will be able to:
	24.01 Apply accounting principles in an accounting environment.
	24.02 Use technology in an accounting environment.
	24.03 Complete a work-based simulation.
25.0	Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:
	25.01 Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements. Discuss the move to International Financial Reporting Standards (IFRS).
	25.02 Identify tax forms (e.g., personal, payroll, sales) necessary for compliance with local, state and federal agencies.
	25.03 Develop a working knowledge of individual income tax procedures and requirements to comply with tax laws and regulations.
	25.04 Describe an internal control system.
	25.05 Apply accounting concepts to corporations and other business entities.
	25.06 Compare and contrast the cost of merchandise inventory using various inventory valuation methods (including LIFO, FIFO, and weighted average).
	25.07 Determine the aging of accounts receivable and a computation of allowance for doubtful accounts using the various methods.
	25.08 Determine the aging of accounts payable.
	25.09 Compute depreciation using Financial Accounting Standards Board (FASB) regulations and record the associated journal entries.
26.0	Describe the importance of professional ethics and legal responsibilities – the student will be able to:
	26.01 Evaluate and justify decisions based on ethical reasoning.
	26.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.

	26.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
	26.04	Interpret and explain written organizational policies and procedures, including discrimination, whistleblowing, and sexual harassment.
27.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the student will be able to:	
	27.01	Employ leadership skills to accomplish organizational goals and objectives.
	27.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
	27.03	Conduct and participate in meetings to accomplish work tasks.
	27.04	Employ mentoring skills to inspire and teach others.

Course Number: ACO0042	
Occupational Completion Point: D	
Accounting Assistant – 150 Hours – SOC Code 43-3031	
28.0	Solve problems using critical thinking skills, creativity and innovation – the student will be able to:
	28.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.
	28.02 Employ critical thinking and interpersonal skills to resolve conflicts.
	28.03 Identify and document workplace performance goals and monitor progress toward those goals.
	28.04 Conduct technical research to gather information necessary for decision-making.
	28.05 Gather information, extract key elements, analyze the impact of the data, and develop an appropriate solution.
29.0	Use information technology tools – the student will be able to:
	29.01 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, e-mail, and internet applications.
	29.02 Employ computer operations applications to access, create, manage, integrate, and store information.
	29.03 Employ collaborative/groupware application to facilitate group work.
30.0	Describe the importance of professional ethics and legal responsibilities – the student will be able to:
	30.01 Evaluate and justify decisions based on ethical reasoning.
	30.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
	30.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
	30.04 Interpret and explain written organizational policies and procedures.
31.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:
	31.01 Develop and implement a plan for maintaining quality service and production in an accounting environment.
32.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance – the student will be able to:
	32.01 Apply appropriate mathematical processes to accounting applications.
33.0	Participate in work-based learning experiences – the student will be able to:
	33.01 Participate in work-based learning experiences in an accounting environment.

	33.02	Discuss the application of accounting principles in an accounting environment.
	33.03	Compare and contrast the software applications used in an accounting environment.
	33.04	Discuss the management/supervisory skills needed in an accounting environment.
34.0	Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:	
	34.01	Analyze financial statement items to make informed business decisions.
	34.02	Develop an awareness of managerial and cost accounting methods (including the job costing process, break - even analysis, budgeting, and internal reporting).
35.0	Apply accounting principles and concepts using appropriate technology – the student will be able to:	
	35.01	Select and use appropriate spreadsheet and accounting software to maintain accounting records.
	35.02	Compare and contrast accounting application software.
36.0	Explain the importance of employability skill and entrepreneurship skills – the student will be able to:	
	36.01	Identify and demonstrate positive work behaviors needed to be employable (e.g. teamwork, time management, and listening and observation skills).
	36.02	Examine licensing, certification, and industry credentialing requirements.
	36.03	Maintain a career portfolio to document knowledge, skills, and experience.
	36.04	Evaluate and compare employment opportunities that match career goals.
	36.05	Research the benefits of ongoing professional development.
	36.06	Examine and describe entrepreneurship opportunities as a career planning option.
37.0	Demonstrate personal money-management concepts, procedures, and strategies – the student will be able to:	
	37.01	Identify and describe the services and legal responsibilities of financial institutions.
	37.02	Describe the effect of money management on personal and career goals.
	37.03	Develop a personal budget and financial goals.
	37.04	Complete financial instruments for making deposits and withdrawals.
	37.05	Maintain financial records.
	37.06	Read and reconcile financial statements.

	37.07	Research, compare and contrast investment opportunities.
38.0	Apply the decision-making process to personal and family financial choices – the student will be able to:	
	38.01	Discuss the importance of taking responsibility for personal financial decisions.
	38.02	Apply the decision-making process to making consumer choices.
	38.03	Explain how limited personal financial resources affect the choices people make.
	38.04	Describe how shared decision-making regarding expenditures works in a family setting.
	38.05	Explain the interrelationship of time, energy, and money to achieving personal and family goals.
	38.06	Identify why there are dual income families and the advantages and disadvantages they provide to the family.
	38.07	Describe various ways in which families manage their money.
39.0	Analyze the use of consumer credit – the student will be able to:	
	39.01	Explain why consumer credit is important to business and consumers in today's economy.
	39.02	Compare sources of consumer credit.
	39.03	Analyze the benefits and cost of consumer credit.
	39.04	Explain factors that affect credit worthiness and determine one's credit score.
	39.05	Identify ways to avoid or correct credit problems.
	39.06	Locate and understand sources of assistance if one experiences credit problems.

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)

Phi Beta Lambda (PBL) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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 10, Language 10, and Reading 10. 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: **Medical Administrative Specialist**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

PSAV	
Program Number	B070300
CIP Number	0551071603
Grade Level	30, 31
Standard Length	1050 hours
Teacher Certification	ADMIN ASST 7 G BUS ED 1 @2 CLERICAL @7 7 G SECRETAR 7 G STENOG @4 @ 7 TC COOP ED @7 VOE @7
Additional Teacher Certification Acceptable for OCPs C & D: (Certifications listed above are also acceptable)	LAB TECH @7 G MED ASST @7 G PRAC NURSE @7 G REG NURSE G
CTSO	Phi Beta Lambda BPA
SOC Codes	15-1151 – Computer User Support Specialists 43-4171 – Receptionists and Information Clerks 43-6013 – Medical Secretaries
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

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 as an Information Technology Assistant, Front Desk Specialist, Medical Office Technologist, and Medical Administrative Specialist in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the use of technology to develop communication skills, higher level thinking skills, and decision making skills; medical terminology; the performance of office procedures specific to the medical environment; transcription of medical documents from machine dictation; the production of quality work in an efficient manner using advanced features of business software applications; research of job opportunities; and the production of high quality employment portfolios and job-seeking documents.

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 four 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 following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	OTA0040	Information Technology Assistant	150 hours	15-1151
B	OTA0041	Front Desk Specialist	300 hours	43-4171
C	OTA0631	Medical Office Technologist	300 hours	43-6013
D	OTA0651	Medical Administrative Specialist	300 hours	43-6013

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

Information Technology Assistant (OTA0040) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 14.0 are associated with this course.

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

01.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
02.0   Develop an awareness of microprocessors and digital computers.
03.0   Demonstrate an understanding of operating systems.
04.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
05.0   Use technology to enhance communication skills utilizing presentation applications.
06.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
07.0   Use technology to enhance communication skills utilizing electronic mail.
08.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
09.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
10.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
11.0   Demonstrate competence in page design applicable to the WWW.
12.0   Develop an awareness of emerging technologies.
13.0   Develop awareness of computer languages and software applications.
14.0   Demonstrate comprehension and communication skills.
15.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace of performance. Apply ergonomic principles applicable to the configuration of computer workstations.
16.0   Demonstrate language arts knowledge and skills.
17.0   Demonstrate mathematics knowledge and skills.
18.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
19.0   Solve problems using critical thinking skills, creativity and innovation.
20.0   Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise and correct manner on personal and professional levels.
21.0   Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
22.0   Practice quality performance in the learning environment and the workplace.
23.0   Incorporate appropriate customer service strategies to accomplish job objectives and enhance workplace performance.
24.0   Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance.
25.0   Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
26.0   Demonstrate human relations/interpersonal skills appropriate for the workplace.
27.0   Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.
28.0   Use technology to increase administrative office support productivity and enhance workplace performance.

29.0   Describe the importance of professional ethics and legal responsibilities.
30.0   Use information technology tools.
31.0   Participate in (administrative) work-based learning experiences.
32.0   Perform medical office functions and responsibilities to accomplish job objectives and enhance workplace performance.
33.0   Participate in work-based learning experiences in a medical office environment.
34.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
35.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
36.0   Perform medical office functions and responsibilities to accomplish job objectives and enhance workplace performance.
37.0   Use technology to increase medical office support productivity and enhance workplace performance.
38.0   Participate in (medical office) work-based learning experiences.
39.0   Demonstrate employability skills.
40.0   Explain the importance of employability skill and entrepreneurial skills.
41.0   Demonstrate business management skills.
42.0   Demonstrate positive human relations and leadership skills in the workplace.
43.0   Demonstrate business ethics.
44.0   Describe the importance of professional ethics and legal responsibilities.
45.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
46.0   Demonstrate personal money-management concepts, procedures, and strategies.

Florida Department of Education
Student Performance Standards

Program Title: **Medical Administrative Specialist**
PSAV Number: **B070300**

Course Number: OTA0040
Occupational Completion Point: A
Information Technology Assistant – 150 Hours – SOC Code 15-1151

Information Technology Assistant (OTA0040) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 14.0) have been placed in a separate document.   To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/ITA_2016-17.rtf

Course Number: OTA0041	
Occupational Completion Point: B	
Front Desk Specialist – 300 Hours – SOC Code 43-1011	
15.0	Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace of performance. Apply ergonomic principles applicable to the configuration of computer workstations – the student will be able to:
	15.01 Enhance proficiency with touch keyboarding skills (speed and accuracy to enter and manipulate data).
	15.02 Use communications and networking to perform tasks and solve problems in business environments.
16.0	Demonstrate language arts knowledge and skills – the students will be able to:
	16.01 Locate, comprehend and evaluate key elements of oral and written information.
	16.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
	16.03 Present information formally and informally for specific purposes and audiences.
17.0	Demonstrate mathematics knowledge and skills – the student will be able to:
	17.01 Demonstrate knowledge of arithmetic operations.
	17.02 Analyze and apply data and measurements to solve problems and interpret documents.
	17.03 Construct charts/tables/graphs using functions and data.
18.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:
	18.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
	18.02 Locate, organize and reference written information from various sources.
	18.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
	18.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.
	18.05 Apply active listening skills to obtain and clarify information.
	18.06 Develop and interpret tables and charts to support written and oral communications.
	18.07 Exhibit public relations skills that aid in achieving customer satisfaction.
19.0	Solve problems using critical thinking skills, creativity and innovation – the students will be able to:
	19.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.
	19.02 Employ critical thinking and interpersonal skills to resolve conflicts.

	19.03	Identify and document workplace performance goals and monitor progress toward those goals.
	19.04	Conduct technical research to gather information necessary for decision-making.
20.0	Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:	
	20.01	Integrate all forms of communication in the successful pursuit of an administrative career.
	20.02	Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation.
21.0	Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance – the student will be able to:	
	21.01	Discuss communication systems - cultural, organizational, technological, and interpersonal.
	21.02	Write complex business communications.
22.0	Practice quality performance in the learning environment and the workplace – the student will be able to:	
	22.01	Discuss performance evaluation methods and instruments used to assess employee progress and performance.
23.0	Incorporate appropriate customer service strategies to accomplish job objectives and enhance workplace performance – the student will be able to:	
	23.01	Develop an understanding of the integral value of a customer and practice skills to provide excellent customer service.
	23.02	Develop and implement a plan for maintaining quality service and production in a workplace, business, or learning environment.
24.0	Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:	
	24.01	Facilitate focus group discussions regarding service, supervision, and ethical considerations that impact the workplace, business, or learning environment.
	24.02	Discuss the main causes of accidents in the office and identify preventive measures.
	24.03	Discuss the role of agencies that establish and monitor health and safety standards (e.g., OSHA) and discuss standards established by these agencies.
	24.04	Discuss the responsibilities organizations have to their employees (e.g., Right to Work laws, risk management).
25.0	Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:	
	25.01	Plan ethical, political strategies to achieve goals and advance careers.
	25.02	Discuss the role and understand how to use professional networking resources, including web-based resources.
26.0	Demonstrate human relations/interpersonal skills appropriate for the workplace – the student will be able to:	
	26.01	Develop professional workplace relationship skills both internally and externally to include team building and group dynamics.

		Understand how individual personalities fit the team.
	26.02	Develop initiative and problem-solving skills to effectively deal with conflict resolution.
27.0		Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:
	27.01	Apply the use of information management tools (e.g., calendars, ticklers, schedulers) to develop and coordinate distribution of work.
	27.02	Maintain equipment and supplies.
	27.03	Perform financial functions (e.g., payroll, invoices, bank deposits, travel vouchers).
	27.04	Have knowledge of transcription and how to prepare documents using machine dictation.
	27.05	Perform specialized records management functions.
	27.06	Determine the most efficient method to send mail (e.g., fax, e-mail, external/internal courier systems, U.S. Mail).
28.0		Use technology to increase administrative office support productivity and enhance workplace performance – the student will be able to:
	28.01	Access, process, and transmit information through all mediums (e.g., fax, e-mail, Internet, and collaboration software).
	28.02	Create documents using advanced features in word processing, database, spreadsheet, presentation, and multimedia software.
	28.03	Discuss how to and where access is possible install/ download and update software for current office use.
	28.04	Use technology to research, compile, create, and deliver an oral presentation.
	28.05	Key with speed and accuracy to meet industry standards for employment as a secretary or administrative assistant.
	28.06	Perform integrated functions using various software applications.
	28.07	Perform proofreading skills including electronic reference tools.
	28.08	Identify various means to scan, store and manage electronic documents and understand how to use.
	28.09	Identify and understand various ways to hold a meeting through web conferencing.
29.0		Describe the importance of professional ethics and legal responsibilities – the student will be able to:
	29.01	Identify the importance of making decisions that are based on ethical reasoning.
	29.02	Identify and discuss personal and long term consequences of unethical choices in the workplace.
30.0		Use information technology tools – the students will be able to:
	30.01	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.

	30.02 Employ computer operations applications to access, create, manage, integrate, and store information
	30.03 Employ collaborative/groupware applications to facilitate group work.
31.0	Participate in (administrative) work-based learning experiences – the student will be able to:
	31.01 Participate in work-based learning experiences in the administrative field.
	31.02 Discuss the use of technology in the administrative field.
	31.03 Compare and contrast the software applications used in the administrative field.
	31.04 Discuss organizational networks or charts and describe the relationships between positions and responsibilities.

Course Number: OTA0631 **Occupational Completion Point: C** **Medical Office Technologist – 300 Hours – SOC Code 43-6013**		
32.0	Perform medical office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:	
	32.01	Perform specialized medical office procedures including health insurance and insurance verification, billing and collections, and scheduling auxiliary services.
	32.02	Prepare medical documents.
	32.03	Maintain and utilize a medical reference library.
	32.04	Discuss and simulate legal and ethical procedures in the medical office.
	32.05	Recognize usage of specialized medical software.
	32.06	Proofread to include mechanics, content, and specialized medical formats.
	32.07	Perform specialized records management functions specific to the medical field.
	32.08	Simulate professional communication skills in situations with patients and medical contacts.
	32.09	Use medical terminology.
	32.10	Identify key standards for privacy of health information as mandated in Health Insurance Portability and Accountability Act (HIPAA), including online application process, state standards and standards for minors.
	32.11	Transcribe medical documents, including the use of voice-integration applications and scanning technology for medical records.
	32.12	Discuss how to use encryption to support patient confidentiality when sending communication.
33.0	Participate in work-based learning experiences in a medical office environment – the student will be able to:	
	33.01	Participate in work-based learning experiences in a medical office environment.
	33.02	Discuss the use of technology in a medical office environment.
	33.03	Discuss the management/supervisory skills needed in a medical office environment.
34.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the student will be able to:	
	34.01	Describe the nature and types of business organizations.
	34.02	Explain the effect of key organizational systems on performance and quality.
	34.03	List and describe quality control systems and/or practices common to the workplace.
	34.04	Explain the impact of the global economy on business organizations.

