Florida Department of Education
Curriculum Framework

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

Secondary – Career Preparatory	
Course Number	8300100
CIP Number	1098999901
Grade Level	11-12
Standard Length	Multiple credits
Teacher Certification	Refer to the **Course Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA

Purpose

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within Diversified Education 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.

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

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8300100	Diversified Education Directed Study	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY CTE FIELD OR COVERAGE	1 credit – Multiple credits	2	

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

Common Career Technical Core – Career Ready Practices

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

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

2. Apply appropriate academic and technical skills.

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

4. Communicate clearly, effectively and with reason.

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

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

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

9. Model integrity, ethical leadership and effective management.

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

11. Use technology to enhance productivity.

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

<u>Standards</u>

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

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

Florida Department of Education
Student Performance Standards

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

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

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

Additional Information

Laboratory Activities

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

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. 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.

Florida Department of Education
Curriculum Framework

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

Secondary – Career Preparatory	
Program Number	8300310
CIP Number	10988650CP
Grade Level	9-12
Standard Length	.5 credit
Teacher Certification	Refer to the **Program Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA
SOC Codes (all applicable)	N/A

Purpose

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

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

Program Structure

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

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

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	8300310	Workplace Essentials	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY CTE FIELD OR COVERAGE	.5 credit	N/A	2	

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

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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

**Florida Department of Education
Student Performance Standards**

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

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
01.0 Describe the human relations skills necessary for success in the workforce – the student will be able to:		
01.01 Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.		
01.02 Identify and discuss the role of an employee as a team member in the workplace.		
01.03 Describe the use of teams in the workplace to increase productivity and product quality.		
01.04 Discuss the importance of human relations to success in the workplace.		
01.05 Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.		
01.06 Explain the importance of working effectively with diverse populations.		
01.07 Explain importance of self-management when minimum direction and supervision are given.		
01.08 Describe ethical situations in the world of work.		
01.09 Describe importance and benefits of time management.		
01.10 Identify and demonstrate steps necessary for solving problems and making decisions.		
01.11 Analyze future consequences of current decisions.		
01.12 Discuss the value of emotional self-control in the workplace.		
01.13 Explain "conflict resolution" and "dispute resolution" techniques and apply to a simulated work related problem.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
01.14 Identify and practice stress management and relaxation techniques.		
01.15 Discuss importance of practicing positive customer service skills.		
02.0 Identify the communication skills necessary for successful employment – the student will be able to:		
02.01 Describe the importance of the proper use of grammar, vocabulary, and diction.		
02.02 Identify the appropriate way to address people.		
02.03 Identify appropriate conversation for work related settings.		
02.04 Describe listening, speaking, and nonverbal skills necessary to determine customer needs.		
02.05 List professional vocabulary appropriate for the work environment.		
02.06 Demonstrate ability to communicate in a multicultural setting.		
02.07 Identify and define commonly used customer service terms such as complaints, internal and external customers.		
02.08 Demonstrate the ability to listen to, follow, and provide directions.		
02.09 Demonstrate the placing/receiving of telephone calls in a businesslike manner.		
02.10 Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
03.0 Identify the mathematical skills necessary for successful employment – the student will be able to:		
03.01 Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.		
03.02 Compute different methods of monetary compensation (e.g., annual salary, hourly wage, commission, piecework).		
03.03 Calculate exemptions, deductions, and taxable income and use tax tables to prepare a federal income tax form.		
03.04 Prepare a balanced budget based on income and expenses.		
03.05 Describe importance of maintaining an accurate checkbook balance.		
03.06 Identify mathematical skills used by employees in a variety of career fields (e.g., electricians and apply electrical formulas to calculate watts, amps, ohms, or volts).		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
04.0	Demonstrate knowledge and skills related to mathematics – the students will be able to:		
	04.01 Demonstrate knowledge of arithmetic operations.		
	04.02 Analyze and apply data and measurements to solve problems and interpret documents.		
	04.03 Construct charts/tables/graphs using functions and data.		
05.0	Demonstrate knowledge and skills related to science – the students will be able to:		
	05.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.		
	05.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.		
06.0	Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
	06.01 Employ leadership skills to accomplish organizational goals and objectives.		
	06.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
	06.03 Conduct and participate in meetings to accomplish work tasks.		
	06.04 Employ mentoring skills to inspire and teach others.		
07.0	Use oral and written communication skills to create, express, and interpret information and ideas – the students will be able to:		
	07.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
	07.02 Locate, organize and reference written information from various sources.		
	07.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
	07.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
	07.05 Apply active listening skills to obtain and clarify information.		
	07.06 Develop and interpret tables and charts to support written and oral communications.		
	07.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
08.0	Describe the duties and responsibilities of a successful employee – the student will be able to:		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
08.01	Explain how to handle customer inquiries/complaints.		
08.02	Explain how to handle difficult internal and external customers.		
08.03	Explain how to interpret policies to internal and external customers.		
08.04	Classify customer services according to nature and characteristics of the activity.		
08.05	Review methods to resolve customer problems through clarifying and explaining policies and procedures.		
08.06	Explain the importance of stress management and relaxation techniques as they relate to job performance.		
08.07	Demonstrate an understanding of gender, age, disability, and cultural courtesy.		
08.08	Describe workplace codes of professional/business conduct.		
08.09	Explain the concepts of integrity, credibility, reliability, and perseverance.		
08.10	List the responsibilities an employer has for his/her employees (ethical, social, legal.		
09.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:		
09.01	Identify and demonstrate positive work behaviors needed to be employable.		
09.02	Develop personal career plan that includes goals, objectives, and strategies.		
09.03	Examine licensing, certification, and industry credentialing requirements.		
09.04	Maintain a career portfolio to document knowledge, skills, and experience.		
09.05	Evaluate and compare employment opportunities that match career goals.		
09.06	Identify and exhibit traits for retaining employment.		
09.07	Identify opportunities and research requirements for career advancement.		
09.08	Research the benefits of ongoing professional development.		
09.09	Examine and describe entrepreneurship opportunities as a career planning option.		
10.0	Use information technology tools – the students will be able to:		
10.01	Use personal information management (PIM) applications to increase workplace efficiency.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
10.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
10.04 Employ collaborative/groupware applications to facilitate group work.		
11.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and identify the relationship of these systems to organizational performance and regulatory compliance – the students will be able to:		
11.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
11.02 Explain emergency procedures to follow in response to workplace accidents.		
11.03 Create a disaster and/or emergency response plan.		
12.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:		
12.01 Describe the nature and types of business organizations.		
12.02 Explain the effect of key organizational systems on performance and quality.		
12.03 List and describe quality control systems and/or practices common to the workplace.		
12.04 Explain the impact of the global economy on business organizations.		
13.0 Describe the importance of professional ethics and legal responsibilities – the students will be able to:		
13.01 Evaluate and justify decisions based on ethical reasoning.		
13.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
13.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
13.04 Interpret and explain written organizational policies and procedures.		
14.0 Demonstrate knowledge and skills related to language arts – the students will be able to:		
14.01 Locate, comprehend and evaluate key elements of oral and written information.		
14.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	14.03 Present information formally and informally for specific purposes and audiences.		
15.0	Solve problems using critical thinking skills, creativity and innovation – the students will be able to:		
	15.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
	15.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
	15.03 Identify and document workplace performance goals and monitor progress toward those goals.		
	15.04 Conduct technical research to gather information necessary for decision-making.		
16.0	Demonstrate money-management concepts, procedures, and strategies – the students will be able to:		
	16.01 Identify and describe the services and legal responsibilities of financial institutions.		
	16.02 Describe the effect of money management on personal and career goals.		
	16.03 Develop a personal budget and financial goals.		
	16.04 Complete financial instruments for making deposits and withdrawals.		
	16.05 Maintain financial records.		
	16.06 Read and reconcile financial statements.		
	16.07 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.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

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

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

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

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

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

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

NOTE: There is a **Cooperative Education Manual** available on-line with guidelines for workplace experiences. It can be accessed on the DOE Website.

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. 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.

Florida Department of Education
Curriculum Framework

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

Secondary – Non Career Preparatory	
Program Number	8300330
CIP Number	10110101PA
Grade Level	9-12
Standard Length	.5 credit
Teacher Certification	Refer to the **Program Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA

Purpose

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

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

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

Program Structure

To teach the course 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	Level	Graduation Requirement
8300330	Workplace Technology Applications	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY CTE FIELD OR COVERAGE	.5 credit	2	

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

<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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction of this CTE program.

<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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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

Florida Department of Education
Student Performance Standards

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

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
01.0 Explain the past, present, and future importance of technology in the workplace – the student will be able to:		
01.01 Summarize development of technology and response of technology to changing needs.		
01.02 List uses of technology in the business community.		
01.03 Describe ways technology helps employees do their job.		
01.04 Contrast ways employees perform their jobs today using technology with the methods used 20 years ago.		
01.05 Describe how technology can be used to enhance the employee's ability to meet the needs of business and industry.		
01.06 Explain the importance of keyboarding in the use of technology.		
01.07 Explain the concept of programming languages.		
01.08 Describe ergonomic principles important to the configuration of a workstation.		
01.09 Participate in a group presentation discussing if electronic storage transmission of information will lead to the "paperless office."		
01.10 Provide several examples of how technology might be used in the future and its possible impact on the workplace (e.g., voice recognition dictation).		
02.0 Define the basic terminology associated with technology in the workplace – the student will be able to:		
02.01 Define and describe the term *hardware*.		

	02.02	Define and describe the term *program*.	
	02.03	Define and describe the term *programming language*.	
	02.04	Define and describe the term *operating system*.	
	02.05	Define and describe the terms *systems software* and *applications software*.	
	02.06	Define and describe the concept of *computer literacy*.	
	02.07	Define and describe the terms *mainframe computer*, *minicomputers*, and *microcomputers*.	
	02.08	Define and describe the term *microprocessor*.	
	02.09	Define and describe the term *Graphical User Interface (GUI)*.	
	02.10	Explain the difference between data and information.	
	02.11	Define and describe the term *modem*.	
	02.12	Define and describe the terms *Internet*, *World Wide Web (www)*, *FTP*, *intranet*, and *extranet*.	
	02.13	Define and describe *Universal Resource Locator* (URL) and the associated extensions.	
	02.14	Identify a variety of Internet search engines.	
03.0	Describe components of emerging technology – the student will be able to:		
	03.01	List ten (10) examples of emerging technologies.	
	03.02	Identify and define multi-media technology.	
	03.03	Identify techniques for designing effective multi-media presentations.	
	03.04	Identify and describe the various information systems (e.g., OIS, MIS, DSS, IIS) available in today's business environment.	
	03.05	Identify the basic functions of each of the above information systems.	
	03.06	Discuss management of above listed information systems.	
04.0	Describe ways technology is used by business to satisfy the needs and wants of customers – the student will be able to:		
	04.01	Identify information provided to a consumer on a sample computerized receipt and invoice.	
	04.02	Describe advantages of computers in the workplace.	

	04.03	Describe disadvantages of computers in the workplace.	
	04.04	Describe how a word processor helps businesses benefit the customers.	
	04.05	Describe how a database helps businesses benefit the customers.	
	04.06	Describe how a spreadsheet helps businesses benefit the customers.	
	04.07	Describe how sophisticated programs such as graphics and desktop publishing help businesses benefit their customers.	
	04.08	Describe how businesses use the world wide web and web pages to reduce costs, improve communication, and market products or images.	
	04.09	Discuss how teleconferencing can save time and money.	
	04.10	Compare and contrast the use of pagers and cellular telephones.	
05.0	Describe and demonstrate the uses of computers – the student will be able to:		
	05.01	Define and describe the three components of computer hardware: input device, central processing unit, and output device.	
	05.02	Demonstrate "booting" and "power off" procedures for a computer.	
	05.03	Explain use of machine specific commands and keyboard functions.	
	05.04	Demonstrate use of a mouse.	
	05.05	Demonstrate use of a printer.	
	05.06	Demonstrate various methods for storing information.	
	05.07	Describe use of electronic mail.	
	05.08	Describe use of a scanner.	
	05.09	Describe use of a digital camera.	
	05.10	Describe use of a video camera and/or images	
	05.11	Define and describe processing and multi-tasking	
	05.12	Describe at least two methods of compressing files.	
	05.13	Describe the use of hypertext links using "mail to" and "url."	
	05.14	Describe a method of setting up a self-extracting file transfer.	

	05.15	Describe the use of two different types of electronic video.		
	05.16	Explain two methods of constructing a document in a hybrid platform.		
	05.17	Describe a method of converting a web graphic for GIF to JPG.		
	05.18	Demonstrate the relationship of programming language, input, memory (storage), arithmetic and logic, control, and output (distribution).		
	05.19	Describe importance of care and handling of a computer and peripherals and systems maintenance.		
	05.20	Describe typical computer component and peripheral problems.		
06.0	Demonstrate selected workplace software applications – the student will be able to:			
	06.01	List the brand names of computers used by several businesses in the community.		
	06.02	List the names of application software being used by several businesses in the community.		
	06.03	Compare and contrast types of technology and software being used in the business community with what is available at your school.		
	06.04	Describe how one software package is being used (applied) in a sample workplace.		
	06.05	Prepare a business letter and envelope using an integrated software application package.		
	06.06	Demonstrate a method to produce mailing labels using computer software.		
	06.07	Develop a sample database to integrate with a business letter.		
	06.08	Develop a sample spreadsheet to integrate with a business letter.		
	06.09	Develop a sample computer-generated graph to represent collected data.		
	06.10	Develop a sample presentation using PowerPoint or comparable software application.		
	06.11	Demonstrate the use of a computer system in processing information and resources.		
	06.12	Evaluate appropriateness of various peripherals for specific applications.		
07.0	Describe applications of technology in the workplace – the student will be able to:			
	07.01	Describe the uses of Computer-Aided Design (CAD), Computer-Aided Manufacturing (CAM), and Computer Numeric Control (CNC).		
	07.02	Describe the uses of computer cash registers.		

	07.03	Explain the use of computers in manufacturing.	
	07.04	Explain the use of computers in government.	
	07.05	Explain the use of computers in communications.	
	07.06	Explain the use of computers in transportation.	
	07.07	Explain the use of computers in education.	
	07.08	Explain the use of computers in science and engineering.	
	07.09	Explain the use of computers in medicine.	
	07.10	Explain the use of computers in banking and investing.	
	07.11	Explain the use of computers in customer service.	
	07.12	Explain the use of computers in the arts and music.	
	07.13	Describe transdisciplinary computer literacy and computer-based technological applications.	
	07.14	Identify kinds and levels of work and job opportunities related to transdisciplinary computer technology.	
	07.15	Describe the uses of databases in the workplace.	
	07.16	Explain a method to back-up and maintain files and a computer system.	
	07.17	Describe current and emerging telecommunications systems.	
	07.18	Summarize present and potential diverse applications of technology including robotics.	
08.0	Discuss employment opportunities in the field of technology – the student will be able to:		
	08.01	List 10 different types of employment opportunities available in the technology field (e.g., systems analyst, operator, repair specialist, salesperson, web page designer).	
	08.02	Prepare and deliver an oral report on one of the jobs available including necessary education and training, pay, positions available, advancement opportunities.	
	08.03	Interview individuals currently employed in the technology field.	
	08.04	Create an electronic résumé that could be used to apply for a technology-related position.	
09.0	Demonstrate knowledge of telecommunications – the student will be able to:		
	09.01	Identify the basic functions of telecommunications.	

	09.02	Define and describe Local Area Networks (LANS).		
	09.03	Define and describe Wide Area Networks (WANS).		
	09.04	Define and describe electronic mail (e-mail) capabilities and functions.		
	09.05	Define and describe facsimile (fax).		
	09.06	Define and describe voice messaging.		
	09.07	Define and describe networking cabling requirements.		
	09.08	Discuss the emergence of the Internet and electronic bulletin boards as means of transmitting information.		
	09.09	Describe the process for arranging a teleconference.		
10.0		Identify legal and ethical issues related to technology in the workplace – the student will be able to:		
	10.01	Discuss the impact of technology and related trends on society and the environment.		
	10.02	Identify ethical issues resulting from technological advances (e.g., hacking, computer viruses, copyright infringement).		
	10.03	Discuss copyright laws and their impact on technology.		
	10.04	Research ways to promote confidentiality for messages transmitted via technology.		
	10.05	Participate in a group presentation discussing legal and ethical issues pertaining to the use of technology in the workplace (e.g., personal privacy, security).		
11.0		Demonstrate mathematics knowledge and skills – the students will be able to:		
	11.01	Demonstrate knowledge of arithmetic operations.		
	11.02	Analyze and apply data and measurements to solve problems and interpret documents.		
	11.03	Construct charts/tables/graphs using functions and data.		
12.0		Demonstrate science knowledge and skills – the students will be able to:		
	12.01	Discuss the role of creativity in constructing scientific questions, methods and explanations.		
	12.02	Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.		
13.0		Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:		

	13.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
	13.02	Locate, organize and reference written information from various sources.		
	13.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
	13.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.		
	13.05	Apply active listening skills to obtain and clarify information.		
	13.06	Develop and interpret tables and charts to support written and oral communications.		
	13.07	Exhibit public relations skills that aid in achieving customer satisfaction.		
14.0	Demonstrate language arts knowledge and skills – the students will be able to:			
	14.01	Locate, comprehend and evaluate key elements of oral and written information.		
	14.02	Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		
	14.03	Present information formally and informally for specific purposes and audiences.		
15.0	Solve problems using critical thinking skills, creativity and innovation – the students will be able to:			
	15.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.		
	15.02	Employ critical thinking and interpersonal skills to resolve conflicts.		
	15.03	Identify and document workplace performance goals and monitor progress toward those goals.		
	15.04	Conduct technical research to gather information necessary for decision-making.		
16.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the students will be able to:			
	16.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
	16.02	Explain emergency procedures to follow in response to workplace accidents.		
	16.03	Create a disaster and/or emergency response plan.		
17.0	Use information technology tools – the students will be able to:			

	17.01	Use personal information management (PIM) applications to increase workplace efficiency.		
	17.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.		
	17.03	Employ computer operations applications to access, create, manage, integrate, and store information.		
	17.04	Employ collaborative/groupware applications to facilitate group work.		
18.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:			
	18.01	Employ leadership skills to accomplish organizational goals and objectives.		
	18.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
	18.03	Conduct and participate in meetings to accomplish work tasks.		
	18.04	Employ mentoring skills to inspire and teach others.		
19.0	Demonstrate personal money-management concepts, procedures, and strategies – the students will be able to:			
	19.01	Identify and describe the services and legal responsibilities of financial institutions.		
	19.02	Describe the effect of money management on personal and career goals.		
	19.03	Develop a personal budget and financial goals.		
	19.04	Complete financial instruments for making deposits and withdrawals.		
	19.05	Maintain financial records.		
	19.06	Read and reconcile financial statements.		
	19.07	Research, compare and contrast investment opportunities.		
20.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:			
	20.01	Describe the nature and types of business organizations.		
	20.02	Explain the effect of key organizational systems on performance and quality.		
	20.03	List and describe quality control systems and/or practices common to the workplace.		
	20.04	Explain the impact of the global economy on business organizations.		

21.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:			
	21.01	Evaluate and justify decisions based on ethical reasoning.		
	21.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
	21.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
	21.04	Interpret and explain written organizational policies and procedures.		
22.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:			
	22.01	Identify and demonstrate positive work behaviors needed to be employable.		
	22.02	Develop personal career plan that includes goals, objectives, and strategies.		
	22.03	Examine licensing, certification, and industry credentialing requirements.		
	22.04	Maintain a career portfolio to document knowledge, skills, and experience.		
	22.05	Evaluate and compare employment opportunities that match career goals.		
	22.06	Identify and exhibit traits for retaining employment.		
	22.07	Identify opportunities and research requirements for career advancement.		
	22.08	Research the benefits of ongoing professional development.		
	22.09	Examine and describe entrepreneurship opportunities as a career planning option.		

Additional Information

Laboratory Activities

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

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. 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.

Florida Department of Education
Curriculum Framework

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

Secondary – Cooperative Education - OJT	
Course Number	8300420
CIP Number	10988620CP
Grade Level	9-12
Standard Length	Multiple credits
Teacher Certification	Refer to the **Course Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA

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 Diversified Education; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Diversified Education cluster.

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

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

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

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

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

Course Structure

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

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8300420	Cooperative Diversified Education - OJT	ANY FIELD BA OR HIGHER ANY CTE FIELD OR COV COOP TEACH @7 COOR DCT @4 @7 MKTG 1@2	Multiple Credits	2	

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

Common Career Technical Core – Career Ready Practices

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

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

2. Apply appropriate academic and technical skills.

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

4. Communicate clearly, effectively and with reason.

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

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

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

9. Model integrity, ethical leadership and effective management.

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

11. Use technology to enhance productivity.

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

<u>Standards</u>

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

01.0   Perform designated job skills.
02.0   Demonstrate work ethics.

Florida Department of Education
Student Performance Standards

Program Title: Cooperative Diversified Education OJT
Secondary Number: 8300420

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

Additional Information

Special Notes

The **Cooperative Education Manual** is available on-line and has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE Website.

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.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Accommodations

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

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

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

Florida Department of Education
Curriculum Framework

Program Title: **Career and Technical Education Internship**
Program Type: **Career Preparatory**
Career Cluster: **Diversified Education**

Secondary – Career Preparatory	
Program Number	8300430
CIP Number	10988630CP
Grade Level	9-12
Standard Length	Multiple Credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA
SOC Codes (all applicable)	N/A

Purpose

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

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

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

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

Program Structure

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

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
N/A	8300430	Guided Workplace Learning (Internship)/Career and Technical Education Internship	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY CTE FIELD OR COVERAGE	Multiple Credits	N/A	2	

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

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Common Career Technical Core – Career Ready Practices

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

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

2. Apply appropriate academic and technical skills.

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

4. Communicate clearly, effectively and with reason.

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

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

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

9. Model integrity, ethical leadership and effective management.

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

11. Use technology to enhance productivity.

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

Standards

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

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

Florida Department of Education
Student Performance Standards

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

Course Description:

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

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
01.0 Demonstrate knowledge and skills related to mathematics – the students will be able to:		
01.01 Demonstrate knowledge of arithmetic operations.		
01.02 Analyze and apply data and measurements to solve problems and interpret documents.		
01.03 Construct charts/tables/graphs using functions and data.		
02.0 Demonstrate knowledge and skills related to science – the students will be able to:		
02.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.		
02.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.		
03.0 Use oral and written communication skills to create, express, and interpret information and ideas – the students will be able to:		
03.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	03.02 Locate, organize and reference written information from various sources.		
	03.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
	03.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
	03.05 Apply active listening skills to obtain and clarify information.		
	03.06 Develop and interpret tables and charts to support written and oral communications.		
	03.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
04.0	Demonstrate knowledge and skills related to language arts – the students will be able to:		
	04.01 Locate, comprehend and evaluate key elements of oral and written information.		
	04.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		
	04.03 Present information formally and informally for specific purposes and audiences.		
05.0	Solve problems using critical thinking skills, creativity and innovation – the students will be able to:		
	05.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
	05.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
	05.03 Identify and document workplace performance goals and monitor progress toward those goals.		
	05.04 Conduct technical research to gather information necessary for decision-making.		
06.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance – the students will be able to:		
	06.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
	06.02 Explain emergency procedures to follow in response to workplace accidents.		
	06.03 Create a disaster and/or emergency response plan.		
07.0	Use information technology tools – the students will be able to:		
	07.01 Use personal information management (PIM) applications to increase workplace efficiency.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.		
07.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
07.04 Employ collaborative/groupware applications to facilitate group work.		
08.0 Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
08.01 Employ leadership skills to accomplish organizational goals and objectives.		
08.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
08.03 Conduct and participate in meetings to accomplish work tasks.		
08.04 Employ mentoring skills to inspire and teach others.		
09.0 Demonstrate money-management concepts, procedures, and strategies – the students will be able to:		
09.01 Identify and describe the services and legal responsibilities of financial institutions.		
09.02 Describe the effect of money management on personal and career goals.		
09.03 Develop a personal budget and financial goals.		
09.04 Complete financial instruments for making deposits and withdrawals.		
09.05 Maintain financial records.		
09.06 Read and reconcile financial statements.		
09.07 Research, compare and contrast investment opportunities.		
10.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:		
10.01 Describe the nature and types of business organizations.		
10.02 Explain the effect of key organizational systems on performance and quality.		
10.03 List and describe quality control systems and/or practices common to the workplace.		
10.04 Explain the impact of the global economy on business organizations.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
11.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:		
	11.01 Evaluate and justify decisions based on ethical reasoning.		
	11.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
	11.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
	11.04 Interpret and explain written organizational policies and procedures.		
12.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:		
	12.01 Identify and demonstrate positive work behaviors needed to be employable.		
	12.02 Develop personal career plan that includes goals, objectives, and strategies.		
	12.03 Examine licensing, certification, and industry credentialing requirements.		
	12.04 Maintain a career portfolio to document knowledge, skills, and experience.		
	12.05 Evaluate and compare employment opportunities that match career goals.		
	12.06 Identify and exhibit traits for retaining employment.		
	12.07 Identify opportunities and research requirements for career advancement.		
	12.08 Research the benefits of ongoing professional development.		
	12.09 Examine and describe entrepreneurship opportunities as a career planning option.		

