# Florida Department of Education

# Curriculum Framework

## Program Title: Enter Proposed Program Title

## Program Type: Career Preparatory

## Career Cluster: Enter Career Cluster

| **Secondary – Career Preparatory** | |
| --- | --- |
| Program Number |  |
| CIP Number | Enter proposed (6-digit) CIP |
| Grade Level | Enter proposed grade level |
| Standard Length | Enter proposed length |
| Teacher Certification | Refer to the **Program Structure** section. |
| CTSO | Enter CTSO short title, if applicable |
| SOC Code(s) (all applicable) | Enter proposed SOC Codes -- titles |
| 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 Enter Career Cluster 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 Enter Career Cluster career cluster.

The content includes but is not limited to Enter information.

**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 Enter proposed length

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course Number | Course Title | Teacher Certification | Length | SOC Code | Level | Graduation Requirement |
|  | Enter Proposed First Course Title | Enter | Enter | Enter | Enter | Enter |
|  | Enter Proposed Second Course Title | Enter | Enter | Enter | Enter | Enter |
|  | Enter Proposed Third Course Title | Enter | Enter | Enter | Enter | Enter |
|  | Enter Proposed Fourth Course Title | Enter | Enter | Enter | Enter | Enter |

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

To add rows use the (+) that appears when you hover mouse on the left of table

### National Standards (NS)

Insert information regarding National Standards for this program. \*\*only if applicable\*\*

### Regulated Programs

Insert information regarding specific regulations for this program. \*\*only if applicable\*\*

### 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:

1. Enter Standard #1
2. Enter Standard #2
3. Enter Standard #3
4. Enter Standard #4
5. Enter Standard #5
6. Enter Standard #6
7. Enter Standard #7
8. Enter Standard #8

# Florida Department of Education

# Student Performance Standards

## Course Title: Enter Proposed First Course Title

## Course Number:

## Course Credit: 1

## Course Description:

Briefly describe the course.

**Lab statement for each CTE course identified as being EQ – if course is not EQ remove**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

| **CTE Standards and Benchmarks** |
| --- |
| 1. Enter Standard #1 |
| * 1. Enter Benchmark #1 |
| * 1. Enter Benchmark #2 |
| * 1. Enter Benchmark #3 |
| * 1. Enter Benchmark #4 |
| 1. Enter Standard #2 |
| * 1. Enter Benchmark #1 |
| * 1. Enter Benchmark #2 |
| * 1. Enter Benchmark #3 |
| * 1. Enter Benchmark #4 |

To add rows use the (+) that appears when you hover mouse on the left of table

# Florida Department of Education

# Student Performance Standards

## Course Title: Enter Proposed Second Course Title

## Course Number:

## Course Credit: 1

## Course Description:

Briefly describe the course.

**Lab statement for each CTE course identified as being EQ – if course is not EQ remove**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

| **CTE Standards and Benchmarks** |
| --- |
| 1. Enter Standard #3 |
| * 1. Enter Benchmark #1 |
| * 1. Enter Benchmark #2 |
| * 1. Enter Benchmark #3 |
| * 1. Enter Benchmark #4 |
| 1. Enter Standard #4 |
| * 1. Enter Benchmark #1 |
| * 1. Enter Benchmark #2 |
| * 1. Enter Benchmark #3 |
| * 1. Enter Benchmark #4 |

To add rows use the (+) that appears when you hover mouse on the left of table

# Florida Department of Education

# Student Performance Standards

## Course Title: Enter Proposed Third Course Title

## Course Number:

## Course Credit: 1

## Course Description:

Briefly describe the course.

**Lab statement for each CTE course identified as being EQ – if course is not EQ remove**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

| **CTE Standards and Benchmarks** |
| --- |
| 1. Enter Standard #5 |
| * 1. Enter Benchmark #1 |
| * 1. Enter Benchmark #2 |
| * 1. Enter Benchmark #3 |
| * 1. Enter Benchmark #4 |
| 1. Enter Standard #6 |
| * 1. Enter Benchmark #1 |
| * 1. Enter Benchmark #2 |
| * 1. Enter Benchmark #3 |
| * 1. Enter Benchmark #4 |

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# Florida Department of Education

# Student Performance Standards

## Course Title: Enter Proposed Fourth Course Title

## Course Number:

## Course Credit: 1

## Course Description:

Briefly describe the course.

**Lab statement for each CTE course identified as being EQ – if course is not EQ remove**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

| **CTE Standards and Benchmarks** |
| --- |
| 1. Enter Standard #7 |
| * 1. Enter Benchmark #1 |
| * 1. Enter Benchmark #2 |
| * 1. Enter Benchmark #3 |
| * 1. Enter Benchmark #4 |
| 1. Enter Standard #8 |
| * 1. Enter Benchmark #1 |
| * 1. Enter Benchmark #2 |
| * 1. Enter Benchmark #3 |
| * 1. Enter Benchmark #4 |

To add rows use the (+) that appears when you hover mouse on the left of table

# 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.

### Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020.  Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

**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](mailto:sala@fldoe.org).

### 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. [if applicable]

[Additional Special Notes if applicable]

### Career and Technical Student Organization (CTSO)

Enter CTSO long title (short title)(if applicable) is/are the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### Cooperative Training – OJT

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

### Accommodations

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course.  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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course.  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>