35.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the student will be able to:
	35.01 Employ leadership skills to accomplish organizational goals and objectives.
	35.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
	35.03 Employ mentoring skills to inspire and teach others.

36.0		Perform medical office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:
	36.01	Use medical terminology.
	36.02	Demonstrate knowledge of medical emergency management procedures (e.g., perform CPR, call 911, etc.).
	36.03	Demonstrate an understanding of insurance fraud and abuse.
	36.04	Communicate with health organizations to process referrals and verify patient coverage.
	36.05	Demonstrate knowledge of OSHA regulations and compliances as they relate to medical offices (e.g., disposal of biohazard waste, do's and don'ts of transporting files into and out of contaminated areas, etc.).
	36.06	Identify and discuss various State Insurance Licenses offered covering physicians' offices.
	36.07	Participate in work-based learning experiences in a medical office environment.
	36.08	Discuss the use of technology in a medical office environment.
37.0		Use technology to increase medical office support productivity and enhance workplace performance – the student will be able to:
	37.01	Transcribe medical documents, including the use of voice-integration technology applications and scanning technology.
	37.02	Key with speed and accuracy to meet industry standards for employment as a medical secretary.
	37.03	Integrate all forms of communication in the successful pursuit of a career as a medical secretary.
38.0		Participate in (medical office) work-based learning experiences – the student will be able to:
	38.01	Participate in work-based learning experiences in a medical office environment.
	38.02	Compare and contrast the software applications used in a medical office environment.
	38.03	Discuss ways to respond positively to change and reduce stress in a business medical office.
39.0		Demonstrate employability skills – the student will be able to:
	39.01	Demonstrate successful interview techniques.
	39.02	Maintain and update a career portfolio.
	39.03	Define terms related to medical office careers.

	39.04 Apply for positions with a letter of application and resume.
40.0	Explain the importance of employability skill and entrepreneurial skills – the student will be able to:
	40.01 Identify and demonstrate positive work behaviors needed to be employable.
	40.02 Develop personal career plan that includes goals, objectives, and strategies.
	40.03 Examine licensing, certification, and industry credentialing requirements.
	40.04 Maintain a career portfolio to document knowledge, skills, and experience.
	40.05 Evaluate and compare employment opportunities that match career goals.
	40.06 Identify and exhibit traits for retaining employment.
	40.07 Identify opportunities and research requirements for career advancement.
	40.08 Research the benefits of ongoing professional development.
	40.09 Examine and describe entrepreneurship opportunities as a career planning option.
41.0	Demonstrate business management skills – the student will be able to:
	41.01 Apply the major functions of management in all areas of the internship workplace.
42.0	Demonstrate positive human relations and leadership skills in the workplace – the student will be able to:
	42.01 Apply ethnocentric, polycentric, regiocentric, and geocentric approaches to managing human resources.
	42.02 Demonstrate communication strategies (verbal and non-verbal) necessary and appropriate for effective medical office business relations.
	42.03 Demonstrate skills as a team member.
	42.04 Participate in leadership activities in FBLA or BPA.
	42.05 Participate in community service activities.
43.0	Demonstrate business ethics – the student will be able to:
	43.01 Demonstrate ethical medical business behavior.
44.0	Describe the importance of professional ethics and legal responsibilities – the student will be able to:
	44.01 Evaluate and justify decisions based on ethical reasoning.
	44.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities and employer policies.

	44.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
	44.04	Interpret and explain written organizational policies and procedures.
45.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the student will be able to:	
	45.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
	45.02	Explain the effect of key organizational systems on performance and quality.
	45.03	Create a disaster and/or emergency response plan.
46.0	Demonstrate personal money-management concepts, procedures, and strategies – the student will be able to:	
	46.01	Identify and describe the services and legal responsibilities of financial institutions.
	46.02	Describe the effect of money management on personal and career goals.
	46.03	Develop a personal budget and financial goals.
	46.04	Complete financial instruments for making deposits and withdrawals.
	46.05	Maintain financial records.
	46.06	Read and reconcile financial statements.
	46.07	Research, compare and contrast investment opportunities.

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)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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 10, Language 10, and Reading 10. 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: **Administrative Office Specialist**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

PSAV	
Program Number	B070330
CIP Number	0552040103
Grade Level	30, 31
Standard Length	1050 hours
Teacher Certification	ADMIN ASST 7 G BUS ED 1 @2 CLERICAL @7 7 G MANAG SUPV 7 G SECRETAR 7 G STENOG @4 @ 7 TC COOP ED @7 VOE @7
CTSO	Phi Beta Lambda BPA
SOC Codes	15-1151 – Computer User Support Specialists 43-1011 – First-Line Supervisors of Office and Administrative Support Workers 43-9031 – Desktop Publishers 43-6011 – Executive Secretaries and Executive Administrative Assistants
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the use of technology to develop communications skills, higher level thinking skills, and decision making skills; the performance of office procedures tasks; the production of quality work in an efficient manner using advanced features of business software applications; research of job opportunities; and the production of high quality employment portfolios and job-seeking documents.

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 four 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 following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	OTA0040	Information Technology Assistant	150 hours	15-1151
B	OTA0041	Front Desk Specialist	300 hours	43-1011
C	OTA0030	Assistant Digital Production Designer	150 hours	43-9031
D	OTA0043	Administrative Office Specialist	450 hours	43-6011

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

Information Technology Assistant (OTA0040) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 14.0 are associated with this course.

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

01.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
02.0   Develop an awareness of microprocessors and digital computers.
03.0   Demonstrate an understanding of operating systems.
04.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
05.0   Use technology to enhance communication skills utilizing presentation applications.
06.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
07.0   Use technology to enhance communication skills utilizing electronic mail.
08.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
09.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
10.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
11.0   Demonstrate competence in page design applicable to the WWW.
12.0   Develop an awareness of emerging technologies.
13.0   Develop awareness of computer languages and software applications.
14.0   Demonstrate comprehension and communication skills.
15.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace of performance. Apply ergonomic principles applicable to the configuration of computer workstations.
16.0   Demonstrate language arts knowledge and skills.
17.0   Demonstrate mathematics knowledge and skills.
18.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
19.0   Solve problems using critical thinking skills, creativity and innovation.
20.0   Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise and correct manner on personal and professional levels.
21.0   Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
22.0   Practice quality performance in the learning environment and the workplace.
23.0   Incorporate appropriate customer service strategies to accomplish job objectives and enhance workplace performance.
24.0   Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance.
25.0   Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
26.0   Demonstrate human relations/interpersonal skills appropriate for the workplace.
27.0   Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.
28.0   Use technology to increase administrative office support productivity and enhance workplace performance.

29.0   Describe the importance of professional ethics and legal responsibilities.
30.0   Use information technology tools.
31.0   Participate in (administrative) work-based learning experiences.
32.0   Demonstrate proficiency in computer skills.
33.0   Demonstrate knowledge of digital publishing concepts.
34.0   Perform decision–making activities.
35.0   Perform layout, design, and measurement activities.
36.0   Demonstrate proficiency in digital publishing operations.
37.0   Demonstrate proficiency in digital imaging processes.
38.0   Demonstrate proficiency in creating a simple website.
39.0   Apply communication skills (reading, writing speaking, listening and viewing) in a courteous, concise, and correct manner on personal and professional levels.
40.0   Use information to accomplish job objectives and enhance workplace performance.
41.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
42.0   Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.
43.0   Use technology to increase administrative office support productivity and enhance workplace performance.
44.0   Participate in (administrative office/ support) work-based learning experiences.
45.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
46.0   Demonstrate the importance of health, safety, and environmental management in organizations and their importance to organizational performance and regulatory compliance.
47.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
48.0   Assess the importance of professional ethics and legal responsibilities.
49.0   Explain the importance of employability skill and entrepreneurship skills.
50.0   Demonstrate personal money-management concepts, procedures, and strategies.

Florida Department of Education
Student Performance Standards

Program Title: **Administrative Office Specialist**
PSAV Number: **B070330**

Course Number: OTA0040
Occupational Completion Point: A
Information Technology Assistant – 150 Hours – SOC Code 15-1151

Information Technology Assistant (OTA0040) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 14.0) have been placed in a separate document.   To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/ITA_2016-17.rtf.

Course Number: OTA0041
Occupational Completion Point: B
Front Desk Specialist – 300 Hours – SOC Code 43-1011

15.0	Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace of performance. Apply ergonomic principles applicable to the configuration of computer workstations – the student will be able to:
	15.01 Enhance proficiency with touch keyboarding skills (speed and accuracy to enter and manipulate data).
	15.02 Use communications and networking to perform tasks and solve problems in business environments.
16.0	Demonstrate language arts knowledge and skills – the students will be able to:
	16.01 Locate, comprehend and evaluate key elements of oral and written information.
	16.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
	16.03 Present information formally and informally for specific purposes and audiences.
17.0	Demonstrate mathematics knowledge and skills – the student will be able to:
	17.01 Demonstrate knowledge of arithmetic operations.
	17.02 Analyze and apply data and measurements to solve problems and interpret documents.
	17.03 Construct charts/tables/graphs using functions and data.
18.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:
	18.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
	18.02 Locate, organize and reference written information from various sources.
	18.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
	18.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.
	18.05 Apply active listening skills to obtain and clarify information.
	18.06 Develop and interpret tables and charts to support written and oral communications.
	18.07 Exhibit public relations skills that aid in achieving customer satisfaction.
19.0	Solve problems using critical thinking skills, creativity and innovation – the students will be able to:
	19.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.
	19.02 Employ critical thinking and interpersonal skills to resolve conflicts.

	19.03	Identify and document workplace performance goals and monitor progress toward those goals.
	19.04	Conduct technical research to gather information necessary for decision-making.
20.0	Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:	
	20.01	Integrate all forms of communication in the successful pursuit of an administrative career.
	20.02	Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation.
21.0	Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance – the student will be able to:	
	21.01	Discuss communication systems - cultural, organizational, technological, and interpersonal.
	21.02	Write complex business communications.
22.0	Practice quality performance in the learning environment and the workplace – the student will be able to:	
	22.01	Discuss performance evaluation methods and instruments used to assess employee progress and performance.
23.0	Incorporate appropriate customer service strategies to accomplish job objectives and enhance workplace performance – the student will be able to:	
	23.01	Develop an understanding of the integral value of a customer and practice skills to provide excellent customer service.
	23.02	Develop and implement a plan for maintaining quality service and production in a workplace, business, or learning environment.
24.0	Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:	
	24.01	Facilitate focus group discussions regarding service, supervision, and ethical considerations that impact the workplace, business, or learning environment.
	24.02	Discuss the main causes of accidents in the office and identify preventive measures.
	24.03	Discuss the role of agencies that establish and monitor health and safety standards (e.g., OSHA) and discuss standards established by these agencies.
	24.04	Discuss the responsibilities organizations have to their employees (e.g., Right to Work laws, risk management).
25.0	Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:	
	25.01	Plan ethical, political strategies to achieve goals and advance careers.
	25.02	Discuss the role and understand how to use professional networking resources, including web-based resources.
26.0	Demonstrate human relations/interpersonal skills appropriate for the workplace – the student will be able to:	
	26.01	Develop professional workplace relationship skills both internally and externally to include team building and group dynamics.

		Understand how individual personalities fit the team.
	26.02	Develop initiative and problem-solving skills to effectively deal with conflict resolution.
27.0	Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:	
	27.01	Apply the use of information management tools (e.g., calendars, ticklers, schedulers) to develop and coordinate distribution of work.
	27.02	Maintain equipment and supplies.
	27.03	Perform financial functions (e.g., payroll, invoices, bank deposits, travel vouchers).
	27.04	Have knowledge of transcription and how to prepare documents using machine dictation.
	27.05	Perform specialized records management functions.
	27.06	Determine the most efficient method to send mail (e.g., fax, e-mail, external/internal courier systems, U.S. Mail).
28.0	Use technology to increase administrative office support productivity and enhance workplace performance – the student will be able to:	
	28.01	Access, process, and transmit information through all mediums (e.g., fax, e-mail, Internet, and collaboration software).
	28.02	Create documents using advanced features in word processing, database, spreadsheet, presentation, and multimedia software.
	28.03	Discuss how to and where access is possible install/ download and update software for current office use.
	28.04	Use technology to research, compile, create, and deliver an oral presentation.
	28.05	Key with speed and accuracy to meet industry standards for employment as a secretary or administrative assistant.
	28.06	Perform integrated functions using various software applications.
	28.07	Perform proofreading skills including electronic reference tools.
	28.08	Identify various means to scan, store and manage electronic documents and understand how to use.
	28.09	Identify and understand various ways to hold a meeting through web conferencing.
29.0	Describe the importance of professional ethics and legal responsibilities – the student will be able to:	
	29.01	Identify the importance of making decisions that are based on ethical reasoning.
	29.02	Identify and discuss personal and long term consequences of unethical choices in the workplace.
30.0	Use information technology tools – the students will be able to:	
	30.01	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.

	30.02	Employ computer operations applications to access, create, manage, integrate, and store information
	30.03	Employ collaborative/groupware applications to facilitate group work.
31.0	Participate in (administrative) work-based learning experiences – the student will be able to:	
	31.01	Participate in work-based learning experiences in the administrative field.
	31.02	Discuss the use of technology in the administrative field.
	31.03	Compare and contrast the software applications used in the administrative field.
	31.04	Discuss organizational networks or charts and describe the relationships between positions and responsibilities.

Course Number: OTA0030 **Occupational Completion Point: C** **Assistant Digital Production Designer– 150 Hours – SOC Code 43-9031**	
32.0	Demonstrate proficiency in computer skills – the student will be able to:
	32.01 Identify all computer parts (e.g., RAM, ROM).
	32.02 Demonstrate an understanding of all functions of a computer.
	32.03 Utilize appropriate font management techniques (e.g., TrueType, postscript, install and remove fonts).
	32.04 Perform storage management (e.g., hard drive, DVD, CD).
	32.05 Perform maintenance of computers and peripherals.
33.0	Demonstrate knowledge of digital publishing concepts – the student will be able to:
	33.01 Identify the skills needed by a digital designer.
	33.02 Define commonly used terms in graphic communications.
	33.03 Identify characteristics of paper.
	33.04 Identify different kinds of color (e.g., spot, process).
	33.05 Identify software used in digital publishing.
	33.06 Demonstrate knowledge of copyright laws.
34.0	Perform decision-making activities – the student will be able to:
	34.01 Determine work priorities.
	34.02 Evaluate information to be used and choose relevant material.
	34.03 Determine the audience.
	34.04 Demonstrate an understanding of various advertising mediums.
	34.05 Recognize and maintain ethical standards.
35.0	Perform layout, design, and measurement activities – the student will be able to:
	35.01 Identify characteristics of type, type families, type series, and type styles.
	35.02 Assemble mechanical elements electronically.

	35.03	Prepare rough layout designs.
	35.04	Identify elements of design.
36.0	Demonstrate proficiency in digital publishing operations – the student will be able to:	
	36.01	Key with speed and accuracy to meet industry standards.
	36.02	Demonstrate core publishing skills, including creating tables, text boxes, manipulating graphics and inserting images.
	36.03	Insert and format references and captions.
	36.04	Complete projects using a variety of fonts, sizes, leading, and alignments.
	36.05	Output projects using a variety of devices (e.g., printers, image setters).
	36.06	Design with type using kerning, tracking, horizontal/vertical scale, baseline shift, etc.
	36.07	Produce projects using tables, layouts and templates.
	36.08	Produce projects using white space.
	36.09	Assemble multipage documents.
	36.10	Create documents that use master pages.
	36.11	Use a variety of styles to produce effective layouts
	36.12	Produce a document using printer and reader spreads.
	36.13	Use publishing software to create a pre-press profile.
	36.14	Produce a variety of designs using layout/paste-up software.
	36.15	Create various print and digital publications, including: business cards, letterheads, brochures, newsletters, and calendars.
	36.16	Create electronic forms.
	36.17	Assign passwords and create restrictions with portable document formats.
	36.18	Design an electronic portfolio.
37.0	Demonstrate proficiency in digital imaging processes – the student will be able to:	
	37.01	Demonstrate proper use of a scanner/ input devices/ digital camera.
	37.02	Proofread electronically and manually.