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.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

The internship must include the following components:

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

Career and Technical Education Internship Site: The following criteria should be met when choosing the Career and Technical Education Internship site:

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

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

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

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

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

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

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. 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.

Florida Department of Education
Curriculum Framework

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

Secondary – Non Career Preparatory	
Program Number	8301600
CIP Number	10988640CP
Grade Level	7-12
Standard Length	Multiple Credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA

Purpose

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

The content includes but is not limited to Diversified Education.

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

Program Structure

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

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

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

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

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

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

To teach the courses 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	Level	Graduation Requirement
8301610	Work Experience 1	ANY FIELD WHEN CERT REFLECTS BACHELORS OR HIGHER	1 credit	2	
8301620	Work Experience 2		1 credit	2	
8301630	Work Experience 3		1 credit	2	
8301640	Work Experience 4		1 credit	2	
8301650	Work Experience OJT		multiple credits	2	

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

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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   Explain the importance of employability and entrepreneurship skills.
02.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance.
03.0   Use oral and written communication skills to create, express, and interpret information and ideas.
04.0   Define, demonstrate proficiency, and analyze the ability to apply mathematical skills.
05.0   Define, demonstrate, and maintain personal hygiene and health.
06.0   Demonstrate money-management concepts, procedures, and strategies.
07.0   Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives.
08.0   Define, demonstrate, and assess techniques to maintain professionalism.
09.0   Define, demonstrate, and assess cognitive skills.
10.0   Define, demonstrate, and assess interpersonal and intrapersonal skills.
11.0   Use information technology tools.
12.0   Define, demonstrate, and evaluate understanding of economic and entrepreneurial principles.
13.0   Define, demonstrate, and assess the importance of determining career options.
14.0   Explain the importance of employability and entrepreneurship skills.
15.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance.
16.0   Use oral and written communication skills to create, express, and interpret information and ideas.
17.0   Define, demonstrate proficiency, and analyze the ability to apply mathematical skills.
18.0   Demonstrate money-management concepts, procedures, and strategies.
19.0   Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives.
20.0   Define, demonstrate, and assess techniques to maintain professionalism.
21.0   Define, demonstrate, and assess cognitive skills.
22.0   Define, demonstrate, and assess interpersonal and intrapersonal skills.
23.0   Use information technology tools.
24.0   Define, demonstrate, and assess the importance of determining career options.
25.0   Perform designated job skills.
26.0   Describe the importance of professional ethics and legal responsibilities.
27.0   Perform designated recordkeeping skills.

Florida Department of Education
Student Performance Standards

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

Course Description:

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

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
01.0 Explain the importance of employability and entrepreneurship skills – the students will be able to:		
01.01 Identify and demonstrate positive work behaviors needed to be employable.		
01.02 Develop personal career plan that includes goals, objectives, and strategies.		
01.03 Examine licensing, certification, and industry credentialing requirements.		
01.04 Maintain a career portfolio to document knowledge, skills, and experience.		
01.05 Evaluate and compare employment opportunities that match career goals.		
01.06 Identify and exhibit traits for retaining employment.		
01.07 Identify opportunities and research requirements for career advancement.		
01.08 Research the benefits of ongoing professional development.		
01.09 Examine and describe entrepreneurship opportunities as a career planning option.		
02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
regulatory compliance – the students will be able to:		
02.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
02.02 Explain emergency procedures to follow in response to workplace accidents.		
02.03 Create a disaster and/or emergency response plan.		
03.0 Use oral and written communication skills to create, express, and interpret information and ideas – the students will be able to:		
03.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
03.02 Locate, organize and reference written information from various sources.		
03.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
03.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
03.05 Apply active listening skills to obtain and clarify information.		
03.06 Develop and interpret tables and charts to support written and oral communications.		
03.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
04.0 Define, demonstrate proficiency, and analyze the ability to apply mathematical skills – the student will be able to:		
04.01 Compute weekly and annual wages.		
04.02 Compute wages when overtime is worked.		
04.03 Determine wages for jobs when piecework or tips are involved.		
04.04 Compute annual salary.		
04.05 Use rounding to determine salary in a pay period.		
04.06 Use percentages and decimals to compute commissions.		
04.07 Identify differences between gross and net pay.		
04.08 Change prices from cents to dollars and from dollars to cents.		
04.09 Compute the cost of single and multiple items.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.10 Compute change and count back correctly.		
04.11 Use information on coupons to determine the cost of an item when a coupon is used.		
04.12 Create a coupon.		
04.13 Compute and compare unit prices.		
04.14 Complete a 1040EZ federal income tax form.		
05.0 Define, demonstrate, and maintain personal hygiene and health – the student will be able to:		
05.01 Identify advantages of a healthy life style.		
05.02 Identify factors that influence wellness.		
05.03 Assess importance of emotional mental health.		
05.04 Demonstrate types of exercises designed to enhance health/wellness.		
05.05 Identify benefits of good nutrition, proper rest, and exercise.		
06.0 Demonstrate money-management concepts, procedures, and strategies – the students will be able to:		
06.01 Identify and describe the services and legal responsibilities of financial institutions.		
06.02 Describe the effect of money management on personal and career goals.		
06.03 Develop a personal budget and financial goals.		
06.04 Complete financial instruments for making deposits and withdrawals.		
06.05 Maintain financial records.		
06.06 Read and reconcile financial statements.		
06.07 Research, compare and contrast investment opportunities.		
07.0 Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
07.01 Employ leadership skills to accomplish organizational goals and objectives.		
07.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.03 Conduct and participate in meetings to accomplish work tasks.		
07.04 Employ mentoring skills to inspire and teach others.		
08.0 Define, demonstrate, and assess techniques to maintain professionalism – the student will be able to:		
08.01 Identify items to be included in an employment orientation.		
08.02 Identify work-related terminology.		
08.03 Role-play the importance of respect for the rights of others in the maintenance of a positive working environment.		
08.04 Demonstrate methods of displaying a positive work attitude.		
08.05 Explain initiative and resourcefulness.		
08.06 Demonstrate appropriate workplace social behavior including ability to remain calm and in control in challenging situations.		
08.07 Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy, respect, responsibility, self-discipline, and trustworthiness.		
09.0 Define, demonstrate, and assess cognitive skills – the student will be able to:		
09.01 Describe the importance of time management to complete tasks accurately and on time.		
09.02 Outline strategies for effective time management.		
09.03 Describe role and relationship between values, aptitudes, abilities, goal setting, and attainment of academic and occupational skills.		
09.04 Set personal goals and develop a plan of action to achieve those goals.		
09.05 Identify problems and consequences of meeting goals.		
09.06 Describe ways to deal with success and failure.		
09.07 Exhibit awareness of and respect for others.		
09.08 Demonstrate ways to improve test-taking skills, including preparing for standardized tests.		
10.0 Define, demonstrate, and assess interpersonal and intrapersonal skills – the student will be able to:		
10.01 Describe the basic nature of self-understanding.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.02 Identify and demonstrate positive personality traits.		
10.03 Using interpersonal skills, demonstrate the ability to appropriately express feelings, reactions, ideas, opinions, wants, and needs.		
10.04 Role-play behaviors that will promote effective human relations.		
10.05 Practice the skills of communicating with customers to identify their needs and expectations.		
10.06 Practice the ability to work cooperatively with others as a team member.		
10.07 Demonstrate ability to adjust one's behavior to fit the dynamics of a situation.		
10.08 Demonstrate respect for the opinions, customs, and individual differences of others.		
10.09 Interact in a socially appropriate manner.		
10.10 Practice assuming responsibility for decisions and actions.		
10.11 Channel and control emotional reactions professionally.		
10.12 Practice setting personal priorities.		
10.13 Identify the differences between assertiveness and aggressiveness.		
10.14 Describe acceptable ways to deal with success and failure.		
11.0 Use information technology tools – the students will be able to:		
11.01 Use personal information management (PIM) applications to increase workplace efficiency.		
11.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.		
11.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
11.04 Employ collaborative/groupware applications to facilitate group work.		
13.0 Define, demonstrate, and assess the importance of determining career options – the student will be able to:		
13.01 Use a variety of sources and methods to determine career interests and abilities.		
13.02 Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.03 Identify non-traditional career options.		
13.04 Debate how educational level affects career choice.		
13.05 Explain importance of networking when researching occupations.		
13.06 Identify advantages of attending a trade or technical school.		
13.07 Identify career training available in the military services.		

Florida Department of Education
Student Performance Standards

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

Course Description:

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

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
01.0 Explain the importance of employability and entrepreneurship skills – the students will be able to:		
01.01 Identify and demonstrate positive work behaviors needed to be employable.		
01.02 Develop personal career plan that includes goals, objectives, and strategies.		
01.03 Examine licensing, certification, and industry credentialing requirements.		
01.04 Maintain a career portfolio to document knowledge, skills, and experience.		
01.05 Evaluate and compare employment opportunities that match career goals.		
01.06 Identify and exhibit traits for retaining employment.		
01.07 Identify opportunities and research requirements for career advancement.		
01.08 Research the benefits of ongoing professional development.		
01.09 Examine and describe entrepreneurship opportunities as a career planning option.		
02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance – the students will be able to:		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	02.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
	02.02 Explain emergency procedures to follow in response to workplace accidents.		
	02.03 Create a disaster and/or emergency response plan.		
03.0	Use oral and written communication skills to create, express, and interpret information and ideas – the students will be able to:		
	03.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
	03.02 Locate, organize and reference written information from various sources.		
	03.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
	03.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
	03.05 Apply active listening skills to obtain and clarify information.		
	03.06 Develop and interpret tables and charts to support written and oral communications.		
	03.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
04.0	Define, demonstrate proficiency, and analyze the ability to apply mathematical skills – the student will be able to:		
	04.15 Interpret quantitative information from tables, charts, and graphs as related to the workplace.		
	04.16 Compute ratios and percentages as related to the workplace.		
	04.17 Calculate distance, weight, area, volume, and/or time problems as related to the workplace.		
	04.18 Determine costs, time, and resources needed to complete a task within the workplace.		
	04.19 Use an advertisement to determine the total cost of several items with different quantities.		
05.0	Define, demonstrate, and maintain personal hygiene and health – the student will be able to:		
	05.06 Plan a menu that includes all the major food groups.		
	05.07 Identify available counseling and community services.		
	05.08 Summarize need for preventive medical practices.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	05.09 Identify the physiological and social implications of personal hygiene practices.		
	05.10 Demonstrate knowledge of basic first aid for self-care.		
06.0	Demonstrate money-management concepts, procedures, and strategies – the students will be able to:		
	06.01 Identify and describe the services and legal responsibilities of financial institutions.		
	06.02 Describe the effect of money management on personal and career goals.		
	06.03 Develop a personal budget and financial goals.		
	06.04 Complete financial instruments for making deposits and withdrawals.		
	06.05 Maintain financial records.		
	06.06 Read and reconcile financial statements.		
	06.07 Research, compare and contrast investment opportunities.		
07.0	Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
	07.01 Employ leadership skills to accomplish organizational goals and objectives.		
	07.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
	07.03 Conduct and participate in meetings to accomplish work tasks.		
	07.04 Employ mentoring skills to inspire and teach others.		
08.0	Define, demonstrate, and assess techniques to maintain professionalism – the student will be able to:		
	08.08 Demonstrate ability to take direction, accept constructive criticism, and adjust behavior to fit the dynamics of a situation.		
	08.09 Define *ethics* as applicable to the workplace.		
	08.10 Establish a personal code of ethics.		
	08.11 Explain importance of maintaining quality standards, regular work habits, and pride in work accomplished.		
	08.12 Demonstrate ability to work cooperatively in a group to resolve challenges and make decisions.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.13 Identify how individuals from diverse backgrounds offer unique contributions.		
09.0 Define, demonstrate, and assess cognitive skills – the student will be able to:		
09.09 Explain the steps involved in decision-making.		
09.10 Identify the process involved in problem-solving.		
09.11 Develop an action plan for solving problems and making decisions using critical thinking skills.		
09.12 Identify strategies for building self-esteem and enhancing decision-making skills.		
09.13 Demonstrate knowledge of the planning process.		
10.0 Define, demonstrate, and assess interpersonal and intrapersonal skills – the student will be able to:		
10.15 Demonstrate the ability to offer and accept constructive criticism.		
10.16 Identify areas where personal change and adjustment may be necessary.		
10.17 Exhibit open-mindedness towards ideas and opinions different from your own.		
11.0 Use information technology tools – the students will be able to:		
11.01 Use personal information management (PIM) applications to increase workplace efficiency.		
11.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.		
11.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
11.04 Employ collaborative/groupware applications to facilitate group work.		
12.0 Define, demonstrate, and evaluate understanding of economic and entrepreneurial principles – the student will be able to:		
12.01 Define economy, free enterprise, producers, consumers, and marketplace.		
12.02 Debate why prices fluctuate as a result of supply and demand, production costs, and competition.		
12.03 Explain the impact of unemployment and underemployment on the economy.		
12.04 Define entrepreneur and entrepreneurship.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.05 Evaluate available types of business opportunities compatible with your skills and career interests.		
12.06 List advantages and disadvantages of entrepreneurship.		
12.07 Identify the behaviors and attitudes commonly found in entrepreneurs.		
12.08 Explain the primary means of going into business.		
12.09 Describe the different legal forms of business ownership.		
12.10 Identify key factors in selecting a business location.		
12.11 Compare and contrast owning a business with being an employee.		
13.0 Define, demonstrate, and assess the importance of determining career options – the student will be able to:		
13.08 Select an occupational area and identify its career opportunities, employment prospects, educational requirements, and advancement opportunities.		
13.09 Evaluate personal strengths and weaknesses in relation to the selected occupational area.		
13.10 Explain the influence of life roles on career choice.		
13.11 Analyze changes occurring in the workplace.		
13.12 Identify and locate local employment agencies and web-based job search sites.		
13.13 Review the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.		

Florida Department of Education
Student Performance Standards

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

Course Description:

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

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
14.0 Explain the importance of employability and entrepreneurship skills – the students will be able to:		
14.01 Identify and demonstrate positive work behaviors needed to be employable.		
14.02 Develop personal career plan that includes goals, objectives, and strategies.		
14.03 Examine licensing, certification, and industry credentialing requirements.		
14.04 Maintain a career portfolio to document knowledge, skills, and experience.		
14.05 Evaluate and compare employment opportunities that match career goals.		
14.06 Identify and exhibit traits for retaining employment.		
14.07 Identify opportunities and research requirements for career advancement.		
14.08 Research the benefits of ongoing professional development.		
14.09 Examine and describe entrepreneurship opportunities as a career planning option.		
15.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance – the students will be able to:		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	15.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
	15.02 Explain emergency procedures to follow in response to workplace accidents.		
	15.03 Create a disaster and/or emergency response plan.		
16.0	Use oral and written communication skills to create, express, and interpret information and ideas – the students will be able to:		
	16.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
	16.02 Locate, organize and reference written information from various sources.		
	16.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
	16.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
	16.05 Apply active listening skills to obtain and clarify information.		
	16.06 Develop and interpret tables and charts to support written and oral communications.		
	16.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
17.0	Define, demonstrate proficiency, and analyze the ability to apply mathematical skills – the student will be able to:		
	17.01 Calculate the areas of surface and complete an accurate estimate of the cost of materials for covering those surfaces.		
	17.02 Use ratios, proportions, and a scale to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.		
	17.03 Explain the "Renter's Rule."		
	17.04 List the costs associated with buying a home.		
	17.05 Explain the "Banker's Rule."		
	17.06 Identify several different types of home mortgage loans.		
18.0	Demonstrate money-management concepts, procedures, and strategies – the students will be able to:		
	18.01 Identify and describe the services and legal responsibilities of financial institutions.		
	18.02 Describe the effect of money management on personal and career goals.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.03 Develop a personal budget and financial goals.		
18.04 Complete financial instruments for making deposits and withdrawals.		
18.05 Maintain financial records.		
18.06 Read and reconcile financial statements.		
18.07 Research, compare and contrast investment opportunities.		
19.0 Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
19.01 Employ leadership skills to accomplish organizational goals and objectives.		
19.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
19.03 Conduct and participate in meetings to accomplish work tasks.		
19.04 Employ mentoring skills to inspire and teach others.		
20.0 Define, demonstrate, and assess techniques to maintain professionalism – the student will be able to:		
20.01 Demonstrate ways to improve service to internal and external customers.		
20.02 Identify ways to develop and improve skills and traits important to the job and to the organization.		
20.03 Role-play types and methods of dealing with peer pressure.		
20.04 Demonstrate self-control when minimum direction and supervision are provided.		
20.05 Debate importance of planning to meet deadlines.		
20.06 Maintain quality standards, regular work habits, and pride in one's work.		
21.0 Define, demonstrate, and assess cognitive skills – the student will be able to:		
21.01 Demonstrate ability to think creatively and generate new ideas.		
21.02 Demonstrate the ability to conduct a systematic analysis of personal strengths and weaknesses.		
21.03 Analyze managerial skills necessary for decision making in different work related situations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
22.0 Define, demonstrate, and assess interpersonal and intrapersonal skills – the student will be able to:		
22.01 Demonstrate appropriate etiquette.		
22.02 Practice stress management techniques.		
22.03 Demonstrate loyalty to the team and show commitment to the team's growth and improvement.		
22.04 Help fellow team members accomplish their tasks.		
23.0 Use information technology tools – the students will be able to:		
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, email, 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 Define, demonstrate, and assess the importance of determining career options – the student will be able to:		
24.01 Identify sources of financial assistance for postsecondary education and training.		
24.02 Describe the requirements and procedures for obtaining different types of financial assistance.		
24.03 Discuss the role of professional organizations in workforce development.		
24.04 Describe apprenticeship programs.		
24.05 Develop an education and career plan.		

Florida Department of Education
Student Performance Standards

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

Course Description:

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

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
15.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance – the students will be able to:		
15.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
15.02 Explain emergency procedures to follow in response to workplace accidents.		
15.03 Create a disaster and/or emergency response plan.		
16.0 Use oral and written communication skills to create, express, and interpret information and ideas – the students will be able to:		
16.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
16.02 Locate, organize and reference written information from various sources.		
16.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
16.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
16.05 Apply active listening skills to obtain and clarify information.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.06 Develop and interpret tables and charts to support written and oral communications.		
16.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
17.0 Define, demonstrate proficiency, and analyze the ability to apply mathematical skills – the student will be able to:		
17.07 Compute payments for purchases of items, including comparing and computing regular price, discount rate, and sale price.		
17.08 Use elapsed time to determine date of payment.		
17.09 Read maps and compute distances.		
17.10 Compute travel fares and hotel expenses.		
17.11 Find the exchange rate between the U.S. dollar and a variety of foreign currencies.		
17.12 Compute cost of car rentals and parking charges.		
17.13 Compare time in different time zones.		
17.14 Calculate flight times between different time zones.		
17.15 Demonstrate how to complete an expense account form.		
17.16 Explain personal allowances, withholding, dependents, exemptions, and deductions per the Internal Revenue Service.		
17.17 Complete a 1040A and a 1040 federal income tax form.		
18.0 Demonstrate money-management concepts, procedures, and strategies – the students will be able to:		
18.01 Identify and describe the services and legal responsibilities of financial institutions.		
18.02 Describe the effect of money management on personal and career goals.		
18.03 Develop a personal budget and financial goals.		
18.04 Complete financial instruments for making deposits and withdrawals.		
18.05 Maintain financial records.		
18.06 Read and reconcile financial statements.		
18.07 Research, compare and contrast investment opportunities.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
19.0	Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
	19.01 Employ leadership skills to accomplish organizational goals and objectives.		
	19.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
	19.03 Conduct and participate in meetings to accomplish work tasks.		
	19.04 Employ mentoring skills to inspire and teach others.		
21.0	Define, demonstrate, and assess cognitive skills – the student will be able to:		
	21.04 Gather and use data and other information to identify causes of problems and develop appropriate strategies for solutions.		
	21.05 Identify and analyze the rule or principle underlying the relationship between two or more objects for use in future applications.		
	21.06 Illustrate how the ability to learn is a lifelong skill.		
22.0	Define, demonstrate, and assess interpersonal and intrapersonal skills – the student will be able to:		
	22.05 Demonstrate ability to work with individuals from different cultures.		
	22.06 Explain importance of being socially flexible and receptive to new ideas.		
23.0	Use information technology tools – the students will be able to:		
	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, email, 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	Define, demonstrate, and assess the importance of determining career options – the student will be able to:		
	24.06 Discuss sex equity in terms of career choice.		
	24.07 Assess differences in wages, annual income, and job opportunities based on geographic location, gender, ethnicity, and age.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
24.08 Explain the process for obtaining school transcripts.		
24.09 Demonstrate ability to make career decisions based on self-awareness and an awareness of various career clusters and occupations.		
24.10 Assess and use information to develop a lifelong career plan and identify problems that may interfere with the plan.		
24.11 Assess plan for gaining mentors and obtaining knowledge of opportunities for continuing education, cross-training, retraining, and additional certification and degrees.		