38.0	**Demonstrate proficiency in creating a simple website – the student will be able to:**
38.01	Create a webpage.
38.02	Create a simple website and use hyperlinks.
38.03	Convert publications for viewing on the Internet.
38.04	Save files in multiple formats.
38.05	Create, send and manage a survey and survey results.

Course Number: OTA0043 **Occupational Completion Point: D** **Administrative Office Specialist – 450 Hours – SOC Code 43-6011**	
39.0	Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:
	39.01 Deliver impromptu and planned speeches.
	39.02 Synthesize information from multiple speakers in a group and respond in an effective manner.
	39.03 Communicate in a multicultural setting (e.g., with people from varying international, cultural, ethnic, and racial backgrounds).
40.0	Use information to accomplish job objectives and enhance workplace performance – the student will be able to:
	40.01 Gather and compile data for supervisors and for company reports.
41.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:
	41.01 Serve as interviewer, interviewee, and liaison in public relations, civic, media, community, and employment situations.
	41.02 Train and assist others in business behavior, procedures, and skills.
	41.03 Demonstrate leadership behavior to include delegation of duties.
42.0	Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:
	42.01 Organize and conduct a meeting using parliamentary procedures.
	42.02 Perform budgeting and accounting procedures.
	42.03 Plan and arrange business functions.
	42.04 Plan and design the physical layout of an office to meet ergonomic and federal requirements.
	42.05 Analyze equipment specifications to meet required needs and make purchase recommendations.
	42.06 Maintain and utilize a resource library.
	42.07 Perform specialized office procedures.
	42.08 Identify ways to maintain an operative, professional and clean facility. Discuss need to contract services for certain needs while performing others effectively completed as a secretary or administrative assistant.
	42.09 Identify responsibilities of a landlord and discuss ways to manage maintenance needs with landlord.
43.0	Use technology to increase administrative office support productivity and enhance workplace performance – the student will be able to:
	43.01 Key with speed and accuracy to meet industry standards for employment as a secretary or administrative assistant.

	43.02	Integrate all forms of communication in the successful pursuit of a career as a secretary or administrative assistant.
44.0	Participate in (administrative office/ support) work-based learning experiences – the student will be able to:	
	44.01	Participate in work-based learning experiences in an administrative office environment.
	44.02	Discuss the use of technology in an administrative office environment.
	44.03	Compare and contrast the software applications used in an administrative office environment.
	44.04	Discuss the changing role of administrative support in today's business environment and the ways to manage stress related to these changes.
	44.05	Discuss the management/supervisory skills needed in an administrative office environment.
45.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the student will be able to:	
	45.01	Describe the nature and types of business organizations.
	45.02	Explain the effect of key organizational systems on performance, quality and excellent customer service.
	45.03	List and describe quality control systems and/or practices common to the workplace.
46.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the student will be able to:	
	46.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
	46.02	Explain emergency procedures to follow in response to workplace accidents.
	46.03	Create a disaster and/or emergency response plan.
47.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the student will be able to:	
	47.01	Employ leadership skills to accomplish organizational goals and objectives.
	47.02	Establish and maintain positive working relationships with others in order to effectively accomplish objectives and tasks.
	47.03	Conduct and participate in meetings to accomplish work tasks.
	47.04	Employ mentoring skills to inspire and teach others.
48.0	Assess the importance of professional ethics and legal responsibilities – the student will be able to:	
	48.01	Evaluate and justify decisions based on ethical reasoning.
	48.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.

	48.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
	48.04	Understand and explain written organizational policies and procedures.
49.0	Explain the importance of employability skill and entrepreneurship skills – the student will be able to:	
	49.01	Identify and demonstrate positive work behaviors needed to be employable.
	49.02	Develop personal career plan that includes goals, objectives, and strategies.
	49.03	Examine licensing, certification, and industry credentialing requirements.
	49.04	Maintain a career portfolio to document knowledge, skills, and experience.
	49.05	Evaluate and compare employment opportunities that match career goals.
	49.06	Identify and exhibit traits for retaining employment.
	49.07	Identify opportunities and research requirements for career advancement.
	49.08	Research the benefits of ongoing professional development.
	49.09	Practice employability skills using online resources to prepare for interviews in the administrative field.
50.0	Demonstrate personal money-management concepts, procedures, and strategies – the student will be able to:	
	50.01	Identify and describe the services and legal responsibilities of financial institutions.
	50.02	Describe the effect of money management on personal and career goals.
	50.03	Develop a personal budget and financial goals.
	50.04	Complete financial instruments for making deposits and withdrawals.
	50.05	Maintain financial records.
	50.06	Read and reconcile financial statements.
	50.07	Compare and contrast investment opportunities.

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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.

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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 10, Language 10, and Reading 10. 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: **Legal Administrative Specialist**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

	PSAV
Program Number	B072000
CIP Number	0522030103
Grade Level	30, 31
Standard Length	1050 hours
Teacher Certification	BUS ED 1 @2 CLERICAL @7 7 G SECRETAR 7 G STENOG @4 @ 7 TC COOP Ed @7 VOE @7
CTSO	Phi Beta Lambda BPA
SOC Codes	15-1151 – Computer User Support Specialists 43-4171 – Receptionists and Information Clerks 43-6011 – Executive Secretaries and Administrative Assistants 43-6012 – Legal Secretaries
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

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 as an Information Technology Assistant, Front Desk Specialist, Administrative Support, and Legal Administrative Specialist in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the use of technology to develop communications skills, higher level thinking skills, and decision making skills; legal terminology; the performance of office procedures specific to the legal environment; transcription of legal documents from machine dictation; the production of quality work in an efficient manner using advanced features of business software applications; research of job opportunities; and the production of high quality employment portfolios and job-seeking documents.

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 four 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 following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	OTA0040	Information Technology Assistant	150 hours	15-1151
B	OTA0041	Front Desk Specialist	300 hours	43-4171
C	OTA0042	Administrative Support	150 hours	43-6011
D	OTA0050	Legal Administrative Specialist	450 hours	43-6012

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

Information Technology Assistant (OTA0040) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 14.0 are associated with this course.

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

01.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
02.0   Develop an awareness of microprocessors and digital computers.
03.0   Demonstrate an understanding of operating systems.
04.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
05.0   Use technology to enhance communication skills utilizing presentation applications.
06.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
07.0   Use technology to enhance communication skills utilizing electronic mail.
08.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
09.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
10.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
11.0   Demonstrate competence in page design applicable to the WWW.
12.0   Develop an awareness of emerging technologies.
13.0   Develop awareness of computer languages and software applications.
14.0   Demonstrate comprehension and communication skills.
15.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations.
16.0   Demonstrate language arts knowledge and skills.
17.0   Demonstrate mathematics knowledge and skills.
18.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
19.0   Solve problems using critical thinking skills, creativity and innovation.
20.0   Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
21.0   Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
22.0   Practice quality performance in the learning environment and the workplace.
23.0   Incorporate appropriate customer service strategies to accomplish job objectives and enhance workplace performance.
24.0   Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance.
25.0   Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
26.0   Demonstrate human relations/interpersonal skills appropriate for the workplace.
27.0   Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.

28.0   Use technology to increase administrative office support productivity and enhance workplace performance.
29.0   Describe the importance of professional ethics and legal responsibilities.
30.0   Use information technology tools.
31.0   Participate in (administrative) work-based learning experiences.
32.0   Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing.
33.0   Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
34.0   Practice quality performance in the learning environment and the workplace.
35.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
36.0   Participate in work-based learning experiences.
37.0   Demonstrate and understanding of business law concepts.
38.0   Demonstrate an understanding of different types of insurance.
39.0   Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance.
40.0   Use technology to increase legal office support productivity and enhance workplace performance.
41.0   Participate in work-based learning experiences in a legal office/ administrative setting.

Florida Department of Education
Student Performance Standards

Program Title: Legal Administrative Specialist
PSAV Number: B070300

Course Number: OTA0040
Occupational Completion Point: A
Information Technology Assistant – 150 Hours – SOC Code 15-1151

Information Technology Assistant (OTA0040) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 14.0) have been placed in a separate document. To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/ITA_2016-17.rtf.

Course Number: OTA0041 **Occupational Completion Point: B** **Front Desk Specialist – 300 Hours – SOC Code 43-1011**		
15.0	Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace of performance. Apply ergonomic principles applicable to the configuration of computer workstations – the student will be able to:	
	15.01	Enhance proficiency with touch keyboarding skills (speed and accuracy to enter and manipulate data.
	15.02	Use communications and networking to perform tasks and solve problems in business environments.
16.0	Demonstrate language arts knowledge and skills – the students will be able to:	
	16.01	Locate, comprehend and evaluate key elements of oral and written information.
	16.02	Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
	16.03	Present information formally and informally for specific purposes and audiences.
17.0	Demonstrate mathematics knowledge and skills – the student will be able to:	
	17.01	Demonstrate knowledge of arithmetic operations.
	17.02	Analyze and apply data and measurements to solve problems and interpret documents.
	17.03	Construct charts/tables/graphs using functions and data.
18.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:	
	18.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
	18.02	Locate, organize and reference written information from various sources.
	18.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
	18.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
	18.05	Apply active listening skills to obtain and clarify information.
	18.06	Develop and interpret tables and charts to support written and oral communications.
	18.07	Exhibit public relations skills that aid in achieving customer satisfaction.
19.0	Solve problems using critical thinking skills, creativity and innovation – the students will be able to:	
	19.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.

	19.02	Employ critical thinking and interpersonal skills to resolve conflicts.
	19.03	Identify and document workplace performance goals and monitor progress toward those goals.
	19.04	Conduct technical research to gather information necessary for decision-making.
20.0	Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:	
	20.01	Integrate all forms of communication in the successful pursuit of an administrative career.
	20.02	Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation.
21.0	Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance – the student will be able to:	
	21.01	Discuss communication systems - cultural, organizational, technological, and interpersonal.
	21.02	Write complex business communications.
22.0	Practice quality performance in the learning environment and the workplace – the student will be able to:	
	22.01	Discuss performance evaluation methods and instruments used to assess employee progress and performance.
23.0	Incorporate appropriate customer service strategies to accomplish job objectives and enhance workplace performance – the student will be able to:	
	23.01	Develop an understanding of the integral value of a customer and practice skills to provide excellent customer service.
	23.02	Develop and implement a plan for maintaining quality service and production in a workplace, business, or learning environment.
24.0	Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:	
	24.01	Facilitate focus group discussions regarding service, supervision, and ethical considerations that impact the workplace, business, or learning environment.
	24.02	Discuss the main causes of accidents in the office and identify preventive measures.
	24.03	Discuss the role of agencies that establish and monitor health and safety standards (e.g., OSHA) and discuss standards established by these agencies.
	24.04	Discuss the responsibilities organizations have to their employees (e.g., Right to Work laws, risk management).
25.0	Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:	

	25.01	Plan ethical, political strategies to achieve goals and advance careers.
	25.02	Discuss the role and understand how to use professional networking resources, including web-based resources.
26.0	Demonstrate human relations/interpersonal skills appropriate for the workplace – the student will be able to:	
	26.01	Develop professional workplace relationship skills both internally and externally to include team building and group dynamics. Understand how individual personalities fit the team.
	26.02	Develop initiative and problem-solving skills to effectively deal with conflict resolution.
27.0	Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:	
	27.01	Apply the use of information management tools (e.g., calendars, ticklers, and schedulers) to develop and coordinate distribution of work.
	27.02	Maintain equipment and supplies.
	27.03	Perform financial functions (e.g., payroll, invoices, bank deposits, and travel vouchers).
	27.04	Have knowledge of transcription and how to prepare documents using machine dictation.
	27.05	Perform specialized records management functions.
	27.06	Determine the most efficient method to send mail (e.g., fax, email, external/internal courier systems, and U.S. Mail).
28.0	Use technology to increase administrative office support productivity and enhance workplace performance – the student will be able to:	
	28.01	Access, process, and transmit information through all mediums (e.g., fax, email, modem, Internet, and collaboration software).
	28.02	Create documents using advanced features in word processing, database, spreadsheet, presentation, and multimedia software.
	28.03	Discuss how to and where access is possible install/ download and update software for current office use.
	28.04	Use technology to research, compile, create, and deliver an oral presentation.
	28.05	Key with speed and accuracy to meet industry standards for employment as a secretary or administrative assistant.
	28.06	Perform integrated functions using various software applications.
	28.07	Perform proofreading skills including electronic reference tools.
	28.08	Identify various means to scan, store and manage electronic documents and understand how to use.
	28.09	Identify and understand various ways to hold a meeting through web conferencing.
29.0	Describe the importance of professional ethics and legal responsibilities – the student will be able to:	

	29.01	Identify the importance of making decisions that are based on ethical reasoning.
	29.02	Identify and discuss personal and long term consequences of unethical choices in the workplace.
30.0	Use information technology tools – the students will be able to:	
	30.01	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
	30.02	Employ computer operations applications to access, create, manage, integrate, and store information
	30.03	Employ collaborative/groupware applications to facilitate group work.
31.0	Participate in (administrative) work-based learning experiences – the student will be able to:	
	31.01	Participate in work-based learning experiences in the administrative field.
	31.02	Discuss the use of technology in the administrative field.
	31.03	Compare and contrast the software applications used in the administrative field.
	31.04	Discuss organizational networks or charts and describe the relationships between positions and responsibilities.

Course Number: OTA0042 **Occupational Completion Point: C** **Administrative Support – 150 Hours – SOC Code 43-6011**	
32.0	Use technology to apply and enhance communication skills in technical reading, writing, speaking, listening, and viewing – the student will be able to:
	32.01 Demonstrate an understanding of the importance of establishing and maintaining a work-related network through social contacts.
	32.02 Use appropriate etiquette and manners when communicating with people of varying cultures.
33.0	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:
	33.01 Compare and contrast the legal procedures and processes for forming and dissolving various forms of business ownership (e.g., sole proprietorship, partnership, limited partnership, joint ventures, limited partnership associations, registered partnerships having limited liability, limited liability company, corporation, and franchise).
34.0	Practice quality performance in the learning environment and the workplace – the student will be able to:
	34.01 Discuss the impact of time management practices on one's personal and professional image.
35.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:
	35.01 Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.
	35.02 Apply principles of group dynamics in structured activities.
	35.03 Exhibit a positive attitude and professional behavior.
	35.04 Participate in school, community, and/or volunteer activities.
36.0	Participate in work-based learning experiences – the student will be able to:
	36.01 Participate in work-based learning experiences in a supervisory, management, or small business environment.
	36.02 Discuss the use of technology in a supervisory, management, or small business environment.
	36.03 Compare and contrast software applications used in a supervisory, management, or small business environment.
37.0	Demonstrate an understanding of business law concepts – the student will be able to:
	37.01 Demonstrate an understanding of contractual relationships.
	37.02 Identify the elements of an enforceable contract.

37.03	Differentiate among classes of contracts (e.g., bilateral and unilateral, express and implied, oral and written).	
37.04	Explain how offer and acceptance can create contractual rights and duties.	
37.05	Determine whether an agreement is enforceable as a contract.	
37.06	Differentiate among the ways that assent can be disrupted (e.g., fraud, non-disclosure, misrepresentation, mistake, duress, undue influence).	
37.07	Define and distinguish among different types of consideration and list the exceptions to the requirements of consideration.	
37.08	Identify people who lack contractual capacity.	
37.09	Explain a minor's right to avoid a contract.	
37.10	Describe the rules that apply to the interpretation of contracts.	
37.11	Describe the rules that apply to contracts involving third parties.	
37.12	List the ways a contract can be discharged.	
37.13	Describe breach of contract and the remedies available when a contract is breached.	
37.14	Define an agency relationship and list the ways that agency relationships may be created.	
37.15	Discuss potential problems with signing employment contracts.	
37.16	Determine questions that can and cannot be asked during an employment interview.	
37.17	Determine which employees or applicants may be asked to participate in employee testing (e.g., aptitude, psychological, polygraph, and drug).	
37.18	Identify legislation that regulates employee rights (e.g., Americans with Disabilities Act, Age Discrimination in Employment Act, Family and Medical Leave Act).	
37.19	Identify legislation that regulates employment conditions (e.g., Fair Labor Standards Act, Immigration Reform and Control Act, Occupational Safety and Health Act).	
37.20	Define key terms in computer law.	
37.21	Identify circumstances under which the copyright of a computer program has been violated.	
37.22	Describe the various kinds of federal, state, territory, and province statutes designed to combat computer crime and how regulations can be used to prevent the use of computers to invade privacy.	
37.23	Describe the purposes of various consumer laws and explain their affect on the consumer's well-being.	

	37.24	Describe how local businesses can be a source of consumer assistance and identify consumer organizations, businesses, and governmental agencies that provide consumer assistance.
	37.25	Differentiate among the various types of consumer fraud and explain steps that can be taken by victims to gain redress.
	37.26	Distinguish fraudulent, misleading, and legitimate product claims and explain what the consumer should do if such claims lead to the purchase of a faulty product.
38.0	Demonstrate an understanding of different types of insurance – the student will be able to:	
	38.01	Differentiate between requirements for insurable interest for property insurance with those needed for life insurance.
	38.02	Compare and contrast the different types of life insurance (e.g., ordinary, limited payment, endowment, and term).
	38.03	Compare and contrast the different types of other insurance (e.g., property, liability, automobile, homeowners', disability, and marine).
	38.04	Compare and contrast the differences in health insurance coverage.
	38.05	Demonstrate an understanding of professional liability (i.e., malpractice) coverage.

Course Number: OTA0050	
Occupational Completion Point: D	
Legal Administrative Specialist – 450 Hours – SOC Code 43-6012	
39.0	Perform legal office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:
	39.01 Use legal terminology.
	39.02 Perform specialized legal office procedures.
	39.03 Prepare legal documents.
	39.04 Maintain and utilize a legal reference library.
	39.05 Use legal and ethical procedures in the legal office.
	39.06 Recognize the levels of the judicial system.
	39.07 Recognize usage of specialized legal software.
	39.08 Proofread to include mechanics, content, and specialized legal formats.
	39.09 Perform specialized records management functions specific to the legal field.
	39.10 Apply professional communication skills in all situations with clients and legal contacts.
	39.11 Manage time efficiently (e.g., organizational skills, prioritizing, managing interruptions, etc.).
	39.12 Understand various ways to complete electronic filing.
	39.13 Demonstrate general knowledge of rules regulating the Florida Bar at www.floridabar.org.
	39.14 Identify references for Federal and State rules of civil procedure and a general understanding of their purpose and application.
	39.15 Perform specialized legal office tasks within acceptable time frames (e.g., diarying, docketing, statute of limitations, etc.).
	39.16 Demonstrate knowledge of the rules of lawyer/client confidentiality.
	39.17 Demonstrate familiarity with different governmental agencies (e.g., Secretary of State, insurance commissioner's office, medical regulations office, etc.).
	39.18 Demonstrate knowledge of the various types of law practices found in each of the areas of law, including Business Law, Civil Law and Criminal Law; i.e. Business Law includes corporate, tax, real estate, etc.
40.0	Use technology to increase legal office support productivity and enhance workplace performance – the student will be able to:
	40.01 Transcribe legal documents.

	40.02	Key with speed and accuracy to meet industry standards for employment as a legal secretary.
	40.03	Integrate all forms of communication in the successful pursuit of a career as a legal secretary.
41.0	Participate in work-based learning experiences in a legal office/ administrative setting – the student will be able to:	
	41.01	Participate in work-based learning experiences in a legal office environment.
	41.02	Discuss the use of technology in a legal office environment.
	41.03	Compare and contrast the software applications used in a legal office environment.
	41.04	Discuss ways to respond positively to change and reduce stress in a busy legal office.
	41.05	Discuss the management/supervisory skills needed in a legal office environment.

<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.

Career and Technical Student Organization (CTSO)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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 10, Language 10, and Reading 10. 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: **Customer Assistance Technology**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

PSAV	
Program Number	B079100
CIP Number	0552041102
Grade Level	30, 31
Standard Length	450 hours
Teacher Certification	BUS ED 1 @2 CLERICAL @7 7 G SECRETAR 7 G TC COOP ED @7 VOE @7
CTSO	Phi Beta Lambda BPA
SOC Codes	15-1151 – Computer User Support Specialists 43-4051 – Customer Service Representatives
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

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 such as Customer Care Representative, and Customer Care Specialist in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the development of interpersonal, communications, conflict resolution, leadership, decision making, problem solving, supervisory, and employability skills; diversity awareness; telephone techniques; and technical applications in the customer care environment.

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

<u>**Program Structure**</u>

This program is a planned sequence of instruction consisting of three 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 following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	OTA0040	Information Technology Assistant	150 hours	15-1151
B	MNA0083	Customer Care Representative	150 hours	43-4051
C	MNA0086	Customer Care Specialist	150 hours	43-4051

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

Information Technology Assistant (OTA0040) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 14.0 are associated with this course.

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

01.0   Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
02.0   Develop an awareness of microprocessors and digital computers.
03.0   Demonstrate an understanding of operating systems.
04.0   Use technology to enhance the effectiveness of communication skills utilizing word processing applications.
05.0   Use technology to enhance communication skills utilizing presentation applications.
06.0   Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications.
07.0   Use technology to enhance communication skills utilizing electronic mail.
08.0   Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
09.0   Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
10.0   Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
11.0   Demonstrate competence in page design applicable to the WWW.
12.0   Develop an awareness of emerging technologies.
13.0   Develop awareness of computer languages and software applications.
14.0   Demonstrate comprehension and communication skills.
15.0   Demonstrate language arts knowledge and skills.
16.0   Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
17.0   Demonstrate procedures for customer care.
18.0   Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
19.0   Demonstrate mathematics knowledge and skills.
20.0   Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
21.0   Participate in work-based learning experiences.
22.0   Demonstrate human relations and interpersonal skills necessary for customer care services.
23.0   Perform problem-solving activities relevant to customer care services.
24.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
25.0   Develop telephone skills and techniques relevant to customer care services.
26.0   Demonstrate an understanding of global concepts relevant to customer care services.
27.0   Perform technology applications relevant to customer care services.
28.0   Explain the importance of employability skill and entrepreneurship skills.
29.0   Describe the importance of professional ethics and legal responsibilities.

30.0 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
31.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
32.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
33.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals
34.0 Participate in work-based learning experiences.
35.0 Demonstrate human relations and interpersonal skills necessary for customer care services.
36.0 Perform problem solving activities relevant to customer care services.
37.0 Develop telephone skills and techniques relevant to customer care services.
38.0 Perform technology applications relevant to customer care services.
39.0 Use information technology tools.
40.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
41.0 Solve problems using critical thinking skills, creativity and innovation.
42.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
43.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
44.0 Demonstrate personal money-management concepts, procedures, and strategies.

Florida Department of Education
Student Performance Standards

Program Title: **Customer Assistance Technology**
PSAV Number: **B079100**

Course Number: OTA0040
Occupational Completion Point: A
Information Technology Assistant – 150 Hours – SOC Code 15-1151

Information Technology Assistant (OTA0040) is part of several programs across the various CTE career clusters. To ensure consistency, the standards and benchmarks for this course (01.0 – 14.0) have been placed in a separate document.   To access this document, visit: http://www.fldoe.org/core/fileparse.php/9943/urlt/ITA_2016-17.rtf.

Course Number: MNA0083 **Occupational Completion Point: B** **Customer Care Representative – 150 Hours – SOC Code 43-4051**	
15.0	Demonstrate language arts skills and knowledge – the student will be able to:
	15.01 Locate, comprehend and evaluate key elements of oral and written communication.
	15.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
	15.03 Present information formally and informally for specific purposes and audiences.
16.0	Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:
	16.01 Discuss the communication process, including filters and miscommunication.
	16.02 Communicate in a multicultural setting (e.g., with people from varying international, cultural, ethnic, and racial backgrounds).
	16.03 Express ideas in a positive and confident manner.
	16.04 Project a positive and caring telephone voice.
	16.05 Develop listening skills to determine customer needs.
	16.06 Practice inflection, volume, clarity, intensity, and paraphrasing.
	16.07 Use correct grammar and diction.
	16.08 Demonstrate writing skills.
	16.09 Demonstrate probing skills. Practice questioning skills, including open and close ended questions.
	16.10 Use terminology specific to the customer care services environment.
	16.11 Access reference materials.
17.0	Demonstrate procedures for customer care--The student will be able to:
	17.01 Practice greeting the customer and using sales techniques.
	17.02 Use the call handling process.
	17.03 Practice putting a customer on hold and transferring a call.
	17.04 Demonstrate and explore conflict resolution and de-escalation techniques.
	17.05 Provide a status report.

	17.06 Practice closing a call.
18.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance – the student will be able to:
	18.01 Apply appropriate mathematical processes relevant to the customer care services industry.
	18.02 Demonstrate knowledge of basic bookkeeping principles.
	18.03 Demonstrate proficiency using a ten-key pad.
	18.04 Reconcile reports.
	18.05 Recognize different types of customer numerical data.
19.0	Demonstrate mathematics knowledge and skills – the student will be able to:
	19.01 Demonstrate knowledge of arithmetic operations.
	19.02 Analyze and apply data and measurements to solve problems and interpret documents.
	19.03 Construct charts/tables/graphs using functions and data.
20.0	Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:
	20.01 Develop an employability plan related to job requirements and career expectations in the customer care services industry.
21.0	Participate in work-based learning experiences – the student will be able to:
	21.01 Participate in work-based learning experiences in a customer care services environment.
	21.02 Discuss the use of technology in a customer care services environment.
22.0	Demonstrate human relations and interpersonal skills necessary for customer care services – the student will be able to:
	22.01 Demonstrate an understanding of the importance of human relations in business.
	22.02 Exhibit the ability to get along with others and work as a member of a team.
	22.03 Communicate a positive image.
	22.04 Use effective time management skills.
	22.05 Demonstrate the ability to work with stressful situations.
	22.06 Exhibit a professional image.
	22.07 Demonstrate ethical standards of behavior.

	22.08	Demonstrate the ethical use of customer profiles.
	22.09	Demonstrate initiative, courtesy, loyalty, honesty, and punctuality.
	22.10	Demonstrate flexibility on the job.
	22.11	Adhere to company policies and procedures.
	22.12	Demonstrate knowledge of right to privacy issues.
23.0	Perform problem solving activities relevant to customer care services – the student will be able to:	
	23.01	Apply problem solving techniques when dealing with customers.
	23.02	Develop techniques to resolve conflicts.
	23.03	Determine service breakdowns.
	23.04	Apply service recovery techniques.
	23.05	Apply service recovery breakdowns.
	23.06	Describe quality assurance practices.
24.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the student will be able to:	
	24.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
	24.02	Locate, organize and reference written information from various sources.
	24.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
	24.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
	24.05	Apply active listening skills to obtain and clarify information.
	24.06	Develop and interpret tables and charts to support written and oral communications.
	24.07	Exhibit public relations skills that aid in achieving customer satisfaction.
25.0	Develop telephone skills and techniques relevant to customer care services – the student will be able to:	
	25.01	Log in and out of a phone system. Practice logging incidents and service requirements.
	25.02	Apply call center vocabulary and practice using a common language.
	25.03	Listen and input information simultaneously.

25.04	Identify different types of call centers.
25.05	Use the telephone to gather customer information.
26.0	**Demonstrate an understanding of global concepts relevant to customer care services – the student will be able to:**
26.01	Demonstrate an understanding of and respect for diversity in the workplace.
26.02	Apply knowledge of the global economy.
26.03	Apply knowledge of domestic and international time zones.
26.04	Demonstrate an understanding of gender, age, disability, and cultural courtesy.
26.05	Demonstrate an understanding of geography.
27.0	**Perform technology applications relevant to customer care services – the student will be able to:**
27.01	Keyboard by touch while communicating with customers.
27.02	Compose and retrieve e-mail messages.
27.03	Compose and retrieve voice mail messages.
27.04	Practice using tonality in communication and apply professionalism in written documentation.
27.05	Operate industry specific software.
27.06	Perform data entry operations.
27.07	Obtain and transmit customer information.
27.08	Perform basic computer operations.
27.09	Operate databases.
27.10	Access on-line help.
27.11	Use techniques to protect confidential messages that are transmitted electronically.
27.12	Access and add to existing electronic files.
28.0	**Explain the importance of employability skill and entrepreneurship skills – the student will be able to:**
28.01	Identify and demonstrate positive work behaviors needed to be employable.
28.02	Develop personal career plan that includes goals, objectives, and strategies.

	28.03	Examine licensing, certification, and industry credentialing requirements.
	28.04	Maintain a career portfolio to document knowledge, skills, and experience.
	28.05	Evaluate and compare employment opportunities that match career goals.
	28.06	Identify and exhibit traits for retaining employment.
	28.07	Identify opportunities and research requirements for career advancement.
	28.08	Research the benefits of ongoing professional development.
	28.09	Examine and describe entrepreneurship opportunities as a career planning option.
29.0	Describe the importance of professional ethics and legal responsibilities – the student will be able to:	
	29.01	Evaluate and justify decisions based on ethical reasoning.
	29.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
	29.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
	29.04	Interpret and explain written organizational policies and procedures.

Course Number: MNA0086 **Occupational Completion Point: C** **Customer Care Specialist – 150 Hours – SOC Code 43-4051**	
30.0	Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:
	30.01 Apply communication skills when monitoring the team.
	30.02 Compose reports.
	30.03 Exchange ideas in formal and informal settings.
31.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:
	31.01 Develop goals for customer care representatives.
	31.02 Coach and mentor customer care representatives.
	31.03 Assure productivity.
	31.04 Organize teams.
	31.05 Motivate teams.
	31.06 Oversee quality assurance in the delivery of services.
	31.07 Encourage team members to demonstrate initiative, courtesy, loyalty, honesty, and punctuality.
32.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance – the student will be able to:
	32.01 Apply appropriate mathematical processes relevant to the customer care services industry.
	32.02 Demonstrate proficiency using a ten-key pad.
	32.03 Reconcile reports.
	32.04 Recognize different types of customer numerical data.
	32.05 Apply basic bookkeeping principles.
	32.06 Interpret charts and graphs.
	32.07 Forecast, schedule, and track data.
33.0	Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:
	33.01 Develop an employability plan related to job requirements and career expectations in the customer care services industry.

34.0	Participate in work-based learning experiences – the student will be able to:	
	34.01	Participate in work-based learning experiences in a customer care services environment.
	34.02	Compare and contrast the software applications used in a customer care services environment.
	34.03	Discuss the supervisory/management skills needed in a customer care services environment.
35.0	Demonstrate human relations and interpersonal skills necessary for customer care services – the student will be able to:	
	35.01	Demonstrate the skills necessary for advancement in the customer care services industry.
	35.02	Manage stress.
	35.03	Provide service to diverse groups.
	35.04	Apply courtesy within a diverse workplace.
	35.05	Apply courtesy within the customer base.
	35.06	Implement company policies and procedures.
	35.07	Prepare work schedules for a call center/department.
36.0	Perform problem solving activities relevant to customer care services – the student will be able to:	
	36.01	Apply problem solving techniques when dealing with the team.
	36.02	Track service breakdowns.
37.0	Develop telephone skills and techniques relevant to customer care services – the student will be able to:	
	37.01	Demonstrate an understanding of automated call distribution technology components.
	37.02	Operate automated call distribution technology.
	37.03	Monitor automated call distribution technology.
38.0	Perform technology applications relevant to customer care services – the student will be able to:	
	38.01	Operate spreadsheet software.
	38.02	Access and research the Internet.
	38.03	Analyze situations in which technology can positively and negatively impact customer service.
	38.04	Implement techniques to protect confidential messages that are transmitted via technology.