Florida Department of Education
Student Performance Standards

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

Course Description:

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

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

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
25.0 Perform designated job skills – the student will be able to:		
25.01 Demonstrate job performance skills as outlined on the job skills form.		
25.02 Apply safety procedures while on the job.		
25.03 Display an acceptable level of productivity and quality control.		
25.04 Demonstrate appropriate dress and grooming habits.		
25.05 Demonstrate reacting to feedback in a positive manner.		
25.06 Communicate effectively with customers, co-workers, and management.		
25.07 Demonstrate decision-making and problem-solving skills.		
25.08 Demonstrate punctuality and reliability by working as scheduled.		
25.09 Demonstrate pride in work by completing work correctly and quickly.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
25.10 Demonstrate personal management skills (self-directed and self-controlled) including intrinsic motivation.		
25.11 Display an understanding and appreciation for the dignity and worth of honest labor.		
25.12 Demonstrate flexibility, creativity, innovation, and adaptability.		
25.13 Demonstrate ability to interpret and comply with employer rules and regulations.		
25.14 Demonstrate an understanding of the organizational structure of the workplace.		
25.15 Demonstrate flexibility and the ability to perform a wide range of functions.		
26.0 Describe the importance of professional ethics and legal responsibilities – the students 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.		
27.0 Perform designated recordkeeping skills – the student will be able to:		
27.01 List the job skills to be performed in the specified occupation.		
27.02 Maintain appropriate employment records (training agreement, time card, and job skills form).		

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

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

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

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. 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.

Florida Department of Education
Curriculum Framework

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

Secondary – Career Preparatory	
Program Number	8303000
CIP Number	10988610CP
Grade Level	9-12
Standard Length	Multiple credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA
SOC Codes (all applicable)	N/A

Purpose

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

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

Program Structure

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

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

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
See pages 25, 26, and 27 for reporting purposes	8303010	Diversified Career Technology Principles	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOC FIELD OR COVERAGE COOP TEACH @7 COOR DCT @4 @7 MKTG 1@2	1 credit	N/A	2	N/A
	8300410	Diversified Career Technology - OJT		multiple credits	N/A	2	N/A
See pages 25, 26, and 27 for reporting purposes	8303020	Diversified Career Technology Applications		1 credit	N/A	2	N/A
See pages 25, 26, and 27 for reporting purposes	8303030	Diversified Career Technology Management		1 credit	N/A	2	N/A

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

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Common Career Technical Core – Career Ready Practices

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

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

2. Apply appropriate academic and technical skills.

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

4. Communicate clearly, effectively and with reason.

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

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

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

9. Model integrity, ethical leadership and effective management.

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

11. Use technology to enhance productivity.

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

Standards

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

01.0   Demonstrate knowledge and application of workplace employability skills.
02.0   Demonstrate, apply, and implement knowledge of environmental, health, and safety issues.
03.0   Demonstrate, apply, and implement an understanding of professional, legal, and ethical responsibilities.
04.0   Demonstrate, apply, and implement knowledge of financial skills and planning.
05.0   Demonstrate, apply, and implement leadership skills.
06.0   Demonstrate, apply, and implement proficiency in communication skills.
07.0   Demonstrate knowledge of human resources and labor issues as well as the social, legal, and economic aspects of employment.
08.0   Demonstrate an understanding of national and international economic principles.
09.0   Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
10.0   Demonstrate an understanding and application of technology in the workplace.
11.0   Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations.
12.0   Demonstrate and apply an understanding of entrepreneurship principles.
13.0   Demonstrate competencies in a specific career.
14.0   Demonstrate legal and ethical behavior within the role and scope of specific job responsibilities.
15.0   Perform designated recordkeeping skills.

Florida Department of Education
Student Performance Standards

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

Course Description:

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

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
01.0 Demonstrate knowledge and application of workplace employability skills – the student will be able to:		
01.01 Identify resources used in a job search (e.g., newspaper, Internet, networking).		
01.02 Discuss importance of drug tests and criminal background checks in identifying possible employment opportunities.		
01.03 Identify steps of the job application process including arranging for references and proper documentation (e.g., green card).		
01.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).		
01.05 Prepare a résumé (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.		
01.06 Demonstrate appropriate dress and grooming for employment.		
01.07 Demonstrate effective interviewing skills (behavioral).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
01.08 Describe methods for handling illegal interview and application questions.		
01.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).		
01.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.		
01.11 Describe importance of producing quality work and meeting performance standards.		
01.12 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).		
01.13 Identify how to prepare for job separation and re-employment.		
01.14 Write a job description that includes the responsibilities of an entry-level position.		
01.15 Prepare a classified ad for an entry-level position.		
01.16 Create a list of interview questions for an entry-level position.		
02.0 Demonstrate, apply, and implement knowledge of environmental, health, and safety issues – the student will be able to:		
02.01 Identify health and safety regulatory agencies responsible for overseeing the work environment and the functions they perform (e.g., OSHA, EPA).		
02.02 Describe importance of complying with federal, state, and local agency regulations.		
02.03 Explain purpose of Workers' Compensation.		
02.04 Identify types of hazards in the workplace.		
02.05 Describe types of personal protective equipment.		
02.06 Describe necessary emergency evacuation procedures.		
02.07 Identify hazardous chemicals and their characteristics.		
02.08 Define meaning of "drug-free workplace."		
02.09 Identify causes of accidents on the job (e.g., human error).		
02.10 Identify routine security precautions in the workplace.		
02.11 Report on violence in the workplace.		
02.12 Identify basic safety training techniques to deal with medical emergencies in the		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
workplace.		
03.0 Demonstrate, apply, and implement an understanding of professional, legal, and ethical responsibilities – the student will be able to:		
03.01 Describe workplace codes of professional/business conduct.		
03.02 Identify ways to work cooperatively in various settings with diverse populations.		
03.03 Explain importance of self-control and initiative when minimum direction and supervision are given.		
03.04 Explain concepts of integrity, credibility, and reliability.		
03.05 Demonstrate such interpersonal skills as courtesy, loyalty, and being a team player.		
03.06 Define and discuss issues involving gender equity, disability, age, and sexual harassment.		
03.07 Demonstrate importance of adhering to schedules and deadlines.		
03.08 Define ethics and describe several ethical situations that could arise within a school or workplace setting.		
03.09 Identify and define friendliness, adaptability, empathy, and politeness as relates to group settings.		
03.10 Identify key ways a company can benefit its community.		
03.11 Describe importance of volunteerism.		
03.12 Describe importance of providing access for the physically challenged.		
04.0 Demonstrate, apply, and implement knowledge of financial skills and planning – the student will be able to:		
04.01 Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.		
04.02 Compute different methods of monetary compensation (e.g., annual salary, hourly wages, commission, piecework).		
04.03 Prepare a month's budget based on income and expenses.		
04.04 Describe importance of long-term personal financial planning.		
04.05 Evaluate various investment opportunities for financial growth.		
04.06 Calculate exemptions, deductions, and taxable income and use tax tables to prepare a federal income tax form.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	04.07 Describe importance of maintaining an accurate checkbook balance.		
	04.08 Compare personal insurance costs using a variety of deductibles and coverages.		
	04.09 Identify, compare, and contrast a variety of available housing options.		
	04.10 Perform mathematical calculations appropriate to a specific occupation (e.g., ratios, proportions, scales).		
05.0	Demonstrate, apply, and implement leadership skills – the student will be able to:		
	05.01 Describe qualities of an effective leader.		
	05.02 Describe different methods of leadership.		
	05.03 Identify opportunities available for development of leadership skills in a career and technology student organization.		
	05.04 Demonstrate use of workplace etiquette.		
	05.05 Demonstrate use of parliamentary procedure.		
	05.06 Identify purposes and functions of professional/trade and student organizations.		
	05.07 Identify roles and responsibilities of organization members.		
	05.08 Develop a list of qualities necessary for being an effective team player.		
	05.09 Work cooperatively within a group to achieve organizational goals.		
06.0	Demonstrate, apply, and implement proficiency in communication skills – the student will be able to:		
	06.01 Explain importance of effective written and verbal communication.		
	06.02 Read and comprehend written communications.		
	06.03 Compare and contrast different forms of written business communication as utilized in the workplace.		
	06.04 Prepare a business letter, memorandum, fax, and e-mail.		
	06.05 Identify and utilize methods to improve oral communication skills.		
	06.06 Prepare and deliver an introductory speech to an audience.		
	06.07 Identify and utilize methods to improve listening strategies.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	06.08 Identify means of nonverbal communication.		
	06.09 Demonstrate proper businesslike methods of placing/receiving telephone calls and recording telephone messages.		
	06.10 Demonstrate ability to listen to and follow directions.		
	06.11 Discuss importance of developing networking skills to expand business contacts.		
	06.12 Discuss importance of providing clear directions, descriptions, and explanations.		
	06.13 Demonstrate ability to locate, understand, and interpret information found in contracts, trade journals, manuals, graphs, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
07.0	Demonstrate knowledge of human resources and labor issues as well as the social, legal, and economic aspects of employment – the student will be able to:		
	07.01 Explain importance of a written job description.		
	07.02 Describe various work schedules (e.g., flex scheduling).		
	07.03 Describe workplace usage of teams to increase productivity and product quality.		
	07.04 Identify and discuss the role of the employee as a team member.		
	07.05 Describe employee recognition systems for individuals and teams.		
	07.06 Compare advantages and disadvantages of self-employment (independent contractor) and employment by a company.		
	07.07 Explain the change in the role and purpose of labor unions from their inception in the early 1900's to the present day.		
08.0	Demonstrate an understanding of national and international economic principles – the student will be able to:		
	08.01 Explain principles of America's economic system.		
	08.02 Describe government's involvement in the economy.		
	08.03 Identify and describe economic impact of employment.		
	08.04 Explain interaction between supply and demand and its effect on the economy.		
	08.05 Analyze and discuss the role of Social Security.		
	08.06 Discuss impact of the economy on the stock market and private enterprise.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.07 Discuss examples of how the economy impacts business and industry.		
08.08 Describe elements and economic implications of the Consumer Price Index (CPI).		
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 Identify job skills and personal characteristics necessary for career success.		
09.02 Identify high skill/high wage occupations requiring specialized training with growth potential for future employment.		
09.03 Explain relationship between life roles and job and career roles.		
09.04 Differentiate between traditional and non-traditional career options.		
09.05 Explain how changes in one's personal and professional life affect career decisions.		
09.06 Explain importance of updating occupational skills and knowledge through continued education and training and the use of learning-to-learn techniques.		
09.07 Describe steps involved in planning for education, career, and life goals.		
09.08 List sources of career information.		
09.09 Complete and analyze a personal traits inventory and use the results to select a career goal.		
09.10 Match desires, abilities, temperaments, and assets to a career goal.		
10.0 Demonstrate an understanding and application of technology in the workplace – the student will be able to:		
10.01 Identify types of technology used in the workplace.		
10.02 Describe applications of technology in the workplace.		
10.03 Identify emerging technologies and market trend changes.		
10.04 Discuss ethical issues involving use of technology.		
10.05 Describe importance of acquiring, analyzing, and managing information efficiently and effectively.		
10.06 Discuss importance of cross-training.		
11.0 Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations – the student will be able to:		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
11.01	Describe roles, functions, levels, and types of managers.		
11.02	Discuss evolution of management from the Industrial Revolution to current philosophies and theories.		
11.03	Identify a variety of management styles.		
11.04	Cite examples of how workers adjust to different management styles.		
11.05	Identify a variety of corporate organizational structures.		
11.06	Identify how a corporate "chain of command" works.		
11.07	Describe significance of a company's "corporate culture."		
11.08	Describe importance of achieving internal and external customer satisfaction.		
11.09	Identify examples of how cultural diversity can affect the workplace.		
11.10	List reasons why written policies are needed in the workplace.		
11.11	Discuss role of ethics and morality in management.		
11.12	Describe how a company's marketing efforts can affect employees and customers.		
12.0	Demonstrate and apply an understanding of entrepreneurship principles.		

Florida Department of Education
Student Performance Standards

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

Course Description:

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

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
13.0 Demonstrate competencies in a specific career – the student will able to:		
13.01 Demonstrate job performance skills as outlined in training plan.		
13.02 Exhibit effective workplace safety practices including use of protective devices.		
13.03 Display an acceptable level of productivity and quality control.		
13.04 Demonstrate effective written and oral communication and listening skills when interacting with customers, co-workers, and managers.		
13.05 Demonstrate decision-making and problem-solving processes and techniques used in the workplace.		
13.06 Demonstrate acceptable work habits and conduct in the workplace as defined by company policy.		
13.07 Demonstrate an understanding of the company's vision and mission statements.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.08 Demonstrate an understanding of a company's goals and objectives.		
13.09 Demonstrate familiarity with the company's products and services.		
13.10 Demonstrate the ability to identify authority, rights, and responsibilities of both employers and employees.		
14.0 Demonstrate legal and ethical behavior within the role and scope of specific job responsibilities – the student will be able to:		
14.01 Demonstrate legal and ethical behavior within the scope of job responsibilities.		
14.02 Demonstrate the ability to resolve customer, employee, and employee/employer problems and concerns.		
14.03 Follow policies and procedures affecting the safety, health, and well-being of all members of a workplace setting.		
14.04 Exhibit behavior supporting and promoting cultural and ethnic diversity.		
14.05 Recognize and report signs of substance abuse.		
14.06 Demonstrate interpersonal skills, which enhance team productivity and foster positive work ethics.		
14.07 Demonstrate appropriate dress and grooming habits for the workplace environment.		
15.0 Perform designated recordkeeping skills – the student will be able to:		
15.01 Identify job tasks that presently are and will be in the future performed in the specified occupation (training plan).		
15.02 Indicate on a training plan as competencies are mastered.		
15.03 Maintain a record of employment hours and wages for auditing and budgetary purposes (e.g., time cards, budget sheets).		
15.04 Maintain an up-to-date, signed training agreement.		

Florida Department of Education
Student Performance Standards

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

Course Description:

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

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
01.0 Demonstrate knowledge and application of workplace employability skills – the student will be able to:		
01.17 Develop a detailed strategy for applying for a job in a specific career.		
01.18 Create a portfolio of employment opportunities for a specific career (e.g., newspaper, Internet, magazines).		
01.19 Create a portfolio of documents for job placement (e.g., résumé, letters of recommendation, employer evaluations, awards, evidence of participation in school, community, volunteer activities).		
01.20 Explain importance of understanding corporate policy.		
01.21 Explain importance of staying up-to-date on social, technical, and economic changes.		
02.0 Demonstrate, apply, and implement knowledge of environmental, health, and safety issues – the student will be able to:		
02.13 Demonstrate knowledge of types of industrial waste streams and treatments (e.g., air emissions, hazardous wastes, recycling programs).		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	02.14 Analyze safety and health precautions of a business.		
	02.15 Identify potentially hazardous situations and apply appropriate solutions.		
	02.16 Develop an action plan for participating in a health and recreation program.		
	02.17 Explain importance of CPR and emergency first aid training.		
03.0	Demonstrate, apply, and implement an understanding of professional, legal, and ethical responsibilities – the student will be able to:		
	03.13 Analyze and discuss codes of ethics for a workplace.		
	03.14 Describe self-management techniques in both work and life roles.		
	03.15 Describe methods used to encourage both ethical and social responsibility in an organization.		
	03.16 Describe why the public's perception of a company is important.		
	03.17 Report on a legal issue regarding a violation of ethical behavior using current resources.		
	03.18 Identify an example of how a political decision can effect standard business practices.		
	03.19 Describe importance of an EAP (Employee Assistance Program).		
	03.20 Describe a will, health-care power of attorney, and living will.		
04.0	Demonstrate, apply, and implement financial skills and planning – the student will be able to:		
	04.11 Identify and analyze various financial data located in current publications.		
	04.12 Compute and discuss a variety of business-related financial calculations (e.g., payroll, interest rates, profit margins).		
	04.13 Develop a cash flow projection of personal income and expenses.		
	04.14 Identify various types of contracts (e.g., lease agreement, contract for purchase of real estate, bank loan application).		
	04.15 Demonstrate knowledge of investing via a simulation activity (e.g., stocks, real estate, collectibles, IRA).		
	04.16 Identify types of insurance applicable to the workplace.		
	04.17 Describe importance of accounting in a business.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.18 Describe advantages and disadvantages to a business of granting credit.		
05.0 Demonstrate, apply, and implement leadership skills – the student will be able to:		
05.10 Create and communicate a vision/mission statement for a student organization.		
05.11 Demonstrate ability to use creative problem solving, decision making, and critical thinking strategies.		
05.12 Demonstrate effective team building skills.		
05.13 Demonstrate respect for opinions, customs, and individual differences of others.		
05.14 Participate in a community or school service project.		
05.15 Develop a public relations strategy to communicate the positive community impact of cooperative education.		
06.0 Demonstrate, apply, and implement proficiency in communication skills – the student will be able to:		
06.14 Design personal and business letterhead, memo, and fax forms.		
06.15 Interview and prepare a vitae of a community leader or business person.		
06.16 Evaluate a speech or sales presentation, identifying effective communication techniques.		
06.17 Identify obstacles to communication.		
06.18 Deliver a speech using visual aids.		
06.19 Demonstrate effective negotiation skills.		
06.20 Demonstrate conflict and dispute resolution techniques.		
07.0 Demonstrate knowledge of human resources and labor issues as well as the social, legal and economic aspects of employment – the student will able to:		
07.08 Describe training and development programs available in the workplace.		
07.09 Demonstrate an understanding of the business environment (e.g., corporate culture, goals, values).		
07.10 Describe the importance of cultural sensitivity.		
07.11 Define, compare, and contrast several company policies regarding raises and promotions.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.12 Compare and contrast roles and responsibilities of the union-member employee and the non-union manager.		
07.13 Explain the impact of worker productivity, downsizing, rightsizing, outsourcing, contract employment, and layoffs in terms of recent trends in employment.		
07.14 Analyze current labor market, its structure, its constituents, its level of unemployment and underemployment.		
07.15 Define risk management in terms of employer liability.		
07.16 Describe differences between today's typical employee benefit package and that of 25 years ago.		
07.17 Discuss the collective bargaining process and the issues negotiated between management and labor.		
08.0 Demonstrate an understanding of national and international economic principles – the student will be able to:		
08.09 List, describe, and compare the characteristics of selected global economic systems.		
08.10 List, describe, and compare the characteristics of diverse cultures and their impact on business.		
08.11 Identify reasons for and methods of promoting international trade.		
08.12 Explain the term "balance of trade" and its impact on a country's economy.		
08.13 Describe circular flow of economic activity.		
08.14 Identify environmental and social problems associated with economic growth.		
08.15 Identify, describe, and analyze role of regulatory agencies.		
09.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, and personal development, and life goals – the student will be able to:		
09.11 Prepare a five-year education and career development plan.		
09.12 Prepare a five-paragraph essay on a specific career.		
09.13 Interview and create a report on the career goals of an entry-level and of a management level employee.		
09.14 Analyze relationship between career planning and goal attainment.		
09.15 Shadow a professional in a specific career.		
09.16 Maintain a journal on specific career-related experiences.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.0 Demonstrate an understanding and application of technology in the workplace – the student will be able to:		
10.07 Prepare a document using database software.		
10.08 Prepare a document using spreadsheet software.		
10.09 Produce a report, which includes graphs, charts, and/or tables.		
10.10 Evaluate a specific company's policy for insuring security and protection of computerized data.		
10.11 Compare and contrast emerging technologies.		
11.0 Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations – the student will be able to:		
11.13 Explain impact on and uses of the Internet in marketing products and services.		
11.14 Describe differences between horizontally and vertically (traditionally) organized companies.		
11.15 Describe how a company organizes its departments/divisions.		
11.16 Differentiate between roles and responsibilities of top executives and those of lower-level managers.		
11.17 Identify and describe the four basic categories of resources management is responsible for coordinating (e.g., human, financial, material, information).		
11.18 Name and define functions of management (e.g., planning, organizing, staffing, directing, controlling).		
11.19 Analyze management techniques used by effective managers.		
11.20 Identify, compare, and contrast various employee motivational programs.		
11.21 Explain how motivation, leadership, and communication influence people within an organization.		
11.22 Describe methods used in training and development.		
11.23 Discuss importance of a manager's philosophy of management in creating a positive work environment.		
11.24 Discuss role and importance of a performance appraisal.		
11.25 Identify key components of a company's "mission statement."		
12.0 Demonstrate and apply an understanding of entrepreneurship principles – the student will able to:		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
12.01	Define entrepreneurship and explain its role in the free enterprise system.		
12.02	Identify various types of business ownership and list the advantages and disadvantages of each.		
12.03	Identify and discuss the personality traits and abilities of a successful entrepreneur (e.g., versatility, adaptability).		
12.04	Interpret meaning of achievement motivation and the importance of independence to the entrepreneur.		
12.05	Identify risks affecting the entrepreneur.		
12.06	Identify strategies and methods for generating a business idea.		
12.07	Identify principles of marketing, selling, financing, and pricing pertinent to entrepreneurship.		
12.08	Identify steps necessary to plan and start a business (e.g., evaluate need, site selection, marketing plan, financial plan, management plan).		
12.09	Identify resources available to assist the new entrepreneur [e.g., Small Business Administration (SBA), Service Corp. of Retired Executives (SCORE)]		
12.10	Identify types and sources of government regulations and taxes that may affect a business.		
12.11	Identify communication and technology skills used in entrepreneurship.		
12.12	Compare business failure/success rates in different industries.		