	38.05 Read and correctly interpret data using call center statistical software.
39.0	Use information technology tools – the student will be able to:
	39.01 Use personal information management (PIM) applications to increase workplace efficiency.
	39.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, e-mail, and internet applications.
	39.03 Employ computer operations applications to access, create, manage, integrate, and store information.
	39.04 Employ collaborative/groupware applications to facilitate group work.
40.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the student 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	Solve problems using critical thinking skills, creativity and innovation – the student will be able to:
	41.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.
	41.02 Employ critical thinking and interpersonal skills to resolve conflicts.
	41.03 Identify and documents workplace performance goals and monitor progress toward those goals.
	41.04 Conduct technical research to gather information necessary for decision-making.
42.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the student will be able to:
	42.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
	42.02 Explain emergency procedures to follow in response to workplace accidents.
	42.03 Create a disaster and/or emergency response plan.
43.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the student will be able to:
	43.01 Describe the nature and types of business organizations.
	43.02 Explain the effect of key organizational systems on performance and quality.

	43.03	List and describe quality control systems and/or practices common to the workplace.
	43.04	Explain the impact of the global economy on business organizations.
44.0	Demonstrate personal money-management concepts, procedures and strategies – the student will be able to:	
	44.01	Identify and describe the services and legal responsibilities of financial institutions.
	44.02	Describe the effect of money management on personal and career goals.
	44.03	Develop a personal budget and financial goals.
	44.04	Complete financial instruments for making deposits and withdrawals.
	44.05	Maintain financial records.
	44.06	Read and reconcile financial statements.
	44.07	Research, compare and contrast investment opportunities.

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)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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 9, Language 9, and Reading 9. 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: **Business Cooperative Education Organization and Managemen**t
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

PSAV	
Program Number	B079998
CIP Number	05079999OM
Grade Level	30, 31
Standard Length	Multiple hours
Teacher Certification	ANY BUS ED w/TC COOP ED E G BUS ED 1 @2 TC COOP ED @7 VOE @7
CTSO	Phi Beta Lambda BPA
SOC Codes	Varies
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	N/A

Purpose

This course provides Business Cooperative Education students with a common class that can be used to reinforce and provide additional competencies in their selected Business Technology Education Program.

This course may be taken only by a student who is enrolled in the BCE - OJT course. A student may earn multiple credits in this course.

The content includes but is not limited to maintaining job related forms and instruction in subjects related to the specific job that the student is performing.

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 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 following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
*	B079998	Business Cooperative Education Organization and Management	multiple hours	*

The OCP and SOC Codes recorded for this course vary according to the originating program.

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 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
02.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
03.0 Practice quality performance in the learning environment and the workplace.
04.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
05.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
06.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
07.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
08.0 Demonstrate human relations/interpersonal skills appropriate for the workplace.
09.0 Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance.

Florida Department of Education
Student Performance Standards

Program Title: **Business Cooperative Education Organization and Management**
PSAV Number: **B079998**

Course Number: B079998 **Occupational Completion Point: Varies** **Business Cooperative Education Organization and Management – Multiple Hours – SOC Code Varies**	
01.0	Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels – the student will be able to:
	01.01 Function as a team member and participate in group discussions to identify and resolve problems.
	01.02 Organize and lead discussions.
	01.03 Use appropriate etiquette and manners when communicating with people of varying cultures.
02.0	Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance – the student will be able to:
	02.01 Demonstrate effective and efficient use of a variety of telephone features and equipment for business communications.
03.0	Practice quality performance in the learning environment and the workplace – the student will be able to:
	03.01 Apply appropriate organizational skills to manage time and resources.
	03.02 Demonstrate job performance skills in the chosen occupation.
	03.03 Demonstrate increasingly higher levels of productivity in the chosen occupation.
	03.04 Perform tasks as outlined in the OJT training plan.
	03.05 Maintain appropriate OJT records (e.g., training agreement, training plan, time cards, employer forms).
04.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:
	04.01 Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.
	04.02 Follow accepted rules, regulations, policies, and workplace safety.
	04.03 Apply decision-making processes to business applications.
	04.04 Demonstrate good work habits.

	04.05	Determine priorities for assigned tasks.
	04.06	Determine appropriate actions to take in chain of command situations.
	04.07	Demonstrate knowledge of parliamentary procedure (e.g., Robert's Rules of Order).
	04.08	Participate in Future Business Leaders of America/Phi Beta Lambda activities.
05.0		Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace and to accomplish job objectives and enhance workplace performance – the student will be able to:
	05.01	Apply appropriate mathematical processes to complete personal finance activities (e.g., maintain a checking account, reconcile a bank statement, prepare income tax forms).
06.0		Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:
	06.01	Analyze school and work evaluation to assess strengths, weaknesses, and areas for improvement.
07.0		Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals – the student will be able to:
	07.01	Demonstrate job seeking skills required for entry-level employment (e.g., resume, application, interview, follow up).
	07.02	Refine and implement a plan to facilitate personal growth and skill development related to anticipated job requirements and career expectations.
	07.03	Create and use a portfolio in a job search process.
	07.04	Model behavior that contributes to a successful interview.
08.0		Demonstrate human relations/interpersonal skills appropriate for the workplace – the student will be able to:
	08.01	Accept constructive criticism.
	08.02	Develop professional workplace relationship skills both internally and externally to include team building, group dynamics, and conflict resolution.
	08.03	Practice appropriate interpersonal skills working with and for others.
09.0		Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:
	09.01	Perform office tasks (e.g., filing and records management, scheduling, reprographics, mail handling).

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)

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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.

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.

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

Course Title: **Business Cooperative Education - OJT**
Course Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

PSAV – Cooperative Education - OJT	
Course Number	B079999
CIP Number	05079999CP
Grade Level	30, 31
Standard Length	Multiple hours
Teacher Certification	ANY BUSINESS ED G ANY BUSINESS ED w/TC COOP ED E G BUS ED 1 @2 TC COOP ED @7 VOE @7
CTSO	Phi Beta Lambda BPA
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 Business Management and Administration 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 Business Management and Administration 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.

Business Cooperative 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: **Business Cooperative Education OJT**
PSAV Number: **B079999**

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.

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.

Career and Technical Student Organization (CTSO)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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: **Court Reporting Transcriptionist**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

PSAV	
Program Number	B600100
CIP Number	0522030311
Grade Level	30, 31
Standard Length	750 hours
Teacher Certification	BUS ED 1 @2 SECRETAR 7 G TC COOP ED @7 VOE @7
CTSO	Phi Beta Lambda BPA
SOC Codes	23-2091 – Court Reporters
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 10 Language: 12 Reading: 12

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 such as court reporters, scopists, and transcriptionists in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to using the steno writer to record examination proceedings, testimony, judicial opinion, judge's charge to jury, judgment or sentence of court, or other proceedings. Instruction includes specialized terminology and procedures used in the legal, medical, industry, insurance, and governmental fields as well as skills for recording multiple-voice. The content prepares persons to use machine shorthand to record speakers in addition to the preparation of transcripts. Concepts of legal, medical, and related industries are included in this program so that students may function effectively.

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 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	OTA0039	Court Reporting Fundamentals	150 hours	23-2091
	OTA0044	Court Reporting Transcriptionist I	150 hours	
	OTA0045	Court Reporting Transcriptionist II	300 hours	
	OTA0046	Court Reporting Transcriptionist III	150 hours	

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 e-mail activities.
02.0   Use computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
03.0   Demonstrate knowledge of legal principles and terminology.
04.0   Demonstrate employability skills.
05.0   Demonstrate mathematics knowledge and skills.
06.0   Demonstrate language arts knowledge and skills.
07.0   Demonstrate comprehension and communication skills.
08.0   Perform electronic steno writer shorthand skills.
09.0   Demonstrate knowledge of computer/information systems.
10.0   Perform electronic steno writer shorthand skills.
11.0   Perform oral and written communication activities.
12.0   Demonstrate knowledge of computer/information systems.
13.0   Demonstrate employability skills.
14.0   Perform steno writer shorthand skills.
15.0   Perform oral and written communication activities.
16.0   Demonstrate knowledge of computer/information systems.
17.0   Participate in work-based learning activities.

Florida Department of Education
Student Performance Standards

Program Title: **Court Reporting Transcriptionist**
PSAV Number: **B600100**

Course Number: OTA0039 **Occupational Completion Point: A** **Court Reporting Fundamentals – 150 Hours – SOC Code 23-2091**	
01.0	Perform e-mail activities – the student will be able to:
	01.01 Describe and perform e-mail capabilities and functions. Create and send messages, manage signature and automated messages. Save, send, schedule, and manage junk mail, e-mail and spam. Configure message sensitivity, security and delivery options.
	01.02 Use the Internet to perform e-mail activities, including: attaching external files, saving e-mail attachments, viewing mailbox details, establishing appointments, creating contact groups, and sending a meeting to a contact group to communicate in the workplace.
	01.03 Manage tasks and organize information.
02.0	Use computer networks, internet and online databases to facilitate collaborative or individual learning and communication – the student will be able to:
	02.01 Demonstrate how to connect to the Internet and use appropriate Internet protocol.
	02.02 Demonstrate proficiency using basic features of GUI browsers, including: bookmarks, basic configurations, e-mail configurations, and address books.
	02.03 Configure appropriate browser security configurations.
	02.04 Demonstrate proficiency using search engines and search tools.
03.0	Demonstrate knowledge of legal principles and terminology – the student will be able to:
	03.01 Research basic legal terms
	03.02 Identify and define legal and Latin terminologies.
	03.03 Identify basic legal concepts including civil and criminal law.
	03.04 Explain the various court systems.
	03.05 Explain the judicial system, including discovery, trial, hearings, administrative, and appellate processes.
	03.06 Explain the legislative, executive, and governmental processes.

	03.07	Demonstrate knowledge of various methods of researching legal citations including the use of current technology.
04.0	**Demonstrate employability skills - the student will be able to:**	
	04.01	Complete application forms.
	04.02	Compose and create resumes.
	04.03	Compose and create application letters.
	04.04	Demonstrate appropriate job interview skills.
	04.05	Demonstrate appropriate dress and grooming.
	04.06	Conduct a job search.
	04.07	Identify documents which may be required when applying for a job interview.
	04.08	Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other employees.
	04.09	Identify and demonstrate acceptable work habits.
	04.10	Demonstrate knowledge of how to make job changes appropriately.
	04.11	Demonstrate knowledge of the "Florida Right-To-Know Law" as recorded in Florida Statutes Chapter 442.
05.0	**Demonstrate mathematics knowledge and skills – the student will be able to:**	
	05.01	Demonstrate knowledge of arithmetic operations.
	05.02	Perform mathematical calculations on the calculator and/or computer.
06.0	**Demonstrate language arts knowledge and skills – the student will be able to:**	
	06.01	Locate, comprehend and evaluate key elements of oral and written information.
07.0	**Demonstrate basic steno writer skills – the student will be able to:**	
	07.01	Demonstrate basic steno writer skills.

Course Number: OTA0044 **Occupational Completion Point: A** **Court Reporting Transcriptionist I – 150 Hours – SOC Code 23-2091**		
08.0	Demonstrate comprehension and communication skills – the student will be able to:	
	08.01	Read and comprehend technical and non-technical reading assignments related to course content, including, books, magazines and electronic sources.
	08.02	Use appropriate vocabulary.
09.0	Perform electronic steno writer shorthand skills – the student will be able to:	
	09.01	Write the spoken word contained for the assigned realtime translation theory lessons with punctuation with speed and accuracy on an electronic steno writer.
	09.02	Read from steno notes, computer screens, or steno writers distinctly and with authority.
	09.03	Use proper spelling in all dictations.
	09.04	Analyze shorthand notes and transcription techniques.
	09.05	Continue development of speed and accuracy writing realtime translation theory on an electronic steno writer.
10.0	Demonstrate knowledge of computer/information systems – the student will be able to:	
	10.01	Perform care and maintenance of basic computer hardware
	10.02	Install and remove software from a computer
	10.03	Setup a real-time system.

Course Number: OTA0045 **Occupational Completion Point: A** **Court Reporting Transcriptionist II – 300 Hours – SOC Code 23-2091**	
11.0	Perform electronic steno writer shorthand skills – the student will be able to:
	11.01 Write the spoken word contained for the assigned realtime translation theory lessons with punctuation with speed and accuracy on an electronic steno writer.
	11.02 Read from plated and student's own steno notes, computer screens, or steno writers distinctly and with authority.
	11.03 Use proper spelling in all dictations.
	11.04 Analyze shorthand notes and transcription techniques.
	11.05 Continue development of speed and accuracy writing realtime translation theory on an electronic steno writer.
12.0	Perform oral and written communication activities – the student will be able to:
	12.01 Apply rules of English grammar, spelling, punctuation, and capitalization to sentences, paragraphs, compositions, and transcripts.
	12.02 Use appropriate vocabulary.
13.0	Demonstrate knowledge of computer/information systems – the student will be able to:
	13.01 Demonstrate proficiency of a computer-aided transcription (CAT) system.
	13.02 Perform data and dictionary archival.

Course Number: OTA0046 Occupational Completion Point: A Court Reporting Transcriptionist III – 150 Hours – SOC Code 23-2091

14.0	Perform steno writer shorthand skills – the student will be able to:
	14.01 Write the spoken word contained for the assigned realtime translation theory lessons with punctuation with speed and accuracy on an electronic steno writer.
	14.02 Read from plated and student's own steno notes, computer screens, or steno writers distinctly and with authority.
	14.03 Analyze shorthand notes and transcription techniques.
	14.04 Continue development of speed and accuracy writing realtime translation theory on an electronic steno writer.
15.0	Perform oral and written communication activities – the student will be able to:
	15.01 Apply rules of English grammar, spelling, punctuation, and capitalization to sentences, paragraphs, compositions, and transcripts.
	15.02 Use appropriate vocabulary.
16.0	Demonstrate knowledge of computer/information systems – the student will be able to:
	16.01 Assume the role of the Court Reporting Transcriptionist in the production of documents.
	16.02 Demonstrate basic proficiency of a computer-aided transcription (CAT) system.
	16.03 Perform data and dictionary archival.
17.0	Participate in work-based learning activities – the student will be able to:
	17.01 Participate in work-based learning experiences as a Court Reporting Transcriptionist.
	17.02 Identify appropriate reference sources used in transcript preparation including the Internet and the CR forum.

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)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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 10, Language 12, and Reading 12. 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: **Court Reporting 2**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

	PSAV
Program Number	B700600
CIP Number	0522030305
Grade Level	30, 31
Standard Length	600 hours
Teacher Certification	BUS ED 1 @2 SECRETAR 7 G STENOG @4 @7 TC COOP ED @ 7 VOE @7
CTSO	Phi Beta Lambda, BPA
SOC Codes	23-2091 – Court Reporters
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 10 Language: 12 Reading: 12

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 such as court reporters, scopists, and transcriptionists in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to using the stenowriter to record examination proceedings, testimony, judicial opinion, judge's charge to jury, judgment or sentence of court, or other proceedings. Instruction includes specialized terminology and procedures used in the legal, medical, industry, insurance, and governmental fields as well as skills for recording multiple-voice. The content prepares persons to use machine shorthand

to record speakers in addition to the preparation of transcripts. Concepts of legal, medical, and related industries are included in this program so that students may function effectively.

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 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 following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	OTA0047	Court Reporting Scopist I	600 hours	23-2091

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 electronic steno writer shorthand skills.
02.0   Demonstrate knowledge of computer operating systems.
03.0   Demonstrate proficiency of a computer-aided transcription (CAT) system.
04.0   Demonstrate knowledge of legal principles and terminology.

Florida Department of Education
Student Performance Standards

Program Title: **Court Reporting 2**
PSAV Number: **B700600**

Course Number: OTA0047
Occupational Completion Point: A
Court Reporting Scopist I – 600 Hours – SOC Code 23-2091

01.0	Perform electronic steno writer shorthand skills – the student will be able to:
	01.01 Write and transcribe tests at incremental speeds on unfamiliar material in literary, jury charge, and 2-voice testimony.
	01.02 Write punctuation on the electronic steno writer by means of a realtime translation theory to punctuate and format transcriptions correctly.
	01.03 Read distinctly and with authority dictated material from steno notes or from realtime screens, quickly locating portions to be read, maintaining composure while reading.
	01.04 Analyze shorthand notes and transcription techniques.
	01.05 Continue development of speed and accuracy.
02.0	Demonstrate knowledge of computer operating systems – the student will be able to:
	02.01 Perform care and maintenance of basic computer hardware and setup of a real-time system.
	02.02 Create files in various formats such as ASCII or RTF, and transfer to other media, e.g. CD, disk, jump, zip drive, or other state-of-the-art media format.
	02.03 Use appropriate computer terminology.
03.0	Demonstrate proficiency of a computer-aided transcription (CAT) system – the student will be able to:
	03.01 Demonstrate understanding of computer-aided transcription terminology.
	03.02 Correctly format two-voice testimony.
	03.03 Correctly write colloquy symbols on their shorthand machines and correctly format three- and four-voice testimony.
	03.04 Proofread transcripts and documents.
	03.05 Produce a transcript, which includes reading, translating, editing, printing, and using parentheticals and template/layout files.
	03.06 Dictionary management to include creating job dictionaries, loading job dictionaries in proper sequence, editing of dictionary entries, adding new entries, and archival of dictionary files.

	03.07	Produce a complete and accurate transcript of at least ten pages on a computer-aided transcription (CAT) system from the student's own stenographic notes, which includes: title page, index, jury charge (if applicable), direct and cross-examination, parentheticals, colloquy, and signature page.
04.0	Demonstrate knowledge of legal principles and terminology – the student will be able to:	
	04.01	Use appropriate legal terminology.
	04.02	Transcribe legal material dictated live or from audio and/or video recordings.

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)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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: 10, Language 12, and Reading 12. 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.

<u>Accommodations</u>

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: **Court Reporting 3**
Program Type: **Career Preparatory**
Career Cluster: **Business Management and Administration**

PSAV	
Program Number	B700700
CIP Number	0522030306
Grade Level	30, 31
Standard Length	1500 hours
Teacher Certification	BUS ED 1 @2 SECRETAR 7 G STENOG @4 @7 TC COOP ED @ 7 VOE @7
CTSO	Phi Beta Lambda, BPA
SOC Codes	23-2091 – Court Reporters
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 10 Language: 12 Reading: 12

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 such as court reporters, scopists, and transcriptionists in the Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to using the stenowriter to record examination proceedings, testimony, judicial opinion, judge's charge to jury, judgment or sentence of court, or other proceedings. Instruction includes specialized terminology and procedures used in the legal, medical, industry, insurance, and governmental fields as well as skills for recording multiple-voice. The content prepares persons to use machine shorthand

to record speakers in addition to the preparation of transcripts. Concepts of legal, medical, and related industries are included in this program so that students may function effectively.

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 following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	OTA0048	Court Reporter 1	375 hours	23-2091
	OTA0049	Court Reporter 2	375 hours	
	OTA0051	Court Reporter 3	375 hours	
B	OTA0052	Court Reporter 4	375 hours	23-2091

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 steno writer shorthand skills.
02.0   Perform oral and written communication activities.
03.0   Demonstrate knowledge of medical terminology.
04.0   Demonstrate proficiency of a computer-aided transcription (CAT) system.
05.0   Participate in work-based learning activities.
06.0   Perform steno writer shorthand skills.
07.0   Perform oral and written communication activities.
08.0   Demonstrate knowledge of legal principles and terminology.
09.0   Demonstrate proficiency of a computer-aided transcription (CAT) system.
10.0   Participate in work-based learning activities.
11.0   Perform steno writer shorthand skills.
12.0   Perform oral and written communication activities.
13.0   Demonstrate proficiency of a computer-aided transcription (CAT) system.
14.0   Demonstrate knowledge of court reporting procedures.
15.0   Demonstrate employability and entrepreneurship skills.
16.0   Demonstrate personal money-management concepts, procedures, and strategies.
17.0   Participate in work-based learning activities.
18.0   Perform steno writer shorthand skills.
19.0   Participate in work-based learning activities.
20.0   Demonstrate professional ethics and legal responsibilities.
21.0   Prepare for court reporter certification.

Florida Department of Education
Student Performance Standards

Program Title: **Court Reporting 3**
PSAV Number: **B700700**

Prior to enrolling in this course, it is recommended that students complete Court Reporting 2 (B700600) or demonstrate mastery of the appropriate competencies. After completing the following additional competencies and those listed in courses OTA0049 and OTA0051, the student will have achieved Occupational Completion Point A. After completing the additional competencies in OTA0052, the student will have achieved Occupational Completion Point B, Court Reporter, SOC Code 23-2091, and the student will be able to:

Course Number: OTA0048 Occupational Completion Point: A Court Reporter 1 – 375 Hours – SOC Code 23-2091
01.0   Perform electronic steno writer shorthand skills – the student will be able to:
01.01   Pass at least one, five-minute machine shorthand evaluation with at least 95 percent accuracy dictated at a minimum of 120 wpm on literary material.
01.02   Pass at least one, five-minute machine shorthand evaluation with at least 95 percent accuracy dictated at a minimum of 120 wpm on two-voice testimony material.
01.03   Pass at least one, five-minute machine shorthand evaluation with at least 95 percent accuracy dictated at a minimum of 120 wpm on jury charge material.
01.04   Develop the ability to write punctuation on the shorthand machine and to punctuate and format transcriptions correctly.
01.05   Develop speed and proficiency in two-voice testimony, and correctly format two-voice testimony.
01.06   Correctly write colloquy symbols on their electronic steno writer and correctly format three- and four-voice testimony.
01.07   Develop skill, speed, and proficiency on legal opinion and jury charge material.
01.08   Develop and apply legal vocabulary.
01.09   Continue building speed on literary material, including topics in current events.
01.10   Use proper spelling in all dictations.
01.11   Read distinctly and with authority dictated material from steno notes or from realtime screens, quickly locating portions to be read, maintaining composure while reading.
01.12   Analyze shorthand notes and transcription techniques.
02.0   Perform oral and written communication activities – the student will be able to:

	02.01	Apply rules of English grammar, spelling, punctuation, and capitalization to sentences, paragraphs, compositions, and transcripts.
03.0	Demonstrate knowledge of medical terminology – the student will be able to:	
	03.01	Identify the musculoskeletal system and the other body systems and functions.
	03.02	Identify and spell medical terms including prefixes, root words, and suffixes.
	03.03	Identify and spell mental and physical diseases, psychological terms, and drugs.
	03.04	Use appropriate medical reference sources.
	03.05	Transcribe medical material dictated live or from audio and/or video recordings.
04.0	Demonstrate proficiency of a computer-aided transcription (CAT) system – the student will be able to:	
	04.01	Create files in various formats such as ASCII or RTF, and transfer to other media, e.g. CD, disk, jump, zip drive, or other state-of-the-art media format.
	04.02	Perform dictionary management to include creating job dictionaries, loading job dictionaries in proper sequence, editing of dictionary entries, adding new entries, and archival of jobs and dictionary files.
05.0	Participate in work-based learning activities – the student will be able to:	
	05.01	Participate in work-based learning experiences as a Court Reporter.

Course Number: OTA0049
Occupational Completion Point: A
Court Reporter 2 – 375 Hours – SOC Code 23-2091

06.0	Perform steno writer shorthand skills – the student will be able to:	
	06.01	Pass at least one, five-minute machine shorthand evaluation with at least 95 percent accuracy dictated at a minimum of 160 wpm on literary material.
	06.02	Pass at least one, five-minute machine shorthand evaluation with at least 95 percent accuracy dictated at a minimum of 160 wpm on two-voice testimony material.
	06.03	Pass at least one, five-minute machine shorthand evaluation with at least 95 percent accuracy dictated at a minimum of 160 wpm on jury charge material.
	06.04	Develop the ability to write punctuation on the shorthand machine and to punctuate and format transcriptions correctly.
	06.05	Develop speed and proficiency in two-voice testimony, and correctly format two-voice testimony.
	06.06	Correctly write colloquy symbols on their electronic steno writer and correctly format three- and four-voice testimony.
	06.07	Develop skill, speed, and proficiency of speed building in legal opinion and jury charge.
	06.08	Continue building speed on literary material, including topics in current events.

	06.09	Read distinctly and with authority dictated material from steno notes or from realtime screens, quickly locating portions to be read, maintaining composure while reading.
	06.10	Analyze shorthand notes and transcription techniques.
07.0	Perform oral and written communication activities – the student will be able to:	
	07.01	Apply rules of English grammar, spelling, punctuation, and capitalization to sentences, paragraphs, compositions, and transcripts.
08.0	Demonstrate knowledge of legal principles and terminology – the student will be able to:	
	08.01	Develop and apply legal vocabulary.
09.0	Demonstrate proficiency of a computer-aided transcription (CAT) system – the student will be able to:	
	09.01	Create and archive files in various formats such as ASCII or RTF, and transfer to other media, e.g. CD, disk, jump, zip drive, or other state-of-the-art media format.
	09.02	Perform dictionary management to include creating job dictionaries, loading job dictionaries in proper sequence, editing of dictionary entries, adding new entries, and archival of jobs and dictionary files.
10.0	Participate in work-based learning activities – the student will be able to:	
	10.01	Participate in work-based learning experiences as a Court Reporter.

Course Number: OTA0051
Occupational Completion Point: A
Court Reporter 3 – 375 Hours – SOC Code 23-2091

11.0	Perform steno writer shorthand skills – the student will be able to:	
	11.01	Pass at least one, five-minute machine shorthand evaluation with at least 95 percent accuracy dictated at a minimum of 180 wpm on literary material.
	11.02	Pass at least one, five-minute machine shorthand evaluation with at least 95 percent accuracy dictated at a minimum of 200 wpm on two-voice testimony material.
	11.03	Pass at least one, five-minute machine shorthand evaluation with at least 95 percent accuracy dictated at a minimum of 200 wpm on jury charge material.
	11.04	Develop the ability to write punctuation on the shorthand machine and to punctuate and format transcriptions correctly.
	11.05	Develop speed and proficiency in two-voice testimony, and correctly format two-voice testimony.
	11.06	Correctly write colloquy symbols on their electronic steno writer and correctly format three- and four-voice testimony.
	11.07	Develop skill, speed and accuracy in literary, including topics in current events related to local, national, and international events including geography.
	11.08	Read distinctly and with authority dictated material from steno notes or from realtime screens, quickly locating portions to be read, maintaining composure while reading.

	11.09 Analyze shorthand notes and transcription techniques.
12.0	Perform oral and written communication activities – the student will be able to:
	12.01 Apply rules of English grammar, spelling, punctuation, and capitalization to sentences, paragraphs, compositions, and transcripts.
13.0	Demonstrate proficiency of a computer-aided transcription (CAT) system – the student will be able to:
	13.01 Produce a five-page, first pass transcript with a goal of 95% translation rate.
14.0	Demonstrate knowledge of court reporting procedures – the student will be able to:
	14.01 Assume the role of the realtime reporter through simulated trials, hearings, and depositions by performing the following functions: administering an oath/affirmation; marking and handling exhibits; exercising responsibility for reporting the proceeding; indexing and archiving steno notes/CAT files, interrupting a speaker; obtaining spellings of proper names; identifying speakers in a multi-speaker situation; handling discussions off the record; indicating non-verbal actions; certifying questions; reporting interpreted proceedings; handling reading and signing of depositions.
	14.02 Report and transcribe voir dire of the jury and witnesses and the polling of the jury.
	14.03 Prepare a salable transcript of an actual or simulated court proceeding by producing at least 10 pages of transcript in two hours or less including title page, index, direct and cross examination, jury charge/opening and/or closing statements, and certification page.
	14.04 Demonstrate knowledge of the FCRA Code of Professional Conduct.
	14.05 Demonstrate knowledge of the NCRA Code of Professional Conduct.
	14.06 Distinguish between four general work categories: freelance, official, Communications Access Realtime Translation, and broadcast captioning.
	14.07 Demonstrate knowledge of the use of video equipment in trials and depositions and of NCRA's CLVS program.
15.0	Demonstrate employability and entrepreneurship skills – the student 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 or career advancement.
	15.08 Research the benefits of ongoing professional development.

	15.09 Examine and describe entrepreneurship opportunities as a career planning option.
16.0	Demonstrate personal money-management concepts, procedures, and strategies – the student will be able to:
	16.01 Describe the effect of money management on personal and career goals.
	16.02 Develop a personal budget and financial goals.
	16.03 Maintain financial records.
	16.04 Research, compare and contrast investment opportunities.
17.0	Participate in work-based learning activities – the student will be able to:
	17.01 Participate in work-based learning experiences as a Court Reporter.

Course Number: OTA0052
Occupational Completion Point: B
Court Reporter 4 – 375 Hours – SOC Code 23-2091

18.0	Perform steno writer shorthand skills – the student will be able to:
	18.01 Pass three, five-minute machine shorthand evaluations with at least 95 percent accuracy dictated at a minimum of 225 wpm on two-voice testimony material as specified by the National Court Reporters Association.
	18.02 Pass three, five-minute machine shorthand evaluations with at least 95 percent accuracy dictated at a minimum of 200 wpm on jury charge material as specified by the National Court Reporters Association.
	18.03 Pass three, five-minute machine shorthand evaluations with at least 95 percent accuracy dictated at a minimum of 180 wpm on literary material as specified by the National Court Reporters Association.
19.0	Participate in work-based learning activities – the student will be able to:
	19.01 Participate in a court reporting internship for a minimum of 40 hours.
	19.02 Prepare a 40-page salable transcript taken from the freelance, the official, or the realtime reporting internship.
	19.03 Prepare a written or oral narrative summarizing the internship experience.
20.0	Demonstrate professional ethics and legal responsibilities – the student will be able to:
	20.01 Evaluate and justify decisions based on ethical reasoning.
	20.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
	20.03 Identify and explain personal and long-term consequences unethical or illegal behaviors in the workplace.
	20.04 Interpret and explain written organizational policies and procedures.

21.0	Prepare for court reporter certification – the student will be able to:
	21.01 Review court reporting terminology and procedures with a goal of passing the state or national written knowledge tests.
	21.02 Transcribe a simulated Registered Professional Reporter (RPR) skills test at the following speeds: 225 wpm testimony (2-voice), 200 wpm jury charge, and 180 wpm literary with no more than 3.75 hours of transcription time.

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)

Phi Beta Lambda and Business Professionals of America (BPA) are the intercurricular career and technical student organizations 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: 10, Language 12, and Reading 12. 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
Student Performance Standards

*The course information provided below is considered draft until approved by the State Board of Education.