Florida Department of Education
Student Performance Standards

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

Course Description:

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

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
01.0 Demonstrate knowledge and application of workplace employability skills – the student will be able to:		
01.22 Network with individuals in a specific career field and report findings.		
01.23 Write a job description, which includes the responsibilities of a managerial position.		
01.24 Prepare a classified ad for a managerial level position.		
01.25 Develop a list of criteria to evaluate applicant résumés.		
01.26 Prepare a form letter for a specific business listing application procedures for employment.		
01.27 Create a list of interview questions for a managerial-level position.		
01.28 Create an evaluation measurement tool to be used to rate applicants.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
01.29 Develop a company policy outlining dress and grooming standards.		
01.30 Create an evaluation form to rate employee performance.		
02.0 Demonstrate, apply, and implement knowledge of environmental, health, and safety issues – the student will be able to:		
02.18 Prepare a safety plan and checklist for a small business.		
02.19 Create a map designating emergency exits and evacuation routes for a small business.		
03.0 Demonstrate, apply, and implement an understanding of professional, legal, and ethical workplace responsibilities – the student will be able to:		
03.21 Develop a code of ethics for a workplace.		
03.22 Develop an outline explaining the role of an EAP (Employee Assistance Program) representative and list the services he/she might provide.		
04.0 Demonstrate, apply, and implement knowledge of financial skills and planning – the student will be able to:		
04.19 Prepare an analysis of a current business utilizing its annual report.		
04.20 Identify sources of funding for a business.		
04.21 Describe how a company estimates and bids for a contract.		
04.22 Describe importance of cost containment in a company.		
04.23 Evaluate insurance needs for a specific business.		
05.0 Demonstrate, apply, and implement leadership skills – the student will be able to:		
05.16 Plan, implement, and evaluate a fund raising event.		
05.17 Develop, implement, and evaluate a public relations project (e.g., student organization function, school-wide project, community project).		
06.0 Demonstrate, apply, and implement proficiency in communication skills – the student will be able to:		
06.21 Create a presentation using current technology.		
06.22 Create a measurement tool for evaluating telephone communications.		
06.23 Develop a company policy regarding employee use of company telecommunications (e.g., fax, e-mail, Internet).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.0 Demonstrate knowledge of human resources and labor issues as well as the social, legal, and economic aspects of employment – the student will be able to:		
07.18 Design an employee compensation schedule and benefits package.		
07.19 Compute economic value of a company paid benefit package.		
07.20 Create a job rotation schedule for a specific company.		
07.21 Develop a vision/mission statement for a company.		
08.0 Demonstrate an understanding of national and international economic principles – the student will be able to:		
08.16 Analyze current events concerning issues relevant to international business.		
08.17 Compute exchange rates and buying power of various foreign currencies including the Euro.		
08.18 Explain impacts of the aging populations of Western countries and the rapidly growing populations of developing countries.		
08.19 Discuss economic effects of the rate of growth in developed and developing nations.		
08.20 Explain movement toward globalization and the reasons behind this economic trend.		
10.0 Demonstrate an understanding and application of technology in the workplace – the student will be able to:		
10.12 Demonstrate uses of equipment to communicate instructions to employees.		
10.13 Demonstrate uses of equipment to process information (e.g., 10-key, electronic cash register, OCR scanner, financial calculator, computer).		
10.14 Research and compare currently available software packages.		
10.15 Create an employee database to be used for scheduling and payroll.		
10.16 Create a customer/client database (e.g., mail merge, labels).		
10.17 Create a project using an integrated software package.		
10.18 Create a presentation utilizing a multimedia software package.		
10.19 Demonstrate methods of using trouble-shooting techniques for technology-related problems.		
10.20 Determine costs, time, and resources needed to complete a task within the workplace.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.21 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs to create, revise, retrieve, and verify information.		
10.22 Analyze a "quality improvement process" for labor and/or equipment.		
11.0 Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations – the student will be able to:		
11.26 Identify and describe steps in the planning process.		
11.27 Define Management By Objectives (MBO).		
11.28 Develop an organization chart to illustrate line and staff relationships.		
11.29 Identify how to plan personnel needs and how to find employees for specific positions.		
11.30 Explain how a self-managing team interacts in manufacturing and service corporations (e.g., marketing, operations, finance, and human resources).		
11.31 Describe responsibilities for selecting, training, and appraising employees.		
11.32 Describe uses and effects of "job rotation," "job enlargement," "job enrichment," and "participative management."		
11.33 Identify steps for avoiding difficulties resulting from delegation.		
11.34 Define principles of *chain of command* and *span of control*.		
11.35 Justify the importance of accountability.		
11.36 Evaluate one theory of management and discuss its implementation in a particular workplace.		
11.37 Develop an outline explaining the role of the manager in conflict management.		
11.38 Design a potential management conflict resolution strategy for a specific workplace problem.		
11.39 Develop an employee motivational program for an organization.		
11.40 Evaluate effect of profit and loss on a business and how it affects the manager's productivity rating.		
11.41 Explain Total Quality Management (TQM) and the strategy of continuous improvement.		
11.42 Differentiate between data processing and Management Information Systems (MIS).		
11.43 Analyze types of data and reports utilized by supervisors and managers.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.44 Analyze data, draw conclusions, and present recommendations.		
11.45 Identify federal, state, and local government regulations with which management should be familiar.		
12.0 Demonstrate and apply an understanding of entrepreneurship principles – the student will be able to:		
12.13 Formulate a business plan to include a marketable product or service, a marketing management plan, a personnel management plan, a financial management plan, and an executive summary.		

Additional Information

Laboratory Activities

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

Special Notes

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

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

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

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

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

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

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

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

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

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

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

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

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

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

I. Hospitality and Tourism
J. Human Services
K. Information Technology
L. Law, Public Safety and Security
M. Manufacturing
N. Marketing, Sales and Service
O. Science, Technology, Engineering and Mathematics
P. Transportation, Distribution, and Logistics Services

Federal Definitions of These OCP's are:

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

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

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. 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.

Florida Department of Education
Curriculum Framework

Program Title: **Career and Technical Related Basic Skills**
Program Type: **Career Preparatory**
Career Cluster: **Diversified Education**

Career Certificate Program	
Program Number	D886700
CIP Number	1098867000
Grade Level	30, 31
Standard Length	Multiple Hours
Teacher Certification	Refer to the **Program Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA
SOC Codes (all applicable)	N/A
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in Diversified Education; 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 Diversified Education.

To provide students enrolled in career and technical job preparatory programs with the needed supportive instruction in math, science, and communications in an applied setting, in order to complement the instruction provided by the career and technical job preparatory instruction. This course provides pertinent supportive instruction and is not remedial in nature.

The content includes, but is not limited to, the math, science, and communications that are an integral part of the specific job preparatory career and technical programs.

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

Program Structure

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
N/A	D886700	Career and Technical Related Basic Skills	ANY CTE FIELD OR COVERAGE ENGLISH 1 @4 MATH 1 @4 MG ENG C MG MATH C PHYSICS 1 @4 SCIENCE @4	Multiple Hours	N/A

Common Career Technical Core – Career Ready Practices

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

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

2. Apply appropriate academic and technical skills.

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

4. Communicate clearly, effectively and with reason.

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

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

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

9. Model integrity, ethical leadership and effective management.

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

11. Use technology to enhance productivity.

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

Standards

The intended Standards/outcomes of this course will be selected from the job preparatory career and technical program based on the needs of the student.

Additional Information

Laboratory Activities

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

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

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

Accommodations

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

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

Florida Department of Education
Curriculum Framework

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

Secondary – Non Career Preparatory	
Program Number	9001820
CIP Number	11990007CE
Grade Level	6-12
Standard Length	.5
Teacher Certification	Refer to the Program Structure section.
CTSO	NA

*Effective July 1, 2017, there is no longer a promotion requirement for middle grades students to complete a Career and Education Planning course. However, these courses will continue to be available and should be taught integrating the eight career and education planning course standards. The MyCareerShines powered by Kuder® career planning system is available free of charge to all Florida middle and high schools to assist students in exploring career options and developing an academic and career plan.

Purpose

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

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

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

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

Program Structure

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

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
9001820	Vocational Employability Skills for Youth and Career Planning	ANY CTE FIELD OR COVERAGE ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER	.5 (Credit is not awarded at middle school level)	NA	VO

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

Common Career Technical Core – Career Ready Practices

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

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

2. Apply appropriate academic and technical skills.

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

4. Communicate clearly, effectively and with reason.

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

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

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

9. Model integrity, ethical leadership and effective management.

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

11. Use technology to enhance productivity.

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

Standards

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

01.0   Demonstrate realistic employment goals.
02.0   Describe human relations skills necessary for success in the workforce.
03.0   Identify types of communication skills necessary for successful employment.
04.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
05.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
06.0   Describe the duties and responsibilities of a successful employee.
07.0   Demonstrate the competencies of employability and career development.
08.0   Use information technology tools.
09.0   Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
10.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment.
11.0   Discuss the role of the entrepreneur.
12.0   Discuss entrepreneurship as a career choice.
13.0   Identify the basic economic principles of entrepreneurship.
14.0   Describe the importance of professional ethics and legal responsibilities.
15.0   Solve problems using critical thinking skills, creativity and innovation.
16.0   Demonstrate personal money-management concepts, procedures and strategies.
17.0   Use appropriate equipment and supplies safely and correctly.
18.0   Demonstrate competencies identified for a specific program component.

Listed below are the eight career and education planning course standards.

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

OPTIONAL

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

Florida Department of Education
Student Performance Standards

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

Course Description:

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
01.0 Demonstrate realistic employment goals--The student will be able to:		
01.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.		
01.02 Match interests and abilities with potential careers.		
02.0 Describe human relations skills necessary for success in the workforce--The student will be able to:		
02.01 Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.		
02.02 Identify and discuss the role of an employee as a team member in the workplace.		
02.03 Describe the use of teams in the workplace to increase productivity and product quality.		
02.04 Discuss the importance of human relations to success in the workplace.		
02.05 Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.		
02.06 Explain the importance of working effectively with diverse populations.		
02.07 Explain importance of self-management when minimum direction and supervision are given.		
02.08 Describe ethical situations in the world of work		
02.09 Describe importance and benefits of time management.		
02.10 Identify and demonstrate steps necessary for solving problems and making decisions.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
02.11 Analyze future consequences of current decisions.		
02.12 Discuss the value of emotional self-control in the workplace		
02.13 Explain "conflict resolution" and "dispute resolution" techniques and apply to a simulated work related problem.		
02.14 Identify and practice stress management and relaxation techniques.		
02.15 Discuss importance of practicing positive customer service skills.		
03.0 Identify types of communication skills necessary for successful employment--The student will be able to:		
03.01 Describe the importance of the proper use of grammar, vocabulary, and diction.		
03.02 Identify the appropriate way to address people.		
03.03 Identify appropriate conversation for work related settings.		
03.04 Describe listening, speaking, and nonverbal skills necessary to determine customer needs.		
03.05 List professional vocabulary appropriate for the work environment		
03.06 Demonstrate ability to communicate in a multicultural setting		
03.07 Identify and define commonly used customer service terms such as complaints, internal and external customers.		
03.08 Demonstrate the ability to listen to, follow, and provide directions		
03.09 Demonstrate the placing/receiving of telephone calls in a businesslike manner.		
03.10 Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives--The students will be able to:		
04.01 Employ leadership skills to accomplish organizational goals and objectives.		
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
04.03 Conduct and participate in meetings to accomplish work tasks.		
04.04 Employ mentoring skills to inspire and teach others.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas--The students will be able to:		
05.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
05.02 Locate, organize and reference written information from various sources.		
05.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
05.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
05.05 Apply active listening skills to obtain and clarify information.		
05.06 Develop and interpret tables and charts to support written and oral communications.		
05.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
06.0 Describe the duties and responsibilities of a successful employee--The student will be able to:		
06.01 Explain how to handle customer inquiries/complaints.		
06.02 Explain how to handle difficult internal and external customers		
06.03 Explain how to interpret policies to internal and external customers.		
06.04 Classify customer services according to nature and characteristics of the activity.		
06.05 Review methods to resolve customer problems through clarifying and explaining policies and procedures.		
06.06 Explain the importance of stress management and relaxation techniques as they relate to job performance.		
06.07 Demonstrate an understanding of gender, age, disability, and cultural courtesy.		
06.08 Describe workplace codes of professional/business conduct.		
06.09 Explain the concepts of integrity, credibility, reliability, and perseverance.		
06.10 List the responsibilities an employer has for his/her employees (ethical, social, legal).		
07.0 Demonstrate the competencies of employability and career development –Explain the importance of employability skills and entrepreneurship skills--The student will be able to:		
07.01 Identify and demonstrate positive work behaviors needed to be employable.		
07.02 Develop personal career plan that includes goals, objectives, and strategies.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	07.03 Examine licensing, certification, and industry credentialing requirements.		
	07.04 Maintain a career portfolio to document knowledge, skills, and experience.		
	07.05 Evaluate and compare employment opportunities that match career goals.		
	07.06 Identify and exhibit traits for retaining employment.		
	07.07 Identify opportunities and research requirements for career advancement.		
	07.08 Research the benefits of ongoing professional development.		
	07.09 Examine and describe entrepreneurship opportunities as a career planning option.		
08.0	Use information technology tools--The students will be able to:		
	08.01 Use personal information management (PIM) applications to increase workplace efficiency.		
	08.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
	08.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
	08.04 Employ collaborative/groupware applications to facilitate group work.		
09.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance--The students will be able to:		
	09.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
	09.02 Explain emergency procedures to follow in response to workplace accidents.		
	09.03 Create a disaster and/or emergency response plan.		
10.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment--The students will be able to:		
	10.01 Describe the nature and types of business organizations.		
	10.02 Explain the effect of key organizational systems on performance and quality.		
	10.03 List and describe quality control systems and/or practices common to the workplace.		
	10.04 Explain the impact of the global economy on business organizations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.0 Discuss the role of the entrepreneur – the student will be able to:		
11.01 Define *entrepreneurship*.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
11.02 Research innovations and the names and biographies of famous entrepreneurs, past and present.		
11.03 Discuss the evolution of entrepreneurship.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
11.04 Describe the differences between a product-based business and a service-based business.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	
11.05 Identify the contributions of entrepreneurs to the economic growth of the United States.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
11.06 Discuss future prospects for entrepreneurship and its anticipated impact on the economy.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
11.07 Discuss the role of the entrepreneur in his/her local community (e.g., mentoring, philanthropy).	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.0 Discuss entrepreneurship as a career choice – the student will be able to:		
12.01 Describe reasons for becoming an entrepreneur.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	
12.02 Identify characteristics common to successful entrepreneurs; research famous entrepreneurs.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
12.03 Identify the education, aptitudes, and skills recommended for entrepreneurs.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
12.04 Discuss the advantages and disadvantages of self-employment.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.05 Discuss entrepreneurship as a personal goal.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.06 Assess personal potential for entrepreneurship.		
12.07 Identify career paths in supervisory, management, and small business environments.	LAFS.910.W.3.7 LAFS.1112.W.3.7	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.0 Identify the basic economic principles of entrepreneurship – the student will be able to:		
13.01 Identify the role of small businesses in the global economy.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.02 Define and discuss *profit motive* and its impact on business.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.03 Identify the different types of competition and explain the impact of competition on businesses (e.g., direct, indirect, price, non-price, competitive position).	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.04 Describe the differences between industrial and consumer goods.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	
13.05 Define *land*, *labor*, *capital*, and *entrepreneurship* as factors of production.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
13.06 Discuss form, place, time, possession, and information utility.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.07 Explain the meaning and causes of scarcity.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
13.08 Identify the components of the Law of Supply and Demand in a free enterprise system.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.09 Identify the stages of the product life cycle and the characteristics of each stage.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.10 Identify the roles and types of producers, distributors, and services in the current business economy.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.11 Discuss major fields of business activity (e.g., extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.12 Discuss the four parts of a business (production, finance, marketing, customer service).	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.13 Identify factors that contribute to the success of a small business.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.14 Describe the process of starting a small business.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	
13.15 Explain the procedures for registering a sole proprietorship and obtaining a sales tax identification number.	LAFS.910.L.3.6 LAFS.1112.L.3.6	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	13.16 Discuss reasons for small business failure; develop an exit strategy and plan.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
	13.17 Recognize opportunities for small businesses in the global marketplace.	LAFS.910.RI.1.1 LAFS.1112.RI.1.1 LAFS.910.RI.3.7 LAFS.1112.RI.3.7	
14.0	Describe the importance of professional ethics and legal responsibilities--The students will be able to:		
	14.01 Evaluate and justify decisions based on ethical reasoning.		
	14.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
	14.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
	14.04 Interpret and explain written organizational policies and procedures.		
15.0	Solve problems using critical thinking skills, creativity and innovation--The student will be able to:		
	15.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
	15.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
	15.03 Identify and document workplace performance goals and monitor progress toward those goals.		
	15.04 Conduct technical research to gather information necessary for decision-making.		
16.0	Demonstrate personal money-management concepts, procedures, and strategies--The students will be able to:		
	16.01 Identify and describe the services and legal responsibilities of financial institutions.		
	16.02 Describe the effect of money management on personal and career goals.		
	16.03 Develop a personal budget and financial goals.		
	16.04 Complete financial instruments for making deposits and withdrawals.		
	16.05 Maintain financial records.		
	16.06 Read and reconcile financial statements		
	16.07 Research, compare and contrast investment opportunities.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
17.0 Use appropriate equipment and supplies safely and correctly--The student will be able to:		
17.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
18.0 Demonstrate competencies identified for a specific program component--The student will be able to:		
18.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
OPTIONAL		
19.0 Demonstrate acquired skills through On-The-Job training--The student will be able to:		
19.01 Display a positive attitude toward a job.		
19.02 Demonstrate job performance skills.		
19.03 Display expected level of productivity.		
19.04 Use evaluations to improve own performance.		
19.05 Identify, organize, plan and allocate resources.		
19.06 Work cooperatively with others.		
19.07 Acquire and use information including using computers.		
19.08 Work effectively within the context of complex interrelationships.		
19.09 Work with a variety of technologies.		
19.10 Perform basic computer operations.		
Listed below are the eight career and education planning course standards: The student will be able to**:**		
20.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.		
21.0 Develop skills to locate, evaluate, and interpret career information.		
22.0 Identify and demonstrate processes for making short and long term goals.		
23.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
24.0	Understand the relationship between educational achievement and career choices/postsecondary options.		
25.0	Identify a career cluster and related pathways that match career and education goals.		
26.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.		
27.0	Demonstrate knowledge of technology and its application in career fields/clusters.		

<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.

Cooperative Training – OJT

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

Special Notes

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

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

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

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

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

English Language Development ELD Standards Special Notes Section

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

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

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.

Florida Department of Education
Curriculum Framework

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

Secondary – Non Career Preparatory	
Program Number	9001920
CIP Number	11990007SN
Grade Level	6-12
Standard Length	.5
Teacher Certification	Refer to the Program Structure section.
CTSO	NA

Purpose

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

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

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

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

Program Structure

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

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
9001920	Vocational Employability Skills for Youth	ANY CTE FIELD OR COVERAGE ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER	.5 (Credit is not awarded at middle school level)	NA	VO

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

Common Career Technical Core – Career Ready Practices

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

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

2. Apply appropriate academic and technical skills.

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

4. Communicate clearly, effectively and with reason.

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

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

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

9. Model integrity, ethical leadership and effective management.

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

11. Use technology to enhance productivity.

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

Standards

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

01.0   Demonstrate realistic employment goals.
02.0   Describe human relations skills necessary for success in the workforce.
03.0   Identify types of communication skills necessary for successful employment.
04.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
05.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
06.0   Describe the duties and responsibilities of a successful employee.
07.0   Demonstrate the competencies of employability and career development.
08.0   Use information technology tools.
09.0   Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
10.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment.
11.0   Discuss the role of the entrepreneur.
12.0   Discuss entrepreneurship as a career choice.
13.0   Identify the basic economic principles of entrepreneurship.
14.0   Describe the importance of professional ethics and legal responsibilities.
15.0   Solve problems using critical thinking skills, creativity and innovation.
16.0   Demonstrate personal money-management concepts, procedures and strategies.
17.0   Use appropriate equipment and supplies safely and correctly.
18.0   Demonstrate competencies identified for a specific program component.

OPTIONAL

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

Florida Department of Education
Student Performance Standards

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

Course Description:

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
01.0 Demonstrate realistic employment goals--The student will be able to:		
01.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.		
01.02 Match interests and abilities with potential careers.		
02.0 Describe human relations skills necessary for success in the workforce--The student will be able to:		
02.01 Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.		
02.02 Identify and discuss the role of an employee as a team member in the workplace.		
02.03 Describe the use of teams in the workplace to increase productivity and product quality.		
02.04 Discuss the importance of human relations to success in the workplace.		
02.05 Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.		
02.06 Explain the importance of working effectively with diverse populations.		
02.07 Explain importance of self-management when minimum direction and supervision are given.		
02.08 Describe ethical situations in the world of work		
02.09 Describe importance and benefits of time management.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
02.10 Identify and demonstrate steps necessary for solving problems and making decisions.		
02.11 Analyze future consequences of current decisions.		
02.12 Discuss the value of emotional self-control in the workplace		
02.13 Explain "conflict resolution" and "dispute resolution" techniques and apply to a simulated work related problem.		
02.14 Identify and practice stress management and relaxation techniques.		
02.15 Discuss importance of practicing positive customer service skills.		
03.0 Identify types of communication skills necessary for successful employment--The student will be able to:		
03.01 Describe the importance of the proper use of grammar, vocabulary, and diction.		
03.02 Identify the appropriate way to address people.		
03.03 Identify appropriate conversation for work related settings.		
03.04 Describe listening, speaking, and nonverbal skills necessary to determine customer needs.		
03.05 List professional vocabulary appropriate for the work environment		
03.06 Demonstrate ability to communicate in a multicultural setting		
03.07 Identify and define commonly used customer service terms such as complaints, internal and external customers.		
03.08 Demonstrate the ability to listen to, follow, and provide directions		
03.09 Demonstrate the placing/receiving of telephone calls in a businesslike manner.		
03.10 Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives-- The students will be able to:		
04.01 Employ leadership skills to accomplish organizational goals and objectives.		
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
04.03 Conduct and participate in meetings to accomplish work tasks.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.04 Employ mentoring skills to inspire and teach others.		
05.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas--The students will be able to:		
05.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
05.02 Locate, organize and reference written information from various sources.		
05.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
05.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
05.05 Apply active listening skills to obtain and clarify information.		
05.06 Develop and interpret tables and charts to support written and oral communications.		
05.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
06.0 Describe the duties and responsibilities of a successful employee--The student will be able to:		
06.01 Explain how to handle customer inquiries/complaints.		
06.02 Explain how to handle difficult internal and external customers		
06.03 Explain how to interpret policies to internal and external customers.		
06.04 Classify customer services according to nature and characteristics of the activity.		
06.05 Review methods to resolve customer problems through clarifying and explaining policies and procedures.		
06.06 Explain the importance of stress management and relaxation techniques as they relate to job performance.		
06.07 Demonstrate an understanding of gender, age, disability, and cultural courtesy.		
06.08 Describe workplace codes of professional/business conduct.		
06.09 Explain the concepts of integrity, credibility, reliability, and perseverance.		
06.10 List the responsibilities an employer has for his/her employees (ethical, social, legal).		
07.0 Demonstrate the competencies of employability and career development –Explain the importance of employability skills and entrepreneurship skills--The student will be able to:		
07.01 Identify and demonstrate positive work behaviors needed to be employable.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.02 Develop personal career plan that includes goals, objectives, and strategies.		
07.03 Examine licensing, certification, and industry credentialing requirements.		
07.04 Maintain a career portfolio to document knowledge, skills, and experience.		
07.05 Evaluate and compare employment opportunities that match career goals.		
07.06 Identify and exhibit traits for retaining employment.		
07.07 Identify opportunities and research requirements for career advancement.		
07.08 Research the benefits of ongoing professional development.		
07.09 Examine and describe entrepreneurship opportunities as a career planning option.		
08.0 Use information technology tools--The students will be able to:		
08.01 Use personal information management (PIM) applications to increase workplace efficiency.		
08.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
08.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
08.04 Employ collaborative/groupware applications to facilitate group work.		
09.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance--The students will be able to:		
09.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
09.02 Explain emergency procedures to follow in response to workplace accidents.		
09.03 Create a disaster and/or emergency response plan.		
10.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment--The students will be able to:		
10.01 Describe the nature and types of business organizations.		
10.02 Explain the effect of key organizational systems on performance and quality.		
10.03 List and describe quality control systems and/or practices common to the workplace.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.04 Explain the impact of the global economy on business organizations.		
11.0 Discuss the role of the entrepreneur – the student will be able to:		
11.01 Define *entrepreneurship*.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
11.02 Research innovations and the names and biographies of famous entrepreneurs, past and present.		
11.03 Discuss the evolution of entrepreneurship.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
11.04 Describe the differences between a product-based business and a service-based business.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	
11.05 Identify the contributions of entrepreneurs to the economic growth of the United States.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
11.06 Discuss future prospects for entrepreneurship and its anticipated impact on the economy.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
11.07 Discuss the role of the entrepreneur in his/her local community (e.g., mentoring, philanthropy).	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.0 Discuss entrepreneurship as a career choice – the student will be able to:		
12.01 Describe reasons for becoming an entrepreneur.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	
12.02 Identify characteristics common to successful entrepreneurs; research famous entrepreneurs.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
12.03 Identify the education, aptitudes, and skills recommended for entrepreneurs.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
12.04 Discuss the advantages and disadvantages of self-employment.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.05 Discuss entrepreneurship as a personal goal.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
12.06 Assess personal potential for entrepreneurship.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.07 Identify career paths in supervisory, management, and small business environments.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.0 Identify the basic economic principles of entrepreneurship – the student will be able to:		
13.01 Identify the role of small businesses in the global economy.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.02 Define and discuss *profit motive* and its impact on business.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.03 Identify the different types of competition and explain the impact of competition on businesses (e.g., direct, indirect, price, non-price, competitive position).	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.04 Describe the differences between industrial and consumer goods.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	
13.05 Define *land*, *labor*, *capital*, and *entrepreneurship* as factors of production.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
13.06 Discuss form, place, time, possession, and information utility.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.07 Explain the meaning and causes of scarcity.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
13.08 Identify the components of the Law of Supply and Demand in a free enterprise system.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.09 Identify the stages of the product life cycle and the characteristics of each stage.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.10 Identify the roles and types of producers, distributors, and services in the current business economy.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.11 Discuss major fields of business activity (e.g., extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.12 Discuss the four parts of a business (production, finance, marketing, customer service).	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.13 Identify factors that contribute to the success of a small business.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
13.14 Describe the process of starting a small business.	LAFS.910.L.3.6 LAFS.1112.L.3.6 LAFS.910.SL.2.4 LAFS.1112.SL.2.4 LAFS.910.W.1.2 LAFS.1112.W.1.2	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.15 Explain the procedures for registering a sole proprietorship and obtaining a sales tax identification number.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
13.16 Discuss reasons for small business failure; develop an exit strategy and plan.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
13.17 Recognize opportunities for small businesses in the global marketplace.	LAFS.910.RI.1.1 LAFS.1112.RI.1.1 LAFS.910.RI.3.7 LAFS.1112.RI.3.7	
14.0 Describe the importance of professional ethics and legal responsibilities--The students will be able to:		
14.01 Evaluate and justify decisions based on ethical reasoning.		
14.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
14.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
14.04 Interpret and explain written organizational policies and procedures.		
15.0 Solve problems using critical thinking skills, creativity and innovation--The student will be able to:		
15.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
15.02 Employ critical thinking and interpersonal skills to resolve conflicts.		
15.03 Identify and document workplace performance goals and monitor progress toward those goals.		
15.04 Conduct technical research to gather information necessary for decision-making.		
16.0 Demonstrate personal money-management concepts, procedures, and strategies--The students will be able to:		
16.01 Identify and describe the services and legal responsibilities of financial institutions.		
16.02 Describe the effect of money management on personal and career goals.		
16.03 Develop a personal budget and financial goals.		
16.04 Complete financial instruments for making deposits and withdrawals.		
16.05 Maintain financial records.		
16.06 Read and reconcile financial statements		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.07 Research, compare and contrast investment opportunities.		
17.0 Use appropriate equipment and supplies safely and correctly--The student will be able to:		
17.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
18.0 Demonstrate competencies identified for a specific program component--The student will be able to:		
18.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
OPTIONAL		
19.0 Demonstrate acquired skills through On-The-Job training--The student will be able to:		
19.01 Display a positive attitude toward a job.		
19.02 Demonstrate job performance skills.		
19.03 Display expected level of productivity.		
19.04 Use evaluations to improve own performance.		
19.05 Identify, organize, plan and allocate resources.		
19.06 Work cooperatively with others.		
19.07 Acquire and use information including using computers.		
19.08 Work effectively within the context of complex interrelationships.		
19.09 Work with a variety of technologies.		
19.10 Perform basic computer operations.		

Additional Information

Laboratory Activities

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

Cooperative Training – OJT

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

Special Notes

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

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

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

English Language Development ELD Standards Special Notes Section

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

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

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.

Florida Department of Education
Curriculum Framework

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

Secondary – Career Preparatory	
Program Number	9603100
CIP Number	S9900005SN
Grade Level	6-12
Standard Length	8 CR
Teacher Certification	Refer to the **Program Structure** section.
CTSO	CTSO Applicable to related CTE program
SOC Codes (all applicable)	SOC applicable to related CTE program

Purpose

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

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

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

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

Program Structure

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

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

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	9603110	Career Education Services for Students with Disabilities 1		1 CR	SOC applicable to related CTE program	NA	VO
B	9603120	Career Education Services for Students with Disabilities 2		1 CR	SOC applicable to related CTE program	NA	VO
C	9603130	Career Education Services for Students with Disabilities 3	ANY CTE FIELD OR COVERAGE	1 CR	SOC applicable to related CTE program	NA	VO
D	9603140	Career Education Services for Students with Disabilities 4		1 CR	SOC applicable to related CTE program	NA	VO
E	9603150	Career Education Services for Students with Disabilities 5		1 CR	SOC applicable to related CTE program	NA	VO
F	9603160	Career Education Services for Students		1 CR	SOC	NA	VO

		with Disabilities 6			applicable to related CTE program		
G	9603170	Career Education Services for Students with Disabilities 7		1 CR	SOC applicable to related CTE program	NA	VO
H	9603180	Career Education Services for Students with Disabilities 8		1 CR	SOC applicable to related CTE program	NA	VO

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Common Career Technical Core – Career Ready Practices

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

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

2. Apply appropriate academic and technical skills.

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

4. Communicate clearly, effectively and with reason.

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

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

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

9. Model integrity, ethical leadership and effective management.

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

11. Use technology to enhance productivity.

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

Standards

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

01.0   Demonstrate realistic employment goals.
02.0   Describe human relations skills necessary for success in the workforce.
03.0   Develop a familiarity with the information technology.
04.0   Develop individualized education and career plans.
05.0   Develop a familiarity with the information technology.
06.0   Identify the educational requirements, tasks performed, and employment opportunities for individuals who wish to enter occupations related to the field of study in which the student is enrolled.
07.0   Practice quality performance.
08.0   Demonstrate and incorporate workplace safety procedures.
09.0   Identify and demonstrate processes for making short and long term goals.
10.0   Explain the impact of technology on occupations related to the field of study in which the student is enrolled.
11.0   Demonstrate proper and safe procedures while working with tools, equipment, systems and materials.
12.0   Identify terminology related to the chosen occupation.
13.0   Demonstrate job seeking and employability skills.
14.0   Demonstrate an understanding of workplace safety.
15.0   Demonstrate an understanding of workplace organization.
16.0   Describe leadership and organizational skills.
17.0   Describe the roles within teams, work units, departments, organizations and the larger environment.
18.0   Discuss individual interests, aptitudes, and opportunities as they relate to the chosen career.
19.0   Identify career and employment opportunities.
20.0   Demonstrate personal productivity.
21.0   Describe the duties and responsibilities of a successful employee.
22.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
23.0   Identify types of mathematical skills necessary for successful employment.
24.0   Demonstrate industry related mathematical skills based on CTE competencies.
25.0   Demonstrate industry related science knowledge and skills based on CTE competencies.
26.0   Demonstrate industry related language arts skills based on CTE competencies.
27.0   Identify types of communication skills necessary for successful employment.
28.0   Solve problems using critical thinking skills, creativity and innovation.
29.0   Use information technology tools.
30.0   Identify a career cluster and related pathways that match career and education goals.
31.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
32.0   Apply leadership and communication skills.
33.0   Exhibit positive human relations and leadership skills.
34.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
35.0   Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
36.0   Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee

roles.
37.0   Demonstrate the competencies of employability and career development.
38.0   Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
39.0   Describe the importance of professional ethics and legal responsibilities.
40.0   Use appropriate equipment and supplies safely and correctly.
41.0   Demonstrate competencies identified for a specific program component.
42.0   Demonstrate knowledge of job accommodations and apply skills related to self-determination and self-advocacy.
43.0   Demonstrate personal money-management concepts, procedures and strategies.
44.0   Research and discuss career and employment opportunities.
45.0   Describe the rights, responsibilities and benefits of employment.
46.0   Understand the benefits of disclosure.
47.0   Understand how to request job accommodations.
48.0   Demonstrate a knowledge of self-advocacy.
49.0   Develop skills to locate, evaluate, and interpret career information.
50.0   Describe the influences that societal, economic, and technological changes have on employment trends and future training.
51.0   Develop skills to locate, evaluate, and interpret career information.
52.0   Identify and demonstrate processes for making short and long term goals.
53.0   Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
54.0   Understand the relationship between educational achievement and career choices/postsecondary options.
55.0   Identify a career cluster and related pathways that match career and education goals.
56.0   Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
57.0   Demonstrate knowledge of technology and its application in the chosen career fields/clusters.

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

Florida Department of Education
Student Performance Standards

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

Course Description:

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

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
01.0 Demonstrate realistic employment goals--The student will be able to:		
01.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.		
01.02 Match interests and abilities with potential careers.		
02.0 Describe human relations skills necessary for success in the workforce--The student will be able to:		
02.01 Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.		
02.02 Identify and discuss the role of an employee as a team member in the workplace.		
02.03 Describe the use of teams in the workplace to increase productivity and product quality.		
02.04 Discuss the importance of human relations to success in the workplace.		
02.05 Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.		
03.0 Develop a familiarity with information technology--The student will be able to:		
03.01 Develop keyboarding skills to enter and manipulate text and data.	LAFS.910.L.1.2 LAFS.910.SL.1.2, 2.5 LAFS.910.W.2.6	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
		LAFS.1112.L.1.2 LAFS.1112.SL.1.2, 2.5 LAFS.1112.W.2.6	
	03.02 Use reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 4.10 LAFS.1112.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 4.10	
04.0	Develop individualized education and career plans--The student will be able to:		
	04.01 Describe the steps involved in planning for education, career, and life goals.		
	04.02 Use a variety of sources and methods to determine career interests and abilities.		
	04.03 Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.		
	04.04 Identify non-traditional career options.		
	04.05 Develop a career plan to include training/education requirements, tasks/responsibilities, employment prospects, and career/advancement opportunities.		
	Competencies from one or more CTE programs must be included in this coursework.		

**Florida Department of Education
Student Performance Standards**

Course Title: **Career Education Services for Students with Disabilities 2**
Course Number: **9603120**
Course Credit: **1 CR**

Course Description:

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

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
01.0 Demonstrate realistic employment goals--The student will be able to:		
01.03 Identify knowledge and additional skills necessary for job or career of interest		
01.04 Determine time-frame for achieving necessary skills for desired job or career of interest		
05.0 Develop a familiarity with information technology--The student will be able to:		
05.01 Demonstrate proper work-related internet use and security.		
05.02 Select and use appropriate devices, services, and applications for telecommunications.		
05.03 Utilize presentation software to communicate ideas to a group.		
05.04 Utilize word processing software to produce workplace documents.		
05.05 Utilize spreadsheet software to create meaningful workplace records.		
05.06 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources.		
05.07 Use different types of web search engines effectively to locate information.		
05.08 Demonstrate ways to communicate effectively using Internet technology.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	05.09 Employ computer operations applications to access, create, manage, integrate, and store information.		
	05.10 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
06.0	Identify the educational requirements, tasks performed, and employment opportunities for individuals who wish to enter occupations related to the field of study in which the student is enrolled--The student will be able to:		
	06.01 Identify the career area of study in which they wish to enroll.		
	06.02 Research and identify the educational requirements of the occupation in which they wish to work.		
	06.03 Identify the job tasks that the occupation will require.		
07.0	Practice quality performance--The student will be able to:		
	07.01 Maintains an organized work area.		
	07.02 Uses equipment, technology, and work strategies to improve workflow.		
	07.03 Carries out written and verbal directions accurately.		
	07.04 Completes work efficiently and effectively.		
	07.05 Adheres to worksite regulations and practices.		
08.0	Demonstrate and incorporate workplace safety procedures--The student will be able to:		
	08.01 Describe how to follow workplace procedures for hazards and incidents.		
	08.02 Describe the procedure for identifying, dealing with, or reporting a hazard.		
	08.03 Describe how to assess and control risks.		
09.0	Identify and demonstrate processes for making short and long term goals--The student will be able to:		
	09.01 Identify short term goals and how to reach them.		
	09.02 Identify long-term goals and set up a time line to meet the goals.		
	09.03 Demonstrate the ability to categorize goals into area of importance and urgency.		
	Competencies from one or more CTE programs must be included in this coursework.		

Florida Department of Education
Student Performance Standards

Course Title: Career Education Services for Students with Disabilities 3
Course Number: 9603130
Course Credit: 1 CR

Course Description:

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

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
10.0 Explain the impact of technology on occupations related to the field of study in which the student is enrolled--The student will be able to:		
10.01 Create a project using an integrated software package.		
10.02 Create a presentation utilizing a multimedia software package.		
10.03 Evaluate a specific company's policy for insuring security and protection of computerized data.		
10.04 Demonstrate uses of equipment to process information (e.g., 10-key, electronic cash register, OCR scanner, financial calculator, computer).		
04.0 Develop individualized education and career plans--The student will be able to:		
04.06 Identify what courses of study will be needed to reach their educational goal.		
04.07 Identify courses of study that must be completed to reach their employment goal.		
04.08 Develop a time line to show which courses will be taken during high school and which will be taken as postsecondary coursework.		
11.0 Demonstrate proper and safe procedures while working with tools, equipment, systems and materials--The student will be able to:		
11.01 Inspect personal protective equipment (PPE) to determine if it is safe to use.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.02 Visually inspect tools or equipment to determine if they are safe to use.		
11.03 Properly don and remove PPE.		
11.04 Demonstrate how to keep work area tidy and properly store equipment.		
12.0 Identify terminology related to the chosen occupation--The students will be able to:		
12.01 Identify vocabulary specific to their career field.		
12.02 Use the proper vocabulary when discussing their chosen career.		
13.0 Demonstrate job seeking and employability skills--The students will be able to:		
13.01 Identify resources used in a job search (e.g., newspaper, Internet, networking).		
13.02 Discuss importance of drug tests and criminal background checks in identifying possible employment opportunities.		
13.03 Identify steps of the job application process including arranging for references and proper documentation (e.g., green card).		
13.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).		
13.05 Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.		
13.06 Demonstrate appropriate dress and grooming for employment.		
13.07 Demonstrate effective interviewing skills (behavioral).		
13.08 Describe methods for handling illegal interview and application questions.		
13.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).		
13.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.		
13.11 Describe importance of producing quality work and meeting performance standards.		
13.12 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).		
13.13 Identify how to prepare for job separation and re-employment.		
13.14 Write a job description that includes the responsibilities of an entry-level position.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.15 Prepare a classified ad for an entry-level position.		
13.16 Create a list of interview questions for an entry-level position.		
Competencies from one or more CTE programs must be included in this coursework		

Florida Department of Education
Student Performance Standards

Course Title: Career Education Services for Students with Disabilities 4
Course Number: 9603140
Course Credit: 1 CR

Course Description:

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

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
14.0 Demonstrate an understanding of workplace safety--The student will be able to:		
14.01 Communicate that workers must follow instruction and act in a way that does not place at risk their own health or safety or that of any other person.		
14.02 Design a chart that illustrates safety guidelines.		
15.0 Demonstrate an understanding of workplace organization.--The student will be able to:		
15.01 Identify role in family, circle of friends, school, and other groups/committees.		
15.02 Illustrate the hierarchy of a company.		
15.03 Define vision and mission statements.		
16.0 Describe leadership and organizational skills.--The student will be able to:		
16.01 Employ leadership skills to accomplish organizational goals and objectives.		
16.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
16.03 Conduct and participate in meetings to accomplish work tasks.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.04 Employ mentoring skills to inspire and teach others.		
17.0 Describe the roles within teams, work units, departments, organizations and the larger environment--The students will be able to:		
17.01 Define teamwork.		
17.02 Employ teamwork in working towards a common goal.		
17.03 Analyze how own actions impact the overall organization.		
18.0 Discuss individual interests, aptitudes, and opportunities as they relate to the chosen career--The students will be able to:		
18.01 Use a variety of sources and methods to determine career interests and abilities.		
18.02 Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.		
18.03 Identify non-traditional career options.		
18.04 Debate how educational level affects career choice.		
18.05 Explain importance of networking when researching occupations.		
18.06 Identify advantages of attending a trade or technical school.		
18.07 Identify career training available in the military services.		
19.0 Identify career and employment opportunities--The students will be able to:		
19.01 Research and identify job opportunities in their chosen career.		
19.02 Research and identify starting and average salaries for their chosen career.		
20.0 Demonstrate personal productivity--The students will be able to:		
20.01 Models behaviors that demonstrate self-discipline, reliability, and dependability		
20.02 Acts in a professional, respectful, and non-offensive manner while under pressure		
20.03 Employs critical thinking skills to determine the best options or outcomes when faced with a challenging situation		
20.04 Respond to situations and/or requests in a timely manner		
21.0 Describe the duties and responsibilities of a successful employee--The students will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.01 Explain how to handle customer inquiries/complaints.		
21.02 Explain how to handle difficult internal and external customers		
21.03 Explain how to interpret policies to internal and external customers.		
21.04 Classify customer services according to nature and characteristics of the activity.		
21.05 Review methods to resolve customer problems through clarifying and explaining policies and procedures.		
21.06 Explain the importance of stress management and relaxation techniques as they relate to job performance.		
21.07 Demonstrate an understanding of gender, age, disability, and cultural courtesy.		
21.08 Describe workplace codes of professional/business conduct.		
21.09 Explain the concepts of integrity, credibility, reliability, and perseverance.		
21.10 List the responsibilities an employer has for his/her employees (ethical, social, legal.)		
Competencies from one or more CTE programs must be included in this coursework		

Florida Department of Education
Student Performance Standards

Course Title: **Career Education Services for Students with Disabilities 5**
Course Number: **9603150**
Course Credit: **1 CR**

Course Description:

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

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
22.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas--The student will be able to:		
22.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
22.02 Locate, organize and reference written information from various sources.		
22.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences		
22.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
22.05 Apply active listening skills to obtain and clarify information.		
22.06 Develop and interpret tables and charts to support written and oral communications.		
22.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
22.08 Develop and interpret tables and charts to support written and oral communications.		
22.09 Describe the importance of the proper use of grammar, vocabulary, and diction.		
22.10 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
22.11 Apply active listening skills to obtain and clarify information.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	22.12 Demonstrate ability to communicate in a multicultural setting.		
	22.13 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
	22.14 Develop and interpret tables and charts to support written and oral communications.		
	22.15 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
	22.16 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
23.0	Identify types of mathematical skills necessary for successful employment--The student will be able to:		
	23.01 Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.		
	23.02 Compute different methods of monetary compensation (e.g., annual salary, hourly wage, commission, piecework).		
	23.03 Calculate exemptions, deductions, and taxable income and use tax tables to prepare a federal income tax form.		
	23.04 Prepare a balanced budget based on income and expenses.		
	23.05 Describe importance of maintaining an accurate checkbook balance.		
	23.06 Identify mathematical skills used by employees in a variety of career fields (e.g., electricians and apply electrical formulas to calculate watts, amps, ohms, or volts).		
24.0	Demonstrate industry related mathematics knowledge and skills based on CTE competencies-- The students will be able to:		
	24.01 Demonstrate knowledge of arithmetic operations.		
	24.02 Analyze and apply data and measurements to solve problems and interpret documents.		
	24.03 Construct charts/tables/graphs using functions and data.		
25.0	Demonstrate industry related science knowledge and skills based on CTE competencies--The students will be able to:		
	25.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.		
	25.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.		
26.0	Demonstrate industry related language arts knowledge and skills based on CTE competencies-- The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
26.01 Locate, comprehend and evaluate key elements of oral and written information.		
26.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		
26.03 Present information formally and informally for specific purposes and audiences.		
27.0 Identify types of communication skills necessary for successful employment--The students will be able to:		
27.01 Describe the importance of the proper use of grammar, vocabulary, and diction.		
27.02 Identify the appropriate way to address people.		
27.03 Identify appropriate conversation for work related settings.		
27.04 Describe listening, speaking, and nonverbal skills necessary to determine customer needs.		
27.05 List professional vocabulary appropriate for the work environment		
27.06 Demonstrate ability to communicate in a multicultural setting		
27.07 Identify and define commonly used customer service terms such as complaints, internal and external customers.		
27.08 Demonstrate the ability to listen to, follow, and provide directions		
27.09 Demonstrate the placing/receiving of telephone calls in a businesslike manner.		
27.10 Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
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.		
29.0 Use information technology tools--The student will be able to:		
29.01 Use personal information management (PIM) applications to increase workplace efficiency.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
29.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
29.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
29.04 Employ collaborative/groupware applications to facilitate group work.		
30.0 Identify a career cluster and related pathways that match career and education goals—The student will be able to:		
30.01 List Florida's seventeen career clusters.		
30.02 Research the national career clusters website.		
30.03 Identify a career cluster and related pathways through an interest assessment that match career and education goals.		
30.04 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals		
Competencies from one or more CTE programs must be included in this coursework.		

Florida Department of Education
Student Performance Standards

Course Title: Career Education Services for Students with Disabilities 6
Course Number: 9603160
Course Credit: 1 CR

Course Description:

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

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
31.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives--The student will be able to:		
31.01 Employ leadership skills to accomplish organizational goals and objectives.		
31.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
31.03 Conduct and participate in meetings to accomplish work tasks.		
31.04 Employ mentoring skills to inspire and teach others.		
32.0 Apply leadership and communication skills--The student will be able to:		
32.01 Employ leadership skills to accomplish organizational goals and objectives.		
32.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
32.03 Conduct and participate in meetings to accomplish work tasks.		
32.04 Employ mentoring skills to inspire and teach others.		
33.0 Exhibit positive human relations and leadership skills--The student will be able to:		
33.01 Describe the basic nature of self-understanding.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
33.02 Identify and demonstrate positive personality traits.		
33.03 Using interpersonal skills, demonstrate the ability to appropriately express feelings, reactions, ideas, opinions, wants, and needs.		
33.04 Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy, respect, responsibility, self-discipline, and trustworthiness.		
33.05 Role-play behaviors that will promote effective human relations.		
34.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives-- The students will be able to:		
34.01 Employ leadership skills to accomplish organizational goals and objectives.		
34.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
34.03 Conduct and participate in meetings to accomplish work tasks.		
34.04 Employ mentoring skills to inspire and teach others.		
35.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship--The student will be able to:		
35.01 Identify and demonstrate positive work behaviors needed to be employable.		
35.02 Develop personal career plan that includes goals, objectives, and strategies.		
35.03 Examine licensing, certification, and industry credentialing requirements.		
35.04 Maintain a career portfolio to document knowledge, skills, and experience.		
35.05 Evaluate and compare employment opportunities that match career goals.		
35.06 Identify and exhibit traits for retaining employment.		
35.07 Identify opportunities and research requirements for career advancement.		
35.08 Research the benefits of ongoing professional development.		
35.09 Examine and describe entrepreneurship opportunities as a career planning option.		
Competencies from one or more CTE programs must be included in this coursework.		