Course Title: Digital Information Technology
Course Number: 8207310
Course Credit: 1

Course Description:

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

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 program in which this course is associated.	
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	

Florida Standards		Correlation to CTE Program Standard #
	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 program in which this course is associated.		
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,	

Florida Standards			Correlation to CTE Program Standard #
		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 the program in which this course is associated.		
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		

Florida Standards	Correlation to CTE Program Standard #
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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. – The student will be able to:		SC.912.L.14.12, 16, 16.10, 17.11, 13, 15, 16, 19, 20 SC.912.N.1.1, 3, 4, 7, 2.2, 5, 3.5, 4.2
04.01 Develop keyboarding skills to enter and manipulate text and data.	LAFS.910.SL.2.5, LAFS.1112.SL.2.5, LAFS.910.W.2.6, LAFS.1112.W.2.6, LAFS.910.SL.1.2, LAFS.1112.SL.1.2, LAFS.910.L.1.2, LAFS.1112.L.1.2 MAFS.912.S-ID.3.7	
04.02 Describe and use current computer technology and software to perform personal and business related tasks in the workplace. (e.g. digital calendars, meetings, appointments, e-mail contacts)	LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3, LAFS.910.SL.2.4, LAFS.910.SL.2.5, LAFS.910.SL.2.6, LAFS.910.W.1.2, LAFS.910.W.2.6, LAFS.1112.SL.1.1,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.SL.1.2, LAFS.1112.SL.1.3, LAFS.1112.SL.2.4, LAFS.1112.SL.2.5, LAFS.1112.SL.2.6, LAFS.1112.W.1.2, LAFS.1112.W.2.6	
04.03 Identify and describe types of file systems and classify common file extensions based on software application programs used in the workplace environment.	LAFS.910.RI.2.4, LAFS.1112.RI.2.4, LAFS.910.SL.1.2, LAFS.1112.SL.1.2, LAFS.910.W. 2.4, LAFS.910.W. 2.5, LAFS.910.W. 2.6, LAFS.1112.W. 2.4, LAFS.1112.W. 2.5, LAFS.1112.W. 2.6, LAFS.910.W.3.8, LAFS.1112.W.3.8	
04.04 Use reference materials. (e.g. on-line help, tutorials, manuals, vendor bulletin boards)	LAFS.910.RI.1.1, LAFS.910.RI.1.2, LAFS.910.RI.1.3, LAFS.910.RI.2.4, LAFS.910.RI.2.5, LAFS.910.RI.2.6, LAFS.910.RI.3.7, LAFS.1112.RI.1.1, LAFS.1112.RI.1.2, LAFS.1112.RI.1.3, LAFS.1112.RI.2.4, LAFS.1112.RI.2.5, LAFS.1112.RI.2.6, LAFS.1112.RI.3.7, LAFS.910.RI.4.10, LAFS.1112.RI.4.10	
04.05 Demonstrate basic computer file management skills and file naming conventions to accurately organize files into hierarchies by labeling file folders for easy accessibility.	LAFS.910.RI.2.4, LAFS.1112.RI.2.4, LAFS.910.SL.1.2, LAFS.1112.SL.1.2, LAFS.910.W. 2.4, LAFS.910.W. 2.5, LAFS.910.W. 2.6, LAFS.1112.W. 2.4,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.W. 2.5, LAFS.1112.W. 2.6, LAFS.910.W.3.8, LAFS.1112.W.3.8	
04.06 Discuss the process of troubleshooting problems with computer hardware peripherals, including input and output devices in the workplace environment.	LAFS.910.SL1.1, LAFS.1112.SL.1.1, LAFS.910.SL.2.5, LAFS.1112.SL.2.5	
04.07 Describe ethical issues and problems associated with computers and information systems, including federal laws against anti-piracy with computers and PC software security protection.	LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.RI.1.1, LAFS.910.RI.1.2, LAFS.910.RI.1.3, LAFS.1112.RI.1.1, LAFS.1112.RI.1.2, LAFS.1112.RI.1.3, LAFS.910.RI.3.8, LAFS.1112.RI.3.8, LAFS.910.W.3.8, LAFS.1112.W.3.8, LAFS.910.W.1.1, LAFS.1112.W.1.1, LAFS.910.W.1.2, LAFS.1112.W.1.2, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.1.3, LAFS.910.SL.2.4, LAFS.910.SL.2.5, LAFS.910.SL.2.6, LAFS.1112.SL.1.1, LAFS.1112.SL.1.2, LAFS.1112.SL.1.3, LAFS.1112.SL.2.4, LAFS.1112.SL.2.5, LAFS.1112.SL.2.6	
04.08 Identify operating system file naming conventions.		
04.09 Demonstrate proficiency with file management and structure. (e.g., folder creation file creation, backup copy, delete, open, save)		
04.10 Demonstrate a working knowledge of standard file formats.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.11 Explain the history and purpose of various operating systems. (e.g., DOS, Windows, Mac, and Unix/Linux)		
05.0 Develop an awareness of microprocessors and digital computers. – The student will be able to:		
05.01 Explain the general architecture of a microcomputer system.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3, 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1 LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	
05.02 Explain the need for and use of peripherals.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3, 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1 LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	3.9, 4.1	
05.03 Demonstrate proficiency using peripherals.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3 , 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1 LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	
05.04 Identify the basic concepts of computer maintenance and upgrades.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3 , 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1 LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.05 Differentiate between diagnosing and troubleshooting.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3, 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1 LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	
06.0 Demonstrate an understanding of operating systems. – The student will be able to:		
06.01 Identify types of networks and how they work.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	
06.02 Identify the role of servers and clients on a network.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	
06.03 Identify benefits and risks of networked computing.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	
06.04 Identify the relationship between computer networks and other communications networks. (e.g., wifi, teleconference, telepresence)	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	
06.05 Identify intranets, extranets and how they relate to the Internet.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	
06.06 Demonstrate basic understanding of network administration.	LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.4.1 LAFS.1112.W4.1 LAFS.910.L.2.3, 3.4, 3.6 LAFS.1112.L.2.3, 3.4, 3.6	
07.0 Use technology to enhance the effectiveness of communication skills utilizing word processing applications. – The student will be able to:		SC.912.N.1.1, 4, 2.2, 3.5
07.01 Select and use word processing software and accompanying features to enhance written business communications.	LAFS.910.W.1.1,1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.910.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 2.3, 3.4, 3.5, 3.6	
07.02 Share and maintain documents by applying different views and protection to a document and manage document versions. Share and save a document and apply a template. (e.g., pdf, html, blog, hyperlinks)	LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2, 1.3, 2.4, 2.5, 2.6, 4.1 LAFS.1112.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 4.1	
07.03 Format content to a document by applying font, paragraph attributes, indent and tab settings to text and paragraphs. Apply spacing settings to text and paragraphs.	LAFS.910.W.2.4, 2.5, 2.6, 4.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
Navigate and search through a document, create and manipulate tables.	LAFS.1112.W.2.4, 2.5, 2.6, 4.1 LAFS.910.SL.2.5 LAFS.1112.SL.2.5 LAFS.910.L.2.3 LAFS.1112.L.2.3	
07.04 Apply page layout and reusable content by editing and manipulating page setup settings and applying themes. Create and manipulate page backgrounds, headers and footers.	LAFS.910.W.2.4, 2.5, 2.6, 4.1 LAFS.1112.W.2.4, 2.5, 2.6, 4.1 LAFS.910.SL.2.5 LAFS.1112.SL.2.5 LAFS.910.L.2.3 LAFS.1112.L.2.3	
07.05 Use image design theory and software to create illustrations, shapes, and graphics and include a selection in a document. Insert and format pictures, shapes, and clipart. Apply and manipulate text boxes.	LAFS.910.W.2.4, 2.5, 2.6, 4.1 LAFS.1112.W.2.4, 2.5, 2.6, 4.1 LAFS.910.SL.2.5 LAFS.1112.SL.2.5 LAFS.910.L.2.3 LAFS.1112.L.2.3	
07.06 Proofread documents by validating content through the use of spell and grammar check. Configure autocorrect settings, insert and modify comments in a document.	LAFS.910.W.2.4, 2.5, 2.6, 4.1 LAFS.1112.W.2.4, 2.5, 2.6, 4.1 LAFS.910.SL.2.5 LAFS.1112.SL.2.5 LAFS.910.L.2.3 LAFS.1112.L.2.3	
07.07 Apply references and hyperlinks, create end and footnotes, and create a table of contents in a document.	LAFS.910.W.2.4, 2.5, 4.1 LAFS.1112.W.2.4, 2.5, 4.1 LAFS.910.L.1.1, 1.2, 2.3 LAFS.1112.L.1.1, 1.2, 2.3	
07.08 Perform various mail merge options, macros and tracking revisions.	LAFS.910.L.1.2 LAFS.1112.L1.2 LAFS.910.W.4.1 LAFS.1112.W.4.1	
08.0 Use technology to enhance communication skills utilizing presentation applications. – The student will be able to:		SC.912.N.1.1, 3, 4, 6, 7, 3.5, 4.2; SC.912.P.10.18

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.01 Manage and configure the presentation software environment, including: adjusting views, manipulating window, configuring toolbar and file options.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3 , 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1 LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3 , 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
08.02 Create slide presentations utilizing various project development elements, including: adding and removing slides, slide layouts, format slide design, insert or format placeholders.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3 , 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.03 Locate, create and incorporate graphical and multimedia elements, including: shapes, graphics, images, bullets, hyperlinks, video, and audio into a slide presentation appropriate for the project.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3, 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
08.04 Explore and apply design and color theory to create dynamic and appealing visuals.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3, 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
08.05 Create and manipulate graphical and multimedia elements to improve or develop new contacts appropriate for the project, including: creation of images, color selections, tone, hue and contrast.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3, 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.A-REI.4.10, MAFS.912.S-IC.1.2, MAFS.912.S-ID1.1, 1.2, 1.3, 1.4, 2.5, 2.6, 3.7	
08.06 Demonstrate various business-related elements that can be created, embedded and manipulated in a slide presentation, including: charts, graphs, tables, spreadsheets, flowcharts, and organizational charts.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3, 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
08.07 Apply slide transitions and create custom animations to slide presentations appropriate for the target audience.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3, 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
08.08 Demonstrate different delivery methods for slide presentations, including: packaging for CD delivery, video projection – on mouse click, rehearsed timings, printing options - outlines, handouts, slides and notes.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
		LAFS.1112.W.1.1,1.2,1.3 , 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
09.0	Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications. – The student will be able to:		SC.912.N.1.1, 3, 4, 1.7, 3.5
09.01	Manage the worksheet environment by navigating through and printing a worksheet. Personalize the environment by manipulating the ribbon tabs, group settings, importing data/database, manipulating properties, files and folders.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	
09.02	Create cell data, apply auto fill and hyperlinks.	LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W. 4.1 LAFS.1112.W. 4.1 LAFS.910.SL.2.5 LAFS.1112.SL2.5 MAFS.912.A-SSE.1.1, MAFS.912.A-APR.1.1, 4.6, MAFS.912.A-CED.1.1, 1.2, 1.3, 1.4, MAFS.912.A-REI.1.1, 1.2, 2.3	
09.03	Format cells and worksheets by applying cell formats, merging and splitting cells, create row and column titles, hide and unhide column titles, rows and columns. Manipulate page set up options. Create and apply cell styles.	LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W. 4.1 LAFS.1112.W. 4.1	
09.04	Manage worksheets and workbooks by creating and formatting worksheets and manipulating views/themes.	LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W. 4.1 LAFS.1112.W. 4.1	
09.05	Apply formulas and functions by creating formulas, enforcing precedence and cell formula references. Apply conditional formula logic, name and cell ranges.	LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W. 4.1 LAFS.1112.W. 4.1 MAFS.912.A-SSE.1.1, MAFS.912.A-APR.1.1,4.6, MAFS.912.A-CED.1.1,1.2, 1.3, 1.4, MAFS.912.A-REI.1.1,	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
		1.2, 2.3	
09.06	Demonstrate data visually by creating and modifying charts and images. (e.g., pivot tables)	LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W. 4.1 LAFS.1112.W. 4.1 LAFS.910.SL.2.5 LAFS.1112.SL2.5	
09.07	Share worksheet data through email, changing file type and different versions. Manage comments. (e.g., mail merge)	LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W. 4.1 LAFS.1112.W. 4.1	
09.08	Analyze and organize data through filters, sorting and applying conditional formatting. (e.g., macros)	LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W. 4.1 LAFS.1112.W. 4.1	
09.09	Create different forms for inputting data into a database application.		
09.10	Interpret queries for specialized reports using a database application.		
09.11	Interpret data on line graphs, pie charts, diagrams, and tables commonly used in spreadsheet software applications that incorporate industry data.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 4.1 LAFS.910.W.1.1,1.2, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1, 1.2, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.L.2.3, 3.4, 3.5, 3.6 MAFS.912.A-REI.4.10, MAFS.912.S-IC.1.2,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	MAFS.912.S-ID.3.7 MAFS.912.S-ID.3.8, MAFS.912.S-ID.1.2	
10.0 Use technology to enhance communication skills utilizing electronic mail. – The student will be able to:		SC.912.N.1.1, 4, 3.5, 4.1, 2
10.01 Describe and perform e-mail capabilities and functions. Create and send messages, manage signature and automated messages. Save, send, schedule, and manage junk mail, e-mail and spam. Configure message sensitivity, security and delivery options.	LAFS.910.W.2.4, 2.5, 2,6, 4.1 LAFS.1112.W.2.4, 2.5, 2.6, 4.1	
10.02 Use the Internet to perform e-mail activities, including: attaching external files, saving e-mail attachments, viewing mailbox details, establishing appointments, creating contact groups, and sending a meeting to a contact group to communicate in the workplace.	LAFS.910.W.2.4, 2.5, 2,6, 4.1 LAFS.1112.W.2.4, 2.5, 2.6, 4.1	
10.03 Manage tasks and organize information. (e.g., forward e-mail)	LAFS.910.W.2.4, 2.5, 2,6, 4.1 LAFS.1112.W.2.4, 2.5, 2.6, 4.1	
11.0 Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals. – The student will be able to:		
11.01 Analyze personal skills and aptitudes in comparison with various business related job and career options.	LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W. 4.1 LAFS.1112.W. 4.1	
11.02 Use career resources to develop an information base that reflects local and global business related occupations and opportunities for continuing education and workplace experience.	LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W. 4.1 LAFS.1112.W. 4.1	
11.03 Demonstrate job-seeking skills required for entry-level employment, including resume, cover letter, thank you letter, online/hard copy application, mock interview, and follow-up call.	LAFS.910.SL.1.2 LAFS.1112.SL.1.2 LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3 , 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	
11.04 Design, initiate, refine and implement a plan to facilitate growth and skill	LAFS.910.SL.1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
development related to anticipated job requirements and career expectations.	LAFS.1112.SL.1.2 LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W. 4.1 LAFS.1112.W. 4.1	
11.05 Demonstrate an awareness of specific job requirements and career paths (e.g., requirements, characteristics needed) in business environments.	LAFS.910.SL.1.2 LAFS.1112.SL.1.2 LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W. 4.1 LAFS.1112.W. 4.1	
11.06 Demonstrate an awareness of the potential impact of local and global trends on career plans and life goals.	LAFS.910.SL.1.2 LAFS.1112.SL.1.2 LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W. 4.1 LAFS.1112.W. 4.1	
11.07 Describe the importance of building community and mentor relationships in a variety of professional and workplace situations.	LAFS.910.SL.1.2 LAFS.1112.SL.1.2 LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W. 4.1 LAFS.1112.W. 4.1	
11.08 Simulate work-based projects in an information technology environment.		
12.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance. – The student will be able to:		
12.01 Demonstrate awareness of the following workplace essentials: quality customer service; business ethics; confidentiality of information; copyright violations; accepted workplace rules, regulations, policies, procedures, processes, and workplace safety, and appropriate attire and grooming.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1 LAFS.910.RI.4.1 LAFS.1112.RI. 4.1 LAFS.910.W. 4.1 LAFS.1112.W. 4.1	
12.02 Demonstrate ways of accepting constructive criticism on team projects within the workplace.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.03 Apply appropriate strategies to manage and resolve conflicts in work situations.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.04 Demonstrate human relations, personal and interpersonal skills appropriate for the workplace, including: responsibility, dependability, punctuality, integrity, positive attitude, initiative, respect for self and others, and professional dress.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.0 Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication. – The student will be able to:	MAFS.912.A-CED.1.1	
13.01 Demonstrate how to connect to the Internet and use appropriate Internet protocol. Identify and describe web terminology, addresses and how browsers work.	LAFS.910.L. 2.3, 3.4, 3.5, 3.6 LAFS.1112.L. 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
13.02 Demonstrate proficiency using basic features of GUI browsers, including: bookmarks, basic configurations, e-mail configurations, and address books. Describe appropriate browser security configurations.	LAFS.910.L. 2.3, 3.4, 3.5, 3.6 LAFS.1112.L. 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
13.03 Describe information technology terminology, including Internet, intranet, ethics, copyright laws, and regulatory control.	LAFS.910.L. 2.3, 3.4, 3.5, 3.6 LAFS.1112.L. 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
13.04 Demonstrate proficiency using search engines and search tools.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	
13.05 Use various web tools, including: downloading files, transfer of files, telnet, PDF, plug-ins, and data compression. Identify Boolean search strategies.	LAFS.910.L. 2.3, 3.4, 3.5, 3.6 LAFS.1112.L. 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.RI.4.1 LAFS.1112.RI.4.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.06 Understand and apply level one Universal Resource Locator (URL) and associated protocols. (e.g., com, org, edu, gov, net, mil)	LAFS.910.L. 2.3, 3.4, 3.5, 3.6 LAFS.1112.L. 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	
14.0 Demonstrate competence in page design applicable to the WWW – the student will be able to:		
14.01 Describe and apply color theory as it applies to Web page design.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3, 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
14.02 Access and digitize graphics through various resources. (e.g., scanner, digital cameras, on-line graphics, clipart, CD-ROMs)	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3, 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
14.03 Explain the need for web-based applications.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3 , 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
14.04 Describe appropriate use of social networking sites and applications, blogs and collaborative tools for file sharing and using listservers. (dangers of piracy, copyright, plagiarism)	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3 , 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
14.05 Describe web applications, including sharing photos and video clips, messaging, chatting and collaborating.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3 , 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
15.0 Develop an awareness of emerging technologies. – the student will be able to :		
15.01 Compare and contrast emerging technologies and describe how they impact business in the global marketplace. (e.g., wireless network, tablets, cell phones, satellite technology, nano technology, smart devices, home networks, peer-to-peer)	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.RI.1.1, 1.2,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 MAFS.912.A-REI.4.10, MAFS.912.S-IC.1.2, MAFS.912.S-ID1.1, 1.2, 1.3, 1.4, 2.5, 2.6, 3.7	
16.0 Develop awareness of computer languages and software applications. – the student will be able to:		
16.01 Compare and contrast the appropriate use of various software applications. (e.g., word processing, desktop publishing, graphic design, web browser, e-mail, presentation, database, scheduling, financial management, Java applet, music)	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	SC.912.N.1.1, 3, 4, 6, 7, 3.5, 4.2; SC.912.P.10.18
16.02 Demonstrate the use of various software applications. (e.g., word processing, desktop publishing, graphic design, web browser, e-mail, presentation, database, scheduling, financial management, Java applet, music)	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	SC.912.N.1.1, 3, 4, 1.7, 3.5
16.03 Introduction of language terminology. (e.g., HTML, Python, Java, Flash, Pearl, code.org)		
16.04 Create web pages.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3, 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
16.05 Use storyboarding techniques.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3 , 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
16.06 Use basic functions of WYSIWYG editors.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3 , 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
16.07 Use basic functions of HTML, DHTML, and XML editors and converters.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3 , 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
16.08 Enhance web pages through the addition of images and graphics including animation.	LAFS.910.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.1112.L.1.1, 1.2, 1.3, 2.3, 3.4, 3.5, 3.6 LAFS.910. SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.1112.SL.1.1, 1.2,	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.1,1.2,1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112.W.1.1,1.2,1.3, 2.4, 2.5, 2.6,3.7, 3.8, 3.9, 4.1	
17.0 Demonstrate comprehension and communication skills. – The student will be able to:		
17.01 Read and comprehend technical and non-technical reading assignments related to course content, including manuals, books, magazines and electronic sources.	LAFS.910.RI.1.1, LAFS.910.RI.1.2, LAFS.910.RI.1.3, LAFS.1112.RI.1.1, LAFS.1112.RI.1.2, LAFS.1112.RI.1.3, LAFS.910.RI.3.8, LAFS.1112.RI.3.8, LAFS.910.RI.2.4, LAFS.910.RI.2.5, LAFS.910.RI.2.5, LAFS.1112.RI.2.4, LAFS.1112.RI.2.5, LAFS.1112.RI.2.6, LAFS.910.RI.3.9, LAFS.1112.RI.3.9, LAFS.910.RI.4.10, LAFS.1112.RI.4.10, LAFS.910.RL.1.1,1.2,1.3, 2.4 2.6,3.7,3.9,4.1 LAFS.1112.RL.1.1,1.2,1. 3,2.42.6,3.7,3.9,4.1 LAFS.910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.L.2.3, 3.4, 3.5, 3.6	
17.02 Use listening, speaking, telecommunication and nonverbal skills and strategies to communicate effectively with supervisors, co-workers, and customers.	LAFS.910.SL.1.1, LAFS.1112.SL.1.2	
17.03 Apply the writing process to the creation of appropriate documents following designated business formats. (e.g., note taking, research, MLA/APA)	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 4.1 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 4.1 LAFS.910.W.1.2, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.910. SL.1.1, 1.2, 1.3 LAFS910.L.2.3, 3.4, 3.5, 3.6 LAFS.1112.W.1.2, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.1 LAFS.1112. SL.1.1, 1.2, 1.3 LAFS.1112.L.2.3, 3.4, 3.5, 3.6	
17.04 Demonstrate an awareness of project management concepts and tools. (e.g., timelines, deadlines, resource allocation, time management, delegation of tasks, collaboration)		