Florida Department of Education
Student Performance Standards

Course Title: **Career Education Services for Students with Disabilities 7**
Course Number: **9603170**
Course Credit: **1 CR**

Course Description:

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

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
36.0 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:		
36.01 Describe roles, functions, levels, and types of managers.		
36.02 Discuss evolution of management from the Industrial Revolution to current philosophies and theories.		
36.03 Identify a variety of management styles.		
36.04 Cite examples of how workers adjust to different management styles.		
36.05 Identify a variety of corporate organizational structures.		
36.06 Identify how a corporate "chain of command" works.		
36.07 Describe significance of a company's "corporate culture."		
36.08 Describe importance of achieving internal and external customer satisfaction.		
36.09 Identify examples of how cultural diversity can affect the workplace.		
36.10 List reasons why written policies are needed in the workplace.		
36.11 Discuss role of ethics and morality in management.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
36.12 Describe how a company's marketing efforts can affect employees and customers.		
37.0 Demonstrate the competencies of employability and career development --The students will be able to:		
37.01 Participation in required career-related training and/or education program		
37.02 Passing certification tests to qualify for licensure and/or certification		
37.03 Participation in company training or orientation		
38.0 Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance --. The student will be able to:		
38.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
38.02 Explain emergency procedures to follow in response to workplace accidents.		
38.03 Create a disaster and/or emergency response plan.		
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 Use appropriate equipment and supplies safely and correctly--The student will be able to:		
40.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
41.0 Demonstrate competencies identified for a specific program component--The students will be able to:		
41.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
Competencies from one or more CTE programs must be included in this coursework.		

Florida Department of Education
Student Performance Standards

Course Title: **Career Education Services for Students with Disabilities 8**
Course Number: **9603180**
Course Credit: **1 CR**

Course Description:

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

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
42.0 Demonstrate knowledge of job accommodations and apply skills related to self-determination and self-advocacy--The student will be able to:		
42.01 Describe the definition of job accommodations		
42.02 Identify basic duties that an employee must be able to perform with or without reasonable accommodations		
42.03 Identify the tasks and job functions that a person with a disability cannot fully perform without some type of accommodation		
42.04 Identify the modification that will solve the problem		
42.05 Describe who is responsible for identifying an appropriate accommodation and when to request it		
42.06 Describe options if employer refuses to provide a reasonable accommodation		
43.0 Demonstrate personal money-management concepts, procedures and strategies--The student will be able to:		
43.01 Identify and describe the services and legal responsibilities of financial institutions.		
43.02 Describe the effect of money management on personal and career goals.		
43.03 Develop a personal budget and financial goals.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	43.04 Complete financial instruments for making deposits and withdrawals.		
	43.05 Maintain financial records.		
	43.06 Read and reconcile financial statements		
	43.07 Research, compare and contrast investment opportunities.		
44.0	Research and discuss career and employment opportunities--The students will be able to:		
	44.01 Explain importance of staying up-to-date on social, technical, and economic changes.		
	44.02 Evaluate and compare employment opportunities that match career goals		
	44.03 Identify opportunities and research requirements for career advancement.		
45.0	Describe the rights, responsibilities and benefits of employment--The students will be able to:		
	45.01 Communicate his/her responsibilities as an employee.		
	45.02 Explain the benefits related to of employment, such as health insurance, leave time, worker's compensation, retirement plans and Social Security.		
	45.03 Describe legal rights that apply to persons with disabilities in school, community, and workplace, including the Americans with Disabilities Act, the Rehabilitation Act, the Fair Labor Standards Act (FLSA), and child labor laws.		
	45.04 Understand steps that may be taken when rights have been violated.		
46.0	Understand the benefits of disclosure--The student will be able to:		
	46.01 Communicate the definition of disclosure.		
	46.02 Identify appropriateness of disclosing disability in some situations and not others.		
	46.03 Evaluate the pros and cons when considering disclosure.		
	46.04 Communicate how disclosure provides legal protection against discrimination		
47.0	Understand how to request job accommodations--The student will be able to:		
	47.01 Identify and describe the legal responsibilities of employers and employees in the work place.		
	47.02 Identify work-related reasonable accommodations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
47.03 Demonstrate ability to communicate necessary job accommodations to perspective employers.		
47.04 Employ technological tools to research federal, state and local job accommodation resources.		
47.05 Understand disability discrimination and harassment in the workplace.		
48.0 Demonstrate a knowledge of self-advocacy--The student will be able to:		
48.01 Communicate disability, needs, skills, and abilities.		
48.02 Communicate legal rights as a person with a disability.		
48.03 Analyze work space, method of communication with others, and tasks		
48.04 Research the range of accommodations and choose one.		
49.0 Develop skills to locate, evaluate, and interpret career information--The students will be able to:		
49.01 Use a variety of sources and methods to determine career interests and abilities.		
49.02 Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.		
49.03 Identify non-traditional career options.		
49.04 Debate how educational level affects career choice.		
49.05 Explain importance of networking when researching occupations.		
49.06 Identify advantages of attending a trade or technical school.		
49.07 Identify sources of financial assistance for postsecondary education and training.		
49.08 Describe the requirements and procedures for obtaining different types of financial assistance.		
49.09 Develop an education and career plan.		
49.10 Select an occupational area and identify its career opportunities, employment prospects, educational requirements, and advancement opportunities		
49.11 Evaluate personal strengths and weaknesses in relation to the selected occupational area.		
49.12 Explain the influence of life roles on career choice.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
49.13 Review the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.		
49.14 Demonstrate job performance skills.		
49.15 Display expected level of productivity.		
49.16 Use evaluations to improve own performance.		
49.17 Identify, organize, plan and allocate resources.		
49.18 Work cooperatively with others		
49.19 Acquire and use information including using computers.		
49.20 Work effectively within the context of complex interrelationships.		
49.21 Work with a variety of technologies.		
49.22 Perform basic computer operations.		
Competencies from one or more CTE programs must be included in this coursework.		
Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.		
The student will be able to:		
50.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.		
51.0 Develop skills to locate, evaluate, and interpret career information.		
52.0 Identify and demonstrate processes for making short and long term goals.		
53.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.		
54.0 Understand the relationship between educational achievement and career choices/postsecondary options.		
55.0 Identify a career cluster and related pathways that match career and education goals.		
56.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.		
57.0 Demonstrate knowledge of technology and its application in the chosen career fields/clusters.		
OPTIONAL		
58.0 Demonstrate acquired skills through On-The-Job training.		

Additional Information

Laboratory Activities

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

Cooperative Training – OJT

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

English Language Development ELD Standards Special Notes Section

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

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

Accommodations

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

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

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

Florida Department of Education
Curriculum Framework

Program Title:	**Specialized Career Education, Basic**
Program Type:	**Career Preparatory**
Career Cluster:	**Instructional Support Services**

Career Certificate Program	
Program Number	S990005
CIP Number	13990005SN
Grade Level	30, 31
Standard Length	450 hours
Teacher Certification	Refer to the **Program Structure** section.
CTSO	CTSO applicable to related CTE program
SOC Codes (all applicable)	SOC applicable to related CTE program

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 Instructional Support Services 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 related career cluster.

The purpose of this individualized job preparatory program is to provide specialized career education for students with significant cognitive/learning disabilities who, in addition to instructional accommodations, require modifications to the CTE program in order to meet individual interests, abilities, and learning needs. The goal is integrated competitive employment in the student's chosen occupation. The program is individualized for each student and documented in an individualized plan of study (IPS). Instruction is competency-based with integrated academic, technical, and problem-solving skills. The IPS consists of standards and benchmarks selected from one or more CTE programs to create an individualized plan of study for each student. Students, who have already completed equivalent coursework (standards and benchmarks) at the secondary level (9001810), should be enrolled in Specialized Career Education, Advanced (S990006). Documentation of standards and benchmarks previously mastered should be reviewed in order to develop an individualized plan of study that further guides the student toward his or her employment goals.

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

Program Structure

This program is divided into a series of three courses that comprise an Occupational Completion Point (OCP). Each course includes standards and benchmarks (selected on an individual basis) from one or more of the Career and Technical Education Programs. These standards and benchmarks must be taught in an industry certified environment or using industry standard equipment. Course content includes but is not limited to: determining employment goals; demonstrating employability and self-advocacy skills; using technology, tools, equipment, and supplies safely and correctly; and, demonstrating personal productivity. Each course may include Job Shadowing, OJT, and Internships to further strengthen the student's learning experience throughout the career decision-making and job preparation process.

The particular outcomes and student performance standards which the student must master to complete each course must be specified on the IPS on an individualized basis. This instruction provides each student the opportunity to prepare for industry certification as stated in his/her IPS.

Once the individualized standards and benchmarks are met for a course, the student is reported as a completer. After completion, the student may either enter employment or move to the next course with a new set of individualized performance standards listed in the IPS. A student who is not able to complete the standards and benchmarks listed in his or her IPS in one semester may re-enroll in the same course the following semester in order to master the required standards and benchmarks. The IPS should be reviewed on a regular basis to determine student progress and/or the need for revision. This is a terminal program; therefore, once all three courses are completed, an OCP is awarded and the student would: enroll in Specialized Career Education, Advanced (S990006); enroll in a CTE program of his or her choice; or, transition to employment.

The three courses in this program 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	Teacher Certification	Length	SOC Code
A	SLS0460	Specialized Career Education, Basic 1	ANY CTE FIELD OR COVERAGE	150 hours	SOC applicable to related CTE program
	SLS0461	Specialized Career Education, Basic 2		150 hours	
	SLA0462	Specialized Career Education, Basic 3		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   Demonstrate self-advocacy and self-determination skills.
02.0   Discuss individual interests, aptitudes, and opportunities.
03.0   Review and discuss career and employment opportunities.
04.0   Determine realistic employment goals.
05.0   Demonstrate work-related skills.
06.0   Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
07.0   Describe the rights, responsibilities and benefits of employment.
08.0   Manage interpersonal relationships.
09.0   Demonstrate job seeking and employability skills.
10.0   Demonstrate personal productivity.
11.0   Demonstrate employability and work-related skills appropriate to the workplace.
12.0   Demonstrate proper and safe procedures while working with tools, equipment, systems, and materials.
13.0   Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
14.0   Describe the duties and responsibilities of a successful employee.
15.0   Demonstrate how to request job accommodations.
16.0   Define key terms related to the chosen occupation.
17.0   Demonstrate oral and written communication skills in creating, expressing and interpreting information and ideas.
18.0   Demonstrate industry related mathematical skills.
19.0   Demonstrate industry related science knowledge and skills based on CTE standards and benchmarks.
20.0   Demonstrate industry related language arts knowledge and skills based on CTE standards and benchmarks.
21.0   Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).

Florida Department of Education
Student Performance Standards

Program Title: **Specialized Career Education, Basic**
Career Certificate Program Number: **S990005**

Course Number: SLS0460 **Occupational Completion Point: A** **Specialized Career Education, Basic 1 – 150 Hours – SOC Code N/A**	
01.0	Demonstrate self-advocacy and self-determination skills. -- The student will be able to:
01.01	Identify and evaluate personal needs, interests, and goals.
01.02	Describe abilities, skills, and individual needs related to disability.
01.03	Make plans based on personal and career choices.
01.04	Carry out plans and adjust to changing circumstances.
01.05	Explain legal rights as a person with a disability.
01.06	Define the term disclosure.
01.07	Identify appropriateness of disclosing disability in some situations and not others.
01.08	Evaluate the advantages and disadvantages of disclosure.
01.09	Explain how disclosure provides legal protection against discrimination.
01.10	Analyze work space, method of communication with others, and tasks.
01.11	Review the range of accommodations and choose the best one based on individual needs.
02.0	Discuss individual interests, aptitudes, and opportunities. -- The student will be able to:
02.01	Use a variety of resources and methods to determine career interests and abilities.
02.02	Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.
02.03	Identify non-traditional career options.
02.04	Describe how educational level affects career choice.

	02.05	Explain the importance of networking when exploring occupations.
	02.06	Identify advantages of attending a career or technical center or college.
	02.07	Explain the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.
03.0	Review and discuss career and employment opportunities. -- The student will be able to:	
	03.01	Explain the importance of staying up-to-date on social, technical, and economic changes.
	03.02	Evaluate and compare employment opportunities that match career goals.
	03.03	Identify opportunities and requirements for career advancement.
	03.04	Identify what courses of study will be needed to reach his/her educational goal.
04.0	Determine realistic employment goals. -- The student will be able to:	
	04.01	Match interests and abilities with potential careers.
	04.02	Compare personal strengths and weaknesses, including physical and cognitive abilities, to specific job requirements.
	04.03	Collect information needed to determine realistic employment goals.
	04.04	Identify potential careers available in the community.
	04.05	Develop a career and education plan that includes short and long-term goals and postsecondary/career goals.
05.0	Demonstrate work-related skills. -- The student will be able to:	
	05.01	Demonstrate the ability to follow directions.
	05.02	Demonstrate appropriate behaviors related to task completion.
	05.03	Explain individual rights and responsibilities in the workplace.
	05.04	Respond appropriately to constructive criticism.
	05.05	Work cooperatively with others.
06.0	Demonstrate mastery of selected benchmarks from one or more job preparatory programs (not previously mastered). -- The student will be able to:	
	06.01	Perform tasks as they relate to specific job training performance.
	06.02	Demonstrate safety standards and benchmarks related to specific job training.

Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.

Course Number: SLS0461
Occupational Completion Point: A
Specialized Career Education, Basic 2 – 150 Hours – SOC Code N/A

07.0	Describe the rights, responsibilities and benefits of employment. -- The student will be able to:
	07.01 Describe his/her responsibilities as an employee.
	07.02 Explain the benefits of employment, such as health insurance, leave time, worker's compensation, retirement plans and Social Security.
	07.03 Describe legal rights that apply to persons with disabilities in school, community, and workplace, including the Americans with Disabilities Act, the Rehabilitation Act, and the Fair Labor Standards Act (FLSA).
	07.04 Describe steps that may be taken when rights have been violated.
08.0	Manage interpersonal relationships. -- The student will be able to:
	08.01 Demonstrate appropriate relationships with peers.
	08.02 Participate as a member of a team.
	08.03 Demonstrate positive work attitudes.
	08.04 Demonstrate characteristics of a good employee.
	08.05 Maintain positive relationships with co-workers.
	08.06 Maintain a positive relationship with a supervisor.
09.0	Demonstrate job seeking and employability skills. -- The student will be able to:
	09.01 Identify resources used in a job search (e.g., newspaper, Internet, networking).
	09.02 Discuss the importance of drug tests and criminal background checks when identifying possible employment opportunities.
	09.03 Identify steps of the job application process, including arranging for references and proper documentation (e.g., green card, birth certificate, social security card).
	09.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
	09.05 Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
	09.06 Demonstrate appropriate dress and grooming for employment.

10.0	Demonstrate personal productivity. -- The student will be able to:	
	10.01	Demonstrate self-discipline, reliability, and dependability.
	10.02	Act in a professional, respectful, and non-offensive manner while under pressure.
	10.03	Determine the best options or outcomes when faced with a challenging situation.
	10.04	Respond to situations and/or requests in a timely manner.
11.0	Demonstrate employability and work-related skills appropriate to the workplace. -- The student will be able to:	
	11.01	Participate in job search activities.
	11.02	Complete an accurate job application.
	11.03	Demonstrate effective job interviewing skills.
	11.04	Demonstrate the ability to follow directions.
	11.05	Demonstrate time management practices.
	11.06	Access various modes of transportation.
12.0	Demonstrate proper and safe procedures while working with tools, equipment, systems and materials. -- The student will be able to:	
	12.01	Inspect personal protective equipment (PPE) to determine if it is safe to use.
	12.02	Inspect tools or equipment to determine if they are safe to use.
	12.03	Identify technology, tools, equipment, and supplies necessary for a specific work task.
	12.04	Demonstrate how to keep work area tidy with equipment properly stored.
	12.05	Locate technology, tools, equipment, and supplies required to complete a specific work task.
	12.06	Use technology, tools, equipment, and supplies safely and correctly for a specific work task.
	12.07	Clean and maintain technology, tools, and equipment.
	12.08	Store technology, tools, equipment, and supplies correctly.
13.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). -- The student will be able to:	
	13.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.

Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.

Course Number: SLS0462
Occupational Completion Point: A
Specialized Career Education, Basic 3 – 150 Hours – SOC Code N/A

14.0	Describe the duties and responsibilities of a successful employee. -- The student will be able to:
	14.01 Demonstrate how to handle customer inquiries/complaints.
	14.02 Demonstrate how to handle difficult internal and external customers.
	14.03 Demonstrate how to interpret policies to internal and external customers.
	14.04 Classify customer services according to nature and characteristics of the activity.
	14.05 Describe ways of resolving customer problems.
	14.06 Explain the importance of stress management and relaxation techniques as they relate to job performance.
	14.07 Describe workplace codes of professional/business conduct.
	14.08 Explain the concepts of integrity, credibility, reliability, and perseverance.
15.0	Demonstrate how to request job accommodations. -- The student will be able to:
	15.01 Identify and describe the legal responsibilities of employers and employees in the work place.
	15.02 Identify work-related reasonable accommodations.
	15.03 Request necessary job accommodations from prospective employers.
	15.04 Employ technological tools to identify federal, state and local job accommodation resources.
	15.05 Explain disability discrimination and harassment in the workplace.
16.0	Define key terms related to the chosen occupation. -- The student will be able to:
	16.01 Identify vocabulary specific to his/her career field.
	16.02 Use the proper vocabulary when discussing his/her chosen career.
17.0	Demonstrate oral and written communication skills in creating, expressing, and interpreting information and ideas. -- The student will be able to:
	17.01 Describe the importance of the proper use of grammar, vocabulary, and diction.

	17.02	Demonstrate appropriate oral and written communication techniques to communicate clearly and effectively in the workplace.
	17.03	Identify appropriate conversation for work related settings.
	17.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
	17.05	Describe listening, speaking, and nonverbal skills necessary to determine customer needs.
	17.06	Apply active listening skills to obtain and clarify information.
	17.07	Demonstrate the appropriate way to address people.
	17.08	List professional vocabulary appropriate for the work environment.
	17.09	Demonstrate the ability to communicate in a multicultural setting.
	17.10	Design, develop and deliver formal and informal presentations using appropriate media.
	17.11	Develop and interpret tables and charts to support written and oral communication.
	17.12	Identify and define commonly used customer service terms (e.g., complaints, internal and external customers).
	17.13	Demonstrate the placing/receiving of telephone calls in a businesslike manner.
	17.14	Demonstrate the ability to locate, understand, and interpret information from various sources (e.g., trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, Internet resources).
18.0	Demonstrate industry related mathematical skills. -- The student will be able to:	
	18.01	Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.
	18.02	Compute different methods of monetary compensation (e.g., annual salary, hourly wage, commission, piecework).
	18.03	Prepare a balanced budget based on income and expenses.
	18.04	Describe the importance of maintaining an accurate checkbook balance.
	18.05	Identify mathematical skills used by employees in various career fields.
	18.06	Demonstrate arithmetic operations to complete work tasks.
	18.07	Use data to solve problems and interpret documents.
19.0	Demonstrate industry related science knowledge and skills based on CTE standards and benchmarks . -- The student will be able to:	
	19.01	Discuss the role of creativity in constructing scientific questions, methods and explanations as it relates to the chosen career.

20.0	Demonstrate industry related language arts knowledge and skills based on CTE standards and benchmarks . -- The student will be able to:
	20.01 Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary.
	20.02 Present information formally and informally for specific purposes and audiences.
21.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). -- The student will be able to:
	21.01 Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the student's chosen career.
Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.	

Additional Information

Laboratory Activities

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

Special Notes

Documentation of mastery of the student performance standards must be maintained. An Individualized Plan of Study (IPS) must be maintained for audit purposes.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

CTSOs 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. A student should be encouraged to join the related CTSO.

Cooperative Training – OJT

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

Accommodations

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

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

Florida Department of Education
Curriculum Framework

Program Title: Specialized Career Education, Advanced
Program Type: Career Preparatory
Career Cluster: Instructional Support Services

Career Certificate Program	
Program Number	S990006
CIP Number	13990006SN
Grade Level	30, 31
Standard Length	450 hours
Teacher Certification	Refer to the **Program Structure** section.
CTSO	CTSO applicable to related CTE program
SOC Codes (all applicable)	SOC applicable to related CTE program

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 Instructional Support Services 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 related career cluster.

The purpose of this individualized job preparatory program is to provide specialized career education for students with significant cognitive/learning disabilities who, in addition to instructional accommodations, require modifications to the CTE program in order to meet individual interests, abilities, and learning needs. The goal is integrated competitive employment in the student's chosen occupation. The program is individualized for each student and documented in an individualized plan of study (IPS). Instruction is competency-based with integrated academic, technical, and problem-solving skills. The IPS consists of standards and benchmarks selected from one or more CTE programs to create an individualized plan of study for each student. Students may have already completed coursework at the secondary level (9001810) or at the postsecondary level in Specialized Career Education, Basic (S990005). Documentation of standards and benchmarks previously mastered should be reviewed in order to develop an individualized plan of study that further guides the student toward his or her employment goals.

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

Program Structure

The program is divided into three courses that comprise one Occupational Completion Point (OCP). Each course includes standards and benchmarks (selected on an individual basis) from one or more of the Career and Technical Education Programs. These standards and benchmarks must be taught in an industry certified environment or using industry standard equipment. Course content includes but is not limited to: determining employment goals; demonstrating employability and self-advocacy skills; using technology, tools, equipment, and supplies safely and correctly; and, demonstrating personal productivity. Each course may include Job Shadowing, OJT, and Internships to further strengthen the student's learning experience throughout the career decision-making and job preparation process.

The performance standards and benchmarks which the student must master to complete each course must be specified on the IPS on an individualized basis. This instruction provides each student the opportunity to prepare for industry certification as stated in his or her IPS.

Once the individualized standards and benchmarks are met for a course, the student is reported as a completer. After completion, the student may either enter employment or move to the next course with a new set of individualized performance standards listed in the IPS. A student who is not able to complete the standards and benchmarks listed in his or her IPS in one semester may re-enroll in the same course the following semester in order to master the required standards and benchmarks. The IPS should be reviewed on a regular basis to determine student progress and/or the need for revision. This is a terminal program; therefore, once all three courses are completed, the student must transition to employment.

The three courses in this program 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	Teacher Certification	Length	SOC Code
A	SLS0463	Specialized Career Education, Advanced 1	ANY CTE FIELD OR COVERAGE	150 hours	SOC applicable to related CTE program
	SLS0464	Specialized Career Education, Advanced 2		150 hours	
	SLS0944	Specialized Career Education Internship		150 hours	

The third course in this program is an internship course where the student must be working in his or her field of study.

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 self-advocacy and self-determination skills.
02.0   Explain job accommodations as they relate to the workplace.
03.0   Demonstrate communication skills necessary for successful employment.
04.0   Demonstrate employability skills.
05.0   Demonstrate a familiarity with information technology.
06.0   Demonstrate workplace safety practices.
07.0   Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
08.0   Demonstrate an understanding of workplace organization.
09.0   Describe the roles within teams, work units, departments, organizations, and the larger environment.
10.0   Explain the impact of technology on occupations related to the field of study in which the student is enrolled.
11.0   Demonstrate positive human relations and leadership skills.
12.0   Explain the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
13.0   Solve problems using critical thinking skills, creativity, and innovation.
14.0   Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
15.0   Demonstrate employability skills.
16.0   Use information technology tools.
17.0   Practice quality performance.
18.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
19.0   Describe the importance of professional ethics and legal responsibilities.
20.0   Demonstrate skills acquired through On-the-Job-Training (OJT).
21.0   Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).

Florida Department of Education
Student Performance Standards

Program Title: Specialized Career Education, Advanced
Career Certificate Program Number: S990006

Course Number: SLS0463	
Occupational Completion Point: A	
Specialized Career Education, Advanced 1 – 150 Hours – SOC Code N/A	

01.0	Demonstrate self-advocacy and self-determination skills. -- The student will be able to:
01.01	Identify and evaluate personal needs, interests, and goals.
01.02	Make plans based on personal and career choices.
01.03	Describe entrepreneurship opportunities as a career planning option.
01.04	Carry out plans and adjust to changing circumstances.
01.05	Communicate disability, needs, skills, and abilities.
01.06	Communicate legal rights as a person with a disability.
01.07	Analyze work space, method of communication with others, and tasks.
01.08	Define the term *disclosure*.
01.09	Explain why disclosing disability may or may not be appropriate.
01.10	Evaluate the advantages and disadvantages of disclosure.
01.11	Explain how disclosure provides legal protection against discrimination.
02.0	Explain job accommodations as they relate to the workplace. -- The student will be able to:
02.01	Define the term job accommodations.
02.02	Identify basic duties that an employee must be able to perform with or without reasonable accommodations.
02.03	Identify examples of tasks and the related accommodation(s) that might be needed by a person with a specific disability.
02.04	Describe who is responsible for identifying an appropriate accommodation and when to request it.

	02.05	Describe an employee's options if an employer refuses to provide a reasonable accommodation.
03.0	Demonstrate communication skills necessary for successful employment. -- The student will be able to:	
	03.01	Describe the importance of the proper use of grammar, vocabulary, and diction.
	03.02	Demonstrate the appropriate way to address people.
	03.03	Identify appropriate conversation for work-related settings.
	03.04	Describe listening, speaking, and nonverbal skills necessary to determine customer needs.
	03.05	List professional vocabulary appropriate for the work environment.
	03.06	Demonstrate the ability to communicate in a multicultural setting.
	03.07	Identify and define commonly used customer service terms (e.g., complaints, internal and external customers).
	03.08	Demonstrate the ability to listen to, follow, and provide directions.
	03.09	Demonstrate the placing/receiving of telephone calls in a businesslike manner.
	03.10	Demonstrate the ability to locate, understand, and interpret information from various sources (e.g., trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, Internet resources).
04.0	Demonstrate employability skills.--The student will be able to:	
	04.01	Describe methods for handling illegal interview and application questions.
	04.02	Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).
	04.03	Identify positive work attitudes and behaviors (e.g., honesty, compassion, respect, responsibility, fairness, trustworthiness, caring).
	04.04	Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
	04.05	Explain how to prepare for job separation and re-employment.
	04.06	Write a job description that includes the responsibilities of an entry-level position.
	04.07	Prepare a classified ad for an entry-level position.
	04.08	Create a list of interview questions for an entry-level position.
	04.09	Complete various employment forms (application, W-4, insurance forms).
	04.10	Create a resume.

05.0	Demonstrate a familiarity with information technology. -- The student will be able to:	
	05.01	Select and use appropriate devices, services, and applications for telecommunications.
	05.02	Utilize presentation software to communicate ideas to a group.
	05.03	Demonstrate proper work-related Internet use and security.
	05.04	Utilize word processing software to produce workplace documents.
	05.05	Utilize spreadsheet software to create meaningful workplace records.
	05.06	Utilize web browsers to access the World Wide Web and other computer resources.
	05.07	Use different types of web search engines effectively to locate information.
06.0	Demonstrate workplace safety practices. -- The student will be able to:	
	06.01	Identify technology, tools, equipment, and supplies necessary for a specific work task.
	06.02	Locate technology, tools, equipment, and supplies required to complete a specific task.
	06.03	Explain why workers must follow instructions and act in a way to promote safety.
	06.04	Demonstrate required safety procedures related to the chosen career.
07.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). -- The student will be able to:	
	07.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.		

Course Number: SLS0464
Occupational Completion Point: A
Specialized Career Education, Advanced 2 – 150 Hours – SOC Code N/A

08.0	Demonstrate an understanding of workplace organization. -- The student will be able to:	
	08.01	Identify his/her role in family, circle of friends, school, and other groups/committees.
	08.02	Illustrate the hierarchy of a company.
	08.03	Define vision and mission statements.
09.0	Describe the roles within teams, work units, departments, organizations, and the larger environment. -- The student will be able to:	

	09.01	Define teamwork.
	09.02	Employ teamwork in working towards a common goal.
	09.03	Analyze and explain how one's own actions impact the overall organization.
10.0	Explain the impact of technology on occupations related to the field of study in which the student is enrolled. -- The student will be able to:	
	10.01	Describe a specific company's policy for ensuring security and protection of computerized data.
	10.02	Demonstrate uses of equipment to process information (e.g., 10-key, electronic cash register, OCR scanner, financial calculator, computer).
11.0	Demonstrate positive human relations and leadership skills. -- The student will be able to:	
	11.01	Identify and demonstrate positive personality traits.
	11.02	Demonstrate interpersonal skills to appropriately express feelings, reactions, ideas, opinions, wants, and needs.
	11.03	Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy, respect, responsibility, self-discipline, and trustworthiness.
	11.04	Role-play behaviors that will promote effective human relations.
12.0	Explain the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance. --The student will be able to:	
	12.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
	12.02	Explain emergency procedures to follow in response to workplace accidents.
	12.03	Create a disaster and/or emergency response plan.
13.0	Solve problems using critical thinking skills, creativity, and innovation. -- The student will be able to:	
	13.01	Use critical thinking skills independently and in teams to solve problems and make decisions.
	13.02	Demonstrate the use of critical thinking and interpersonal skills to resolve conflicts.
	13.03	Identify and document workplace performance goals and monitor progress toward those goals.
	13.04	Identify and gather information necessary for decision-making.
14.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). -- The student will be able to:	
	14.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.		

Course Number: SLS0944 Occupational Completion Point: A Specialized Career Education Internship – 150 Hours – SOC Code N/A	
15.0	Demonstrate employability skills. -- The student will be able to:
15.01	Identify and demonstrate positive work behaviors needed to be employable.
15.02	Develop a personal career plan that includes strategies to reach personal goals and objectives.
15.03	Review licensing, certification, and industry credentialing requirements of chosen career.
15.04	Maintain a career portfolio to document knowledge, skills, and experience.
15.05	Explore and compare employment opportunities that match career goals.
15.06	Identify and exhibit traits for retaining employment.
15.07	Identify opportunities and requirements for career advancement.
15.08	Explain the benefits of ongoing professional development.
16.0	Use information technology tools. -- The student will be able to:
16.01	Use personal information management (PIM) applications to increase workplace efficiency.
16.02	Use technological tools to expedite workflow (e.g., word processing, electronic calendar, email, Internet applications).
16.03	Use computer operations applications to manage and store information.
16.04	Use collaborative/groupware applications to facilitate group work.
17.0	Practice quality performance. -- The student will be able to:
17.01	Maintain an organized work area.
17.02	Use equipment, technology, and work strategies to improve workflow.
17.03	Carry out written and verbal directions accurately.
17.04	Complete work efficiently and effectively.
17.05	Adhere to worksite regulations and practices.
18.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. -- The student will be able to:
18.01	Demonstrate leadership skills to accomplish goals and objectives.

	18.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
	18.03	Conduct and participate in meetings to accomplish work tasks.
	18.04	Demonstrate mentoring skills to inspire and teach others.
19.0	Describe the importance of professional ethics and legal responsibilities. -- The student will be able to:	
	19.01	Evaluate and justify decisions based on ethical reasoning.
	19.02	Evaluate alternative responses to workplace situations based on ethical and legal responsibilities, and employer policies.
	19.03	Identify and explain consequences of unethical or illegal behaviors in the workplace.
	19.04	Explain written organizational policies and procedures.
20.0	Demonstrate skills acquired through On-the-Job-Training (OJT). -- The student will be able to:	
	20.01	Maintain a positive attitude towards a job.
	20.02	Demonstrate appropriate job performance skills.
	20.03	Maintain a level of productivity required by the job.
	20.04	Use evaluations to improve performance.
	20.05	Comply with employee rules, regulations, and procedures.
	20.06	Apply effective communication appropriate to the job.
	20.07	Apply problem solving strategies to real life situations.
21.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). -- The student will be able to:	
	21.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Job Shadowing and/or OJT.		

Additional Information

Laboratory Activities

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

Special Notes

Documentation of mastery of the student performance standards must be maintained. An Individualized Plan of Study (IPS) must be maintained for audit purposes.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

CTSOs 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. A student should be encouraged to join the related CTSO.

Cooperative Training – OJT

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

Accommodations

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

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

Florida Department of Education
Curriculum Framework

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

Secondary – Career Preparatory	
Program Number	8000100
CIP Number	1691010001
Grade Level	9-12
Standard Length	6 credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	Program Specific
SOC Codes (all applicable)	Discipline Specific
Eligibility	16 Years of Age

Purpose

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

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

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

Program Structure

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

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

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

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	8000110	Pre-Apprenticeship 1	ANY VOCATIONAL FIELD OR COVERAGE	1 credit	Discipline Specific
	8000120	Pre-Apprenticeship 2		1 credit	Discipline Specific
	8000130	Pre-Apprenticeship 3		1 credit	Discipline Specific
B	8000140	Pre-Apprenticeship 4		1 credit	Discipline Specific
	8000150	Pre-Apprenticeship 5		1 credit	Discipline Specific
	8000160	Pre-Apprenticeship 6		1 credit	Discipline Specific

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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   Identify apprenticeship occupations.
02.0   Identify and properly use subparts in the Occupational Safety and Health Administration's regulations (29 CFR).
03.0   Achieve certifications.
04.0   Demonstrate appropriate communication skills.
05.0   Demonstrate and apply appropriate math and reading skills.
06.0   Demonstrate awareness of drug-free workplace initiatives.
07.0   Use technology, tools, equipment and supplies safely and correctly.
08.0   Read and interpret appropriate technical references and manuals.
09.0   Apply designated occupational standards.
10.0   Demonstrate understanding of employability skills.
11.0   Demonstrate understanding of entrepreneurship.
12.0   Demonstrate the skills acquired through on-the-job training.
13.0   Demonstrate leadership and organizational skills.
14.0   Develop a professional portfolio.

Florida Department of Education
Student Performance Standards

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

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

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
01.0 Identify apprenticeship occupations – the student will be able to:		
01.01 Prepare a list of apprenticeship occupations in the student's area of interest.		
01.02 Collect and maintain information on the apprenticeship occupation in which the student has indicated an interest.		
01.03 Contact a representative of the chosen apprenticeship occupation and ask a minimum of ten (10) prepared questions.		
02.0 Identify and properly use subparts in the Occupational Safety and Health Administration's regulations (29 CFR) – the student will be able to:		
02.01 Describe how specific OSHA regulations relate to the student's area of interest.		
02.02 Apply OSHA regulations to work activities.		
02.03 Access and find information on the OSHA website.		
03.0 Achieve certifications – the student will be able to:		
03.01 Identify the appropriate areas for certifications (e.g., safety, first aid, CPR, required information) for the student's apprenticeship area.		
03.02 Prepare and test for appropriate certifications in the selected occupational area.		
04.0 Demonstrate appropriate communication skills – the student will be able to:		
04.01 Ask and answer questions coherently and concisely.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
04.02	Read and follow written instructions; listen to and follow verbal instructions.		
04.03	Give reports orally and in writing.		
04.04	Read and interpret reading materials related to the apprenticeship occupation.		
04.05	Find information from appropriate sources (e.g., a manufacturer's manual, regulatory requirements).		
04.06	Write logical and understandable statements or phrases; accurately fill out forms commonly used in the selected apprenticeship area.		
04.07	Communicate job-related information and coordinate with other trades.		
04.08	Demonstrate appropriate telephone communication skills.		
04.09	Demonstrate trade-related computer skills.		
04.10	Explain the culture of the selected occupation and identify the spoken and unspoken rules related to this occupation.		

Florida Department of Education
Student Performance Standards

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

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
05.0 Demonstrate and apply appropriate math and reading skills – the student will be able to:		
05.01 Prepare a workbook that includes the formulas, practical guidelines, general knowledge, and mathematical principles related to the student's selected apprenticeship area.		
05.02 Solve problems related to the student's apprenticeship area using basic math, geometry, algebra, and trigonometry.		
06.0 Demonstrate awareness of drug-free workplace initiatives – the student will be able to:		
06.01 Describe the effects of drugs and alcohol on job performance and safety.		
06.02 Explain how an alcohol or drug conviction affects a person's ability to acquire employment.		
06.03 Describe the health-related effects of alcohol and drugs.		
07.0 Use technology, tools, equipment and supplies safely and correctly – the student will be able to:		
07.01 Correctly use tools and equipment appropriate to the selected apprenticeship occupation.		
07.02 Demonstrate the ability to wear, select, adjust, and maintain safety equipment.		
07.03 Determine whether safety equipment is serviceable.		
07.04 Read safety warnings on equipment, chemicals, tools and work sites; correctly interpret and apply the necessary precautions.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.05 Read the procedures for servicing equipment and accurately complete the required actions.		
07.06 Determine the safety of the equipment used in the apprenticeship occupation.		
08.0 Read and interpret appropriate technical references and manuals – the student will be able to:		
08.01 Use charts, graphs and tables to solve problems related to the chosen apprenticeship occupation.		
08.02 Design solutions for work problems using data from appropriate manuals.		
08.03 Use Internet resources to acquire technical information for job-related problems.		
08.04 Read and use the appropriate manuals to complete work assignments; demonstrate understanding of the material through correct procedures and application.		
08.05 Accomplish specified tasks.		

Florida Department of Education
Student Performance Standards

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

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

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
09.0 Apply designated occupational standards – the student will be able to:		
09.01 Perform assigned tasks to the appropriate level of competency.		
09.02 Select and apply correct standards for a given task.		
10.0 Demonstrate understanding of employability skills – the student will be able to:		
10.01 Demonstrate productive work habits and positive attitudes.		
10.02 Identify the ethical and responsible practices expected of apprenticeship trainees.		
10.03 Demonstrate acceptable personal hygiene habits and a professional appearance.		
10.04 Apply the principles of time management, work simplification, and teamwork to perform and complete assigned tasks.		
10.05 Explain the importance of taking pride in the quality of work performed.		
10.06 Explain the importance of maintaining a good driving record and explain the ramifications of a poor driving record on employment.		
10.07 Demonstrate knowledge of the Federal Hazard Communication Regulation (29 CFR 1910.1200).		
10.08 Secure information about a job.		
10.09 Identify the documents that may be required to apply for an apprenticeship program.		
10.10 Complete a job application form.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.11 Demonstrate competence in job interview techniques.		
10.12 Demonstrate appropriate knowledge of how to make job changes.		
10.13 Discuss the need to balance work and family.		
11.0 Demonstrate an understanding of entrepreneurship – the student will be able to:		
11.01 Define *entrepreneurship*.		
11.02 Describe the importance of entrepreneurship to the economy; identify the role of small business in a free enterprise system.		
11.03 Discuss the advantages and disadvantages of business ownership.		
11.04 Discuss the risks involved in business ownership.		
11.05 Identify the personal characteristics of a successful entrepreneur.		
11.06 Identify the business and computer skills needed to operate an entrepreneurial business efficiently and effectively.		
12.0 Demonstrate the skills acquired through on-the job training – the student will be able to:		
12.01 Keep a daily log of on-the-job activities; include the number of hours worked, skills learned, safety equipment used and hazardous materials used.		
13.0 Demonstrate leadership and organizational skills – the student will be able to:		
13.01 Define and practice *brainstorming*.		
13.02 Identify and use resource and time management skills.		
13.03 Identify the characteristics of a leader and team members.		
13.04 Identify professional and youth organizations related to the apprenticeship occupation.		
13.05 Identify the purposes and functions of student organizations related to the selected apprenticeship occupation.		

Florida Department of Education
Student Performance Standards

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

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
12.0 Demonstrate the skills acquired through on-the job training – the student will be able to:		
12.02 Maintain a daily log of on-the-job activities; include the number of hours worked, skills learned, safety equipment used and hazardous materials used.		

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Florida Department of Education
Student Performance Standards

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

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

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

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

Florida Department of Education
Student Performance Standards

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

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

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

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

Additional Information

Laboratory Activities

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

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.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

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

Cooperative Training – OJT

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

Accommodations

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If

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

Florida Department of Education
Curriculum Framework

Program Title: High School Pre-Apprenticeship
Program Type: Career Preparatory
Career Cluster: Any Cluster within an Apprenticeable Occupation

Secondary – Career Preparatory	
Program Number	8000200
CIP Number	0891010002
Grade Level	9 – 12
Standard Length	4 credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	Program Specific
SOC Codes (all applicable)	Discipline Specific
Eligibility	Minimum 16 Years of Age, Registered in a Registered Pre-Apprenticeship Program (section 446.021 F.S.)

Purpose

This program offers courses that provide content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare students for further education and careers in various apprenticeable occupations that are part of a Registered Preapprenticeship program registered with the Florida Department of Education, Division of Career and Adult Education, Apprenticeship Section. The program may include time-based and competency-based applied learning that contributes to problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of registered apprenticeship.

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

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

Program Structure

Students enrolled in this program number must be registered in a Registered Preapprenticeship program in accordance with section 446.011-092, F.S. and 6A-23.010 F.A.C. This program of study is designed to prepare students for initial employment in an apprenticeable occupation within a Registered Apprenticeship program. The program includes related technical instruction and may include paid on-the-job training/learning, if identified in the Registered Preapprenticeship Program Standards, which must be supervised by the Registered Preapprenticeship committee, sponsor, or participating employer; and teacher/coordinator.

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

Courses 8000110, 8000120, 8000130, and 8000140 correlate to the Related Technical Instruction component of a Registered Preapprenticeship program. If the Registered Preapprenticeship Standards contain a provision for on-the-job training/learning, the applicable OJT Career Cluster course is appropriate for registered preapprentices to be enrolled in.

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

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	8000110	Pre-Apprenticeship 1	ANY CAREER AND TECHNICAL EDUCATION FIELD OR COVERAGE	1 credit	Occupation Specific	2	PA
	8000120	Pre-Apprenticeship 2		1 credit	Occupation Specific	2	PA
	8000130	Pre-Apprenticeship 3		1 credit	Occupation Specific	2	PA
	8000140	Pre-Apprenticeship 4		1 credit	Occupation Specific	2	PA

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

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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   Identify apprenticeable occupations.
02.0   Identify subparts in the Occupational Safety and Health Administration's regulations.
03.0   Demonstrate an understanding of Registered Apprenticeship.
04.0   Demonstrate and apply appropriate communication skills.
05.0   Demonstrate and apply appropriate math skills.
06.0   Demonstrate awareness of drug-free workplace initiatives.
07.0   Use technology, tools, equipment and supplies safely and correctly.
08.0   Read and interpret appropriate technical references and manuals.
09.0   Demonstrate understanding of employability skills.
10.0   Demonstrate understanding of entrepreneurship.
11.0   Demonstrate leadership and organizational skills.
12.0   Demonstrate the skills required for on-the-job training/learning in a registered apprenticeship program.
13.0   Develop a professional portfolio.
14.0   Gain practical exposure to various apprenticeable occupations.

Florida Department of Education
Student Performance Standards

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

CTE Standards and Benchmarks
01.0   Identify apprenticeable occupations – the student will be able to:
01.01   Prepare a list of apprenticeable occupations in the area of interest.
01.02   Collect and maintain information on the apprenticeable occupation in which student has indicated an interest.
01.03   Contact a representative of the chosen apprenticeable occupation and ask a minimum of ten (10) prepared questions.
02.0   Identify subparts in the Occupational Safety and Health Administration's regulations – the student will be able to:
02.01   Describe how specific OSHA regulations relate to the apprenticeable occupation.
02.02   Apply OSHA regulations to work related activities in the classroom/lab.
02.03   Access and discover information on the OSHA website.
02.04   Describe the role of the National Institute of Occupational Safety and Health. (NIOSH)
03.0   Demonstrate an understanding of Registered Apprenticeship -- the student will be able to:
03.01   Research and explain the Fitzgerald Act.
03.02   Create an organizational chart of Registered Apprenticeship in the State of Florida.
03.03   Research the Florida Apprenticeship website.
03.04   Explain the role of the U.S. Department of Labor, Office of Apprenticeship.
03.05   Compare and contrast the difference between Office of Apprenticeship (OA) states and State Apprenticeship Agencies (SAA).
03.06   Understand the role of the State Apprenticeship Advisory Council in Florida.
03.07   Identify and explain Federal statutes related to registered apprenticeship. (29-CFR-29, 29-CFR-30, and 29-CFR-5)
03.08   Compare and contrast Joint and Non-Joint registered apprenticeship programs.
03.09   Identify and explain Florida statutes and rules related to registered apprenticeship. (446 F.S. and 6A-23 F.A.C.)
03.10   Explain what a collective bargaining agreement is and how it applies to Registered Apprenticeship.

CTE Standards and Benchmarks
04.0   Demonstrate and apply appropriate communication skills – the student will be able to:
04.01   Write logical and understandable statements, or phrases, to accurately fill out forms commonly used in business and industry.
04.02   Read and understand graphs, charts, diagrams, tables, blueprints, and schematics where appropriate and commonly used.
04.03   Read and interpret reading materials related to the apprenticeable occupation.
04.04   Demonstrate appropriate and relevant occupation-related computer skills.
04.05   Demonstrate appropriate telephone and smart phone communication skills.
04.06   Read and follow written instructions; listen to and follow verbal instructions.
04.07   Give reports orally and in writing.

Florida Department of Education
Student Performance Standards

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

CTE Standards and Benchmarks
05.0 Demonstrate and apply appropriate math skills – the student will be able to:
05.01 Prepare a workbook that includes the formulas, practical guidelines, general knowledge, and mathematical principles related to the student's selected apprenticeship area.
05.02 Solve job-related problems by adding, subtracting, multiplying, and dividing whole numbers, decimals, and common fractions.
06.0 Demonstrate awareness of drug-free workplace initiatives – the student will be able to:
06.01 Research and describe the effects of drugs and alcohol on job performance and safety.
06.02 Explain how an alcohol or drug conviction affects a person's ability to acquire employment.
06.03 Research and describe the health-related effects of alcohol and drugs.
07.0 Use technology, tools, equipment and supplies safely and correctly – the student will be able to:
07.01 Correctly use tools and equipment appropriate to the selected apprenticeable occupation.
07.02 Demonstrate the ability to wear, select, adjust, and maintain safety equipment.
07.03 Determine whether safety equipment is serviceable.
07.04 Read safety warnings on equipment, chemicals, tools and work sites; correctly interpret and apply the necessary precautions.
07.05 Demonstrate an understanding of Safety Data Sheet(s) (SDS) related to the apprenticeable occupation.
07.06 Read the procedures for servicing equipment and accurately complete the required actions.
07.07 Determine the safety of the equipment used in the apprenticeable occupation.
08.0 Read and interpret appropriate technical references and manuals – the student will be able to:
08.01 Design solutions for work problems using data from appropriate manuals.
08.02 Use Internet resources to acquire technical information for job-related problems.
08.03 Read and use the appropriate manuals to complete work assignments
08.04 Demonstrate understanding of the material through correct procedures and application.