Florida Department of Education
Student Performance Standards

Course Number: OTA0040	
Occupational Completion Point: A	
Information Technology Assistant – 150 Hours – SOC Code 15-1151	
01.0	Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. – The student will be able to:
	01.01 Develop keyboarding skills to enter and manipulate text and data.
	01.02 Describe and use current computer technology and software to perform personal and business related tasks in the workplace. (e.g. digital calendars, meetings, appointments, e-mail contacts)
	01.03 Identify and describe types of file systems and classify common file extensions based on software application programs used in the workplace environment.
	01.04 Use reference materials. (e.g. on-line help, tutorials, manuals, vendor bulletin boards)
	01.05 Demonstrate basic computer file management skills and file naming conventions to accurately organize files into hierarchies by labeling file folders for easy accessibility.
	01.06 Discuss the process of troubleshooting problems with computer hardware peripherals, including input and output devices in the workplace environment.
	01.07 Describe ethical issues and problems associated with computers and information systems, including federal laws against anti-piracy with computers and PC software security protection.
	01.08 Identify operating system file naming conventions.
	01.09 Demonstrate proficiency with file management and structure. (e.g., folder creation file creation, backup copy, delete, open, save)
	01.10 Demonstrate a working knowledge of standard file formats.
	01.11 Explain the history and purpose of various operating systems. (e.g., DOS, Windows, Mac, and Unix/Linux)
02.0	Develop an awareness of microprocessors and digital computers. – The student will be able to:
	02.01 Explain the general architecture of a microcomputer system.
	02.02 Explain the need for and use of peripherals.
	02.03 Demonstrate proficiency using peripherals.
	02.04 Identify the basic concepts of computer maintenance and upgrades.

	02.05	Differentiate between diagnosing and troubleshooting.
03.0	Demonstrate an understanding of operating systems. – The student will be able to:	
	03.01	Identify types of networks and how they work.
	03.02	Identify the role of servers and clients on a network.
	03.03	Identify benefits and risks of networked computing.
	03.04	Identify the relationship between computer networks and other communications networks. (e.g., wifi, teleconference, telepresence)
	03.05	Identify intranets, extranets and how they relate to the Internet.
	03.06	Demonstrate basic understanding of network administration.
04.0	Use technology to enhance the effectiveness of communication skills utilizing word processing applications. – The student will be able to:	
	04.01	Select and use word processing software and accompanying features to enhance written business communications.
	04.02	Share and maintain documents by applying different views and protection to a document and manage document versions. Share and save a document and apply a template. (e.g., pdf, html, blog, hyperlinks)
	04.03	Format content to a document by applying font, paragraph attributes, indent and tab settings to text and paragraphs. Apply spacing settings to text and paragraphs. Navigate and search through a document, create and manipulate tables.
	04.04	Apply page layout and reusable content by editing and manipulating page setup settings and applying themes. Create and manipulate page backgrounds, headers and footers.
	04.05	Use image design theory and software to create illustrations, shapes, and graphics and include a selection in a document. Insert and format pictures, shapes, and clipart. Apply and manipulate text boxes.
	04.06	Proofread documents by validating content through the use of spell and grammar check. Configure autocorrect settings, insert and modify comments in a document.
	04.07	Apply references and hyperlinks, create end and footnotes, and create a table of contents in a document.
	04.08	Perform various mail merge options, macros and tracking revisions.
05.0	Use technology to enhance communication skills utilizing presentation applications. – The student will be able to:	
	05.01	Manage and configure the presentation software environment, including: adjusting views, manipulating window, configuring toolbar and file options.
	05.02	Create slide presentations utilizing various project development elements, including: adding and removing slides, slide layouts, format slide design, insert or format placeholders.
	05.03	Locate, create and incorporate graphical and multimedia elements, including: shapes, graphics, images, bullets, hyperlinks, video, and audio into a slide presentation appropriate for the project.
	05.04	Explore and apply design and color theory to create dynamic and appealing visuals.

	05.05	Create and manipulate graphical and multimedia elements to improve or develop new contacts appropriate for the project, including: creation of images, color selections, tone, hue and contrast.
	05.06	Demonstrate various business-related elements that can be created, embedded and manipulated in a slide presentation, including: charts, graphs, tables, spreadsheets, flowcharts, and organizational charts.
	05.07	Apply slide transitions and create custom animations to slide presentations appropriate for the target audience.
	05.08	Demonstrate different delivery methods for slide presentations, including: packaging for CD delivery, video projection – on mouse click, rehearsed timings, printing options - outlines, handouts, slides and notes.
06.0		Use technology to enhance the effectiveness of communication utilizing spreadsheet and database applications. – The student will be able to:
	06.01	Manage the worksheet environment by navigating through and printing a worksheet. Personalize the environment by manipulating the ribbon tabs, group settings, importing data/database, manipulating properties, files and folders.
	06.02	Create cell data, apply auto fill and hyperlinks.
	06.03	Format cells and worksheets by applying cell formats, merging and splitting cells, create row and column titles, hide and unhide column titles, rows and columns. Manipulate page set up options. Create and apply cell styles.
	06.04	Manage worksheets and workbooks by creating and formatting worksheets and manipulating views/themes.
	06.05	Apply formulas and functions by creating formulas, enforcing precedence and cell formula references. Apply conditional formula logic, name and cell ranges.
	06.06	Demonstrate data visually by creating and modifying charts and images. (e.g., pivot tables)
	06.07	Share worksheet data through email, changing file type and different versions. Manage comments. (e.g., mail merge)
	06.08	Analyze and organize data through filters, sorting and applying conditional formatting. (e.g., macros)
	06.09	Create different forms for inputting data into a database application.
	06.10	Interpret queries for specialized reports using a database application.
	06.11	Interpret data on line graphs, pie charts, diagrams, and tables commonly used in spreadsheet software applications that incorporate industry data.
07.0		Use technology to enhance communication skills utilizing electronic mail. – The student will be able to:
	07.01	Describe and perform e-mail capabilities and functions. Create and send messages, manage signature and automated messages. Save, send, schedule, and manage junk mail, e-mail and spam. Configure message sensitivity, security and delivery options.
	07.02	Use the Internet to perform e-mail activities, including: attaching external files, saving e-mail attachments, viewing mailbox details, establishing appointments, creating contact groups, and sending a meeting to a contact group to communicate in the workplace.
	07.03	Manage tasks and organize information. (e.g., forward e-mail)
08.0		Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals. – The student will be able to:

	08.01	Analyze personal skills and aptitudes in comparison with various business related job and career options.
	08.02	Use career resources to develop an information base that reflects local and global business related occupations and opportunities for continuing education and workplace experience.
	08.03	Demonstrate job-seeking skills required for entry-level employment, including resume, cover letter, thank you letter, online/hard copy application, mock interview, and follow-up call.
	08.04	Design, initiate, refine and implement a plan to facilitate growth and skill development related to anticipated job requirements and career expectations.
	08.05	Demonstrate an awareness of specific job requirements and career paths (e.g., requirements, characteristics needed) in business environments.
	08.06	Demonstrate an awareness of the potential impact of local and global trends on career plans and life goals.
	08.07	Describe the importance of building community and mentor relationships in a variety of professional and workplace situations.
	08.08	Simulate work-based projects in an information technology environment.
09.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance. – The student will be able to:	
	09.01	Demonstrate awareness of the following workplace essentials: quality customer service; business ethics; confidentiality of information; copyright violations; accepted workplace rules, regulations, policies, procedures, processes, and workplace safety, and appropriate attire and grooming.
	09.02	Demonstrate ways of accepting constructive criticism on team projects within the workplace.
	09.03	Apply appropriate strategies to manage and resolve conflicts in work situations.
	09.04	Demonstrate human relations, personal and interpersonal skills appropriate for the workplace, including: responsibility, dependability, punctuality, integrity, positive attitude, initiative, respect for self and others, and professional dress.
10.0	Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication. – The student will be able to:	
	10.01	Demonstrate how to connect to the Internet and use appropriate Internet protocol. Identify and describe web terminology, addresses and how browsers work.
	10.02	Demonstrate proficiency using basic features of GUI browsers, including: bookmarks, basic configurations, e-mail configurations, and address books. Describe appropriate browser security configurations.
	10.03	Describe information technology terminology, including Internet, intranet, ethics, copyright laws, and regulatory control.
	10.04	Demonstrate proficiency using search engines and search tools.
	10.05	Use various web tools, including: downloading files, transfer of files, telnet, PDF, plug-ins, and data compression. Identify Boolean search strategies.
	10.06	Understand and apply level one Universal Resource Locator (URL) and associated protocols. (e.g., com, org, edu, gov, net, mil)
11.0	Demonstrate competence in page design applicable to the WWW – the student will be able to:	

	11.01	Describe and apply color theory as it applies to Web page design.
	11.02	Access and digitize graphics through various resources. (e.g., scanner, digital cameras, on-line graphics, clipart, CD-ROMs)
	11.03	Explain the need for web-based applications.
	11.04	Describe appropriate use of social networking sites and applications, blogs and collaborative tools for file sharing and using listservers. (dangers of piracy, copyright, plagiarism)
	11.05	Describe web applications, including sharing photos and video clips, messaging, chatting and collaborating.
12.0	Develop an awareness of emerging technologies. – the student will be able to :	
	12.01	Compare and contrast emerging technologies and describe how they impact business in the global marketplace. (e.g., wireless network, tablets, cell phones, satellite technology, nano technology, smart devices, home networks, peer-to-peer)
13.0	Develop awareness of computer languages and software applications. – the student will be able to:	
	13.01	Compare and contrast the appropriate use of various software applications. (e.g., word processing, desktop publishing, graphic design, web browser, e-mail, presentation, database, scheduling, financial management, Java applet, music)
	13.02	Demonstrate the use of various software applications. (e.g., word processing, desktop publishing, graphic design, web browser, e-mail, presentation, database, scheduling, financial management, Java applet, music)
	13.03	Introduction of language terminology. (e.g., HTML, Python, Java, Flash, Pearl, code.org)
	13.04	Create web pages.
	16.05	Use storyboarding techniques.
	16.06	Use basic functions of WYSIWYG editors.
	16.07	Use basic functions of HTML, DHTML, and XML editors and converters.
	16.08	Enhance web pages through the addition of images and graphics including animation.
14.0	Demonstrate comprehension and communication skills. – The student will be able to:	
	14.01	Read and comprehend technical and non-technical reading assignments related to course content, including manuals, books, magazines and electronic sources.
	14.02	Use listening, speaking, telecommunication and nonverbal skills and strategies to communicate effectively with supervisors, co-workers, and customers.
	14.03	Apply the writing process to the creation of appropriate documents following designated business formats. (e.g., note taking, research, MLA/APA)
	14.04	Demonstrate an awareness of project management concepts and tools. (e.g., timelines, deadlines, resource allocation, time management, delegation of tasks, collaboration)