Florida Department of Education
Student Performance Standards

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

CTE Standards and Benchmarks
09.0   Demonstrate understanding of employability skills – the student will be able to:
09.01   Demonstrate productive work habits and positive attitudes.
09.02   Identify the ethical and responsible practices expected of apprenticeship trainees.
09.03   Demonstrate acceptable personal hygiene habits and a professional appearance.
09.04   Apply the principles of time management, work simplification, and teamwork to perform and complete assigned tasks.
09.05   Explain the importance of taking pride in the quality of work performed.
09.06   Explain the importance of maintaining a good driving record and explain the ramifications of a poor driving record on employment.
09.07   Demonstrate knowledge of the Federal Hazard Communication Regulation (29 CFR 1910.1200).
09.08   Secure information about a job.
09.09   Identify the documents that may be required to apply for an apprenticeship program.
09.10   Complete a job application form.
09.11   Demonstrate competence in job interview techniques.
09.12   Demonstrate appropriate knowledge of how to make job changes.
09.13   Discuss the need to balance work and family.
09.14   Identify the appropriate certifications related to the apprenticeable occupation.
10.0   Demonstrate an understanding of entrepreneurship – the student will be able to:
10.01   Define entrepreneurship.
10.02   Describe the importance of entrepreneurship to the economy; identify the role of small business in a free enterprise system.
10.03   Discuss the advantages and disadvantages of business ownership.
10.04   Discuss the risks involved in business ownership.

CTE Standards and Benchmarks	
10.05	Identify the personal characteristics of a successful entrepreneur.
10.06	Demonstrate an understanding of various business formats. (sole proprietor, s-corporation, limited liability, etc.)
11.0	Demonstrate leadership and organizational skills – the student will be able to:
11.01	Define and practice brainstorming.
11.02	Identify and use resource and time management skills.
11.03	Identify the characteristics of a leader and team members.
11.04	Identify the purposes and functions of career technical student organizations (CTSO) related to the selected apprenticeable occupation.

Florida Department of Education
Student Performance Standards

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

CTE Standards and Benchmarks
12.0 Demonstrate the skills required for on-the job training/learning in a registered apprenticeship program – the student will be able to:
12.01 Practice maintaining a daily log of activities; include the number of hours, skills learned, and competencies attained.
13.0 Develop a professional portfolio – the student will be able to:
13.01 Include career and educational goals.
13.02 Provide an autobiography, picture, references and a résumé (traditional and digital).
13.03 Accumulate letters of recommendation.
13.04 Satisfactorily complete job applications related to the apprenticeable occupation of interest.
13.05 Document history of work and volunteer activities.
14.0 Gain practical exposure to various apprenticeable occupations – The student will be able to:
14.01 Rotate through a variety of increasingly responsible experiences.
14.02 Participate as a team member with a skilled mentor.
14.03 Demonstrate an understanding and appreciation of related occupational groups.
14.04 Apply basic skills in communications, mathematics, and science appropriate to technological content and learning activities.

Additional Information

Laboratory Activities

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

Special Notes

In order for secondary students to be enrolled in this program, students **must** be registered and have entered into a Pre-Apprenticeship Agreement in a Pre-Apprenticeship program that is sponsored by a Registered Apprenticeship program, as identified in F.S. 446 registered with the Florida Department of Education, Apprenticeship Section.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

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

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements found and specified in the appropriate Career Cluster 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.

Florida Department of Education
Curriculum Framework

Program Title: **High School Apprenticeship**
Program Type: **Career Preparatory**
Career Cluster: **Any Cluster within an Apprenticeable Occupation**

Secondary – Career Preparatory	
Program Number	8000300
CIP Number	0891010003
Grade Level	10 – 12
Standard Length	3 credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	Program Specific
SOC Codes (all applicable)	Discipline Specific
Eligibility	Minimum 16 Years of Age, Registered in a Registered Apprenticeship Program (section 446.011-092 F.S.)

Purpose

This program offers courses that provide content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare students for further education and careers in various apprenticeable occupations that are part of a Registered Apprenticeship program registered with the Florida Department of Education, Division of Career and Adult Education, Apprenticeship Section. The program may include time-based, competency-based, or hybrid-based applied learning that contributes to problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of registered apprenticeship.

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

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

Program Structure

Students enrolled in this program must be registered in a Registered Apprenticeship program in accordance with section 446.011-092, F.S. and rule 6A-23.001-011 F.A.C. This program is designed for students employed full-time in an apprenticeable occupation within a Registered Apprenticeship program. The program will include related technical instruction and paid on-the-job training/learning which must be supervised by the Registered Apprenticeship committee, sponsor, or participating employer; and teacher/coordinator.

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

Courses 8000310, 8000320, and 8000330 correlate to the Related Technical Instruction component of a Registered Apprenticeship program. For on-the-job training/learning, students should be enrolled in the applicable OJT Career Cluster course.

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

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	8000310	Apprenticeship 1	ANY CAREER AND TECHNICAL EDUCATION FIELD OR COVERAGE	1 credit	Occupation Specific	2	PA
B	8000320	Apprenticeship 2		1 credit	Occupation Specific	2	PA
C	8000330	Apprenticeship 3		1 credit	Occupation Specific	2	PA

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

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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   Associated Year 1 standards of the Related Instruction Outline as documented in the Registered Apprenticeship's standards and agreement.
02.0   Associated Year 2 standards of the Related Instruction Outline as documented in the Registered Apprenticeship's standards and agreement.
03.0   Associated Year 3 standards of the Related Instruction Outline as documented in the Registered Apprenticeship's standards and agreement.
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Florida Department of Education
Student Performance Standards

Course Title: **Apprenticeship 1**
Course Number: **8000310**
Course Credit: **1**

Course Description: Apprenticeship 1 is designed to align with the Related Instruction Outline for year 1 within the Standards of Apprenticeship for which the Apprentice is registered in. A copy of the Related Instruction Outline can be obtained from the Florida Department of Education, Division of Career and Adult Education, Bureau of Standards, Benchmarks and Frameworks, Apprenticeship Section.

CTE Standards and Benchmarks
01.0   Year 1 of the Related Instruction Outline -- The student will be able to:
01.01   Successfully complete Year 1 of the Related Technical Instruction requirements of the Registered Apprenticeship program as identified in the Standards of Apprenticeship registered with the Florida Department of Education.

Florida Department of Education
Student Performance Standards

Course Title: **Apprenticeship 2**
Course Number: **8000320**
Course Credit: **1**

Course Description: Apprenticeship 2 is designed to align with the Related Instruction Outline for year 2 within the Standards of Apprenticeship for which the Apprentice is registered in. A copy of the Related Instruction Outline can be obtained from the Florida Department of Education, Division of Career and Adult Education, Bureau of Standards, Benchmarks and Frameworks, Apprenticeship Section.

CTE Standards and Benchmarks
02.0   Year 2 of the Related Instruction Outline -- The student will be able to:
02.01   Successfully complete Year 2 of the Related Technical Instruction requirements of the Registered Apprenticeship program as identified in the Standards of Apprenticeship registered with the Florida Department of Education.

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Florida Department of Education
Student Performance Standards

Course Title: **Apprenticeship 3**
Course Number: **8000330**
Course Credit: **1**

Course Description: Apprenticeship 3 is designed to align with the Related Instruction Outline for year 3 within the Standards of Apprenticeship for which the Apprentice is registered in. A copy of the Related Instruction Outline can be obtained from the Florida Department of Education, Division of Career and Adult Education, Bureau of Standards, Benchmarks and Frameworks, Apprenticeship Section.

CTE Standards and Benchmarks
03.0   Year 3 of the Related Instruction Outline -- The student will be able to:
03.01   Successfully complete Year 3 of the Related Technical Instruction requirements of the Registered Apprenticeship program as identified in the Standards of Apprenticeship registered with the Florida Department of Education.

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

In order for secondary students to be enrolled in this program, students **must** be registered and have entered into an Apprenticeship Agreement with an Apprenticeship program registered with the Florida Department of Education, Apprenticeship Section as required by F.S. 446.001-092 and F.A.C 6A-23.001-011.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

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

Cooperative Training – OJT

On-the-job training thru full-time employment is required for this program as specified in the Registered Apprenticeship program for which the student is registered in. The rules, guidelines, and requirements found and specified in the appropriate Career Cluster 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.

Florida Department of Education
Curriculum Framework

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

Secondary – Middle School	
Course Number	8000400
CIP Number	1498999907
Grade Level	6 – 8
Standard Length	Semester
Teacher Certification	Refer to the **Course Structure** section.
CTSO	Any CTSO as appropriate

Purpose

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

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

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

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

Course Structure

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.

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 course structure:

Course Number	Course Title	Teacher Certification	Length
8000400	Orientation to Career Clusters	ANY FIELD	Semester

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

Standards

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

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

Florida Department of Education
Student Performance Standards

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

Course Description:

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

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

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

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

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

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

CTE Standards and Benchmarks

	14.05	Identify the level of training and education required for careers in the Law, Public Safety & Security career cluster.
	14.06	Research a career in the Law, Public Safety & Security career cluster and present findings to the class.
	14.07	Apply math, science, and reading skills in the completion of a project or activity related to the Law, Public Safety & Security career cluster.
15.0	Identify and explore careers in the Manufacturing cluster – the student will be able to:	
	15.01	Identify the pathways in the Manufacturing career cluster and the careers in each pathway.
	15.02	Describe the types of places that employ individuals who have careers in the Manufacturing career cluster.
	15.03	Describe the variety of tasks performed by individuals who have careers in the Manufacturing career cluster.
	15.04	List the skills, abilities, and talents needed for careers in the Manufacturing career cluster.
	15.05	Identify the level of training and education required for careers in the Manufacturing career cluster.
	15.06	Research a career in the Manufacturing career cluster and present findings to the class.
	15.07	Apply math, science, and reading skills in the completion of a project or activity related to the Manufacturing career cluster.
16.0	Identify and explore careers in the Marketing, Sales & Service cluster – the student will be able to:	
	16.01	Identify the pathways in the Marketing, Sales & Service career cluster and the careers in each pathway.
	16.02	Describe the types of places that employ individuals who have careers in the Marketing, Sales & Service career cluster.
	16.03	Describe the variety of tasks performed by individuals who have careers in the Marketing, Sales & Service career cluster.
	16.04	List the skills, abilities, and talents needed for careers in the Marketing, Sales & Service career cluster.
	16.05	Identify the level of training and education required for careers in the Marketing, Sales & Service career cluster.
	16.06	Research a career in the Marketing, Sales & Service career cluster and present findings to the class.
	16.07	Apply math, science, and reading skills in the completion of a project or activity related to the Marketing, Sales & Service career cluster.
17.0	Identify and explore careers in Engineering and Technology Education – the student will be able to:	
	17.01	Identify the pathways in Engineering and Technology Education.
	17.02	Describe the types of places that employ individuals who have careers in Engineering and Technology Education.
	17.03	Describe the variety of tasks performed by individuals who have careers in Engineering and Technology Education.

	17.04	List the skills, abilities, and talents needed for careers in Engineering and Technology Education.
	17.05	Identify the level of training and education required for careers in Engineering and Technology Education.
	17.06	Research a career in Engineering and Technology Education and present findings to the class.
	17.07	Apply math, science, and reading skills in the completion of a project or activity related to the Engineering and Technology Education.
18.0	Identify and explore careers in the Transportation & Logistics cluster – the student will be able to:	
	18.01	Identify the pathways in the Transportation & Logistics career cluster and the careers in each pathway.
	18.02	Describe the types of places that employ individuals who have careers in the Transportation & Logistics career cluster.
	18.03	Describe the variety of tasks performed by individuals who have careers in the Transportation & Logistics career cluster.
	18.04	List the skills, abilities, and talents needed for careers in the Transportation & Logistics career cluster.
	18.05	Identify the level of training and education required for careers in the Transportation & Logistics career cluster.
	18.06	Research a career in the Transportation & Logistics career cluster and present findings to the class.
	18.07	Apply math, science, and reading skills in the completion of a project or activity related to the Transportation & Logistics career cluster.
19.0	Describe leadership skills – the student will be able to:	
	19.01	Identify the Career and Technical Student Organization(s) that are appropriate for CTE programs in each of the career clusters.
	19.02	Describe the leadership opportunities available to members of the CTSOs identified above.
	19.03	Investigate the CTSOs at your school and/or in your school district (e.g., membership requirements, dues, activities, events).

Additional Information

Laboratory Activities

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

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

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

Accommodations

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

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

Florida Department of Education
Curriculum Framework

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

Career Certificate Program	
Program Number	E92010R
CIP Number	1691010001
Grade Level	30,31
Standard Length	900 hours
Teacher Certification	Refer to the **Program Structure** section.
CTSO	Program Specific
SOC Codes (all applicable)	Discipline Specific
Eligibility	16 Years of Age

Purpose

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

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

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

Program Structure

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

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

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	SLS0314	Pre-Apprenticeship I	ANY VOCATIONAL FIELD OR COVERAGE	450 hours	Discipline Specific
B	SLS0315	Pre-Apprenticeship II		450 hours	Discipline Specific

Common Career Technical Core – Career Ready Practices

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

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

2. Apply appropriate academic and technical skills.

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

4. Communicate clearly, effectively and with reason.

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

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

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

9. Model integrity, ethical leadership and effective management.

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

11. Use technology to enhance productivity.

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

Standards

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

01.0   Identify apprenticeship occupations.
02.0   Identify and properly use subparts in OSHA (Occupational Safety and Health Administration) standards (1926).
03.0   Achieve certifications.
04.0   Demonstrate appropriate communication skills.
05.0   Demonstrate and apply appropriate math and reading skills.
06.0   Identify awareness of drugs and drug-free workplace.
07.0   Use technology, tools, equipment and supplies safely and correctly.
08.0   Read and interpret appropriate technical references and manuals.
09.0   Apply designated occupational standards.
10.0   Demonstrate an understanding of employability skills.
11.0   Demonstrate an understanding of entrepreneurship.
12.0   Demonstrate acquired skills through on-the-job training.
13.0   Demonstrate leadership and organization skills.
14.0   Demonstrate acquired skills through on-the-job training.
15.0   Develop a portfolio.

Florida Department of Education
Student Performance Standards

Program Title: Pre-Apprenticeship
Career Certificate Program Number: E92010R

Course Number: SLS0314 **Occupational Completion Point: A** **Pre-Apprenticeship I – 450 Hours – SOC Code: Discipline Specific**	
01.0	Identify apprenticeship occupations – the student will be able to:
	01.01 Prepare a list of apprenticeship occupations in the student's area of interest.
	01.02 Student will collect information and maintain a notebook on the apprenticeship occupation in which he or she has indicated an interest.
	01.03 Contact a representative of the chosen apprenticeship occupation and ask, at a minimum, 10 prepared questions about the student's area of interest.
02.0	Identify and properly use subparts in OSHA (Occupational Safety and Health Administration) standards (1926) – the student will be able to:
	02.01 Describe how the OSHA standards relate to the student's area of interest.
	02.02 Apply OSHA standards to work activities.
	02.03 Access and find information on the OSHA website.
03.0	Achieve certifications – the student will be able to:
	03.01 Identify the appropriate areas of certification for his or her apprenticeship area. (e.g., safety, first aid, CPR, required information)
	03.02 Prepare and test for appropriate certifications in selected occupational area.
04.0	Demonstrate appropriate communication skills – the student will be able to:
	04.01 Ask and answer questions coherently and concisely.
	04.02 Read and follow written instructions; and listen to and follow oral instructions.
	04.03 Give reports orally and in writing.
	04.04 Read and interpret reading materials related to the apprenticeship occupation.
	04.05 Find information in appropriate literature such as a manufacturer's manual or regulatory requirements.

	04.06	Write logical and understandable statements or phrases, and accurately fill out the forms commonly used in the apprenticeship area.
	04.07	Communicate job-related information and coordinate with other trades.
	04.08	Demonstrate appropriate telephone communication skills.
	04.09	Demonstrate trade-related computer skills.
	04.10	Explain the chosen occupation culture and the spoken and unspoken rules.
05.0	Demonstrate and apply appropriate math and reading skills – the student will be able to:	
	05.01	Prepare a workbook containing the formulas, rules of thumb, general knowledge and mathematics used in the student's apprenticeship area.
	05.02	Apply basic math, geometry, algebra, and trigonometry to solving problems, with and without a calculator, related to the apprenticeship occupation.
06.0	Identify awareness of drugs and drug-free workplace – the student will be able to:	
	06.01	Describe the effects of drugs and alcohol on job performance and safety.
	06.02	Explain how an alcohol/drug conviction will affect the student's ability to acquire employment.
	06.03	Prepare a workbook describing the health-related effects of alcohol/drugs.
07.0	Use technology, tools, equipment and supplies safely and correctly – the student will be able to:	
	07.01	Correctly use tools and equipment appropriate to apprenticeship occupation.
	07.02	Demonstrate the ability to wear, select, adjust, and maintain safety equipment.
	07.03	Determine if safety equipment is serviceable.
	07.04	Read safety warnings on equipment, chemicals, tools and work sites. Correctly interpret and apply the necessary precautions.
	07.05	Read the procedures for servicing equipment and accomplish the needed actions with 100 percent accuracy.
	07.06	Determine if equipment used in the apprenticeship occupation is safe.
08.0	Read and interpret appropriate technical references and manuals – the student will be able to:	
	08.01	Use the charts, graphs and tables to solve problems related to the chosen apprenticeship occupation.
	08.02	Design solutions for work problems using data from the appropriate manuals.
	08.03	Use Internet resources to acquire technical information for job related problems.

	08.04	Read and use appropriate manuals in work assignments. Demonstrate an understanding of the material read through correct procedures and application. Accomplish specified tasks.
	08.05	Read and use appropriate manuals for work assignments.
09.0	Apply designated occupational standards – the student will be able to:	
	09.01	Perform assigned tasks to the appropriate level of competency.
	09.02	Select and apply correct standards for a given task.
10.0	Demonstrate an understanding of employability skills – the student will be able to:	
	10.01	Demonstrate productive work habits and positive attitudes.
	10.02	Identify the ethical and responsible practices expected of apprenticeship trainees.
	10.03	Demonstrate acceptable personal-hygiene habits and a professional appearance.
	10.04	Apply the principles of time management, work simplification, and teamwork when performing assigned tasks.
	10.05	Explain the importance of taking pride in the quality of work performed.
	10.06	Explain the importance of maintaining a good driver's record and the ramifications of having a poor driving record on employment.
	10.07	Demonstrate knowledge of the Federal Hazard Communication regulation (29 CFR 1910.1200).
	10.08	Secure information about a job.
	10.09	Identify documents that may be required for an application for an apprenticeship program.
	10.10	Complete a job-application form.
	10.11	Demonstrate competence in job-interview techniques.
	10.12	Demonstrate appropriate knowledge of how to make job changes.
	10.13	Discuss the need for balancing work and family.
11.0	Demonstrate an understanding of entrepreneurship – the student will be able to:	
	11.01	Define *entrepreneurship*.
	11.02	Describe the importance of entrepreneurship to the American economy and the role of small business in the free-enterprise system.
	11.03	Discuss the advantages and disadvantages of business ownership.
	11.04	Discuss the risks involved in the ownership of a business.

11.05	Identify the personal characteristics of a successful entrepreneur.
11.06	Identify the business skills, including computer skills, needed to operate an entrepreneurial business efficiently and effectively.
12.0	**Demonstrate acquired skills through on-the job training – the student will be able to:**
12.01	Keep daily log of on-the-job activities. Including number of hours worked, skills learned, safety equipment used and hazardous materials used.
13.0	**Demonstrate leadership and organizational skill – the student will be able to:**
13.01	Define and practice brainstorming.
13.02	Identify and use resource and time management skills.
13.03	Identify characteristics of a leader and team members.
13.04	Identify professional and youth organizations related to the apprenticeship occupation.
13.05	Identify purposes and functions of student organizations related to apprenticeship occupation.

Course Number: SLS0315 **Occupational Completion Point: B** **Pre-Apprenticeship II – 450 Hours – SOC Code: Discipline Specific**

14.0	**Demonstrate acquired skills through on-the job training – the student will:**
14.01	Keep a daily log of on-the-job activities. Including number of hours worked, skills learned, safety equipment used and hazardous materials used.
15.0	**Develop a portfolio – the student will:**
15.01	Include career and educational goals.
15.02	Provide a copy of social security card.
15.03	Provide autobiography, picture, and résumé.
15.04	Present picture identification, letters of recommendation, and completed job application.
15.05	Provide history of work and volunteer activities.

Additional Information

Laboratory Activities

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

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

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

Cooperative Training – OJT

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

Accommodations

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

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

Florida Department of Education
Curriculum Framework

Program Title: **Continuing Workforce Education**
Program Type: **Career Preparatory**
Career Cluster: **Workforce Education**

Career Certificate Program	
Program Number	E91010A , E91010M , E91010H, E91010B, E91010C , E91010K, E91010E, E91010X, E91010F, E91010G, E91010N, E91010D, E91010Y, E91010L, E91010J, E91010T, E91010S
CIP Number	1691011001, 16910110002, 1691011003, 1691011005 , 1691011008, 1691011009, 1691011010, 1691011011, 1691011012, 1691011013, 1691011014, 1691011015, 1691011016, 1691011017, 1691011018, 1691011019, 1691011020
Grade Level	30, 31
Standard Length	Multiple hours
Teacher Certification	N/A
SOC Codes (all applicable)	Discipline Specific

Purpose

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

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

Program Structure

This program is a planned sequence of instruction consisting of:

- Individuals who are required to have training for licensure renewal or certification renewal by a regulatory agency or credentialing body.
- New or expanding businesses.
- Business, industry, and government agencies whose products or services are changing so fast that retraining of employees is necessary or whose employees need training in specific skills to increase efficiency and productivity.
- Individuals who are enhancing occupational skills necessary to maintain current employment, to cross train, or to upgrade employment.

Community Colleges will continue to report Continuing Workforce Education courses in the Supplemental Vocational Course -- Information Classification Structure (ICS). These codes are:

1.21.03 - Agriscience and Natural Resources
1.22.03 - Marketing
1.23.03 - Health Science
1.24.03 - Family and Consumer Sciences
1.25.03 - Business Technology
1.26.03 - Industrial
1.27.03 - Public Service

The length of the course will vary depending on locally defined training requirements.

The purpose of this course is to provide students with instruction that does not result in a vocational certificate, diploma, associate in applied science degree, or associate in science degree. The content of the course may vary as a result of industry and student needs.

The following table illustrates the postsecondary program structure:

OCP	Course/Program Number	Course Title	Length	SOC Code	Grade Level
A	E91010A	CWE – Agriculture and Natural Resources* Name will change to CWE-Agriculture, Food & Natural Resources	Multiple Hours	Discipline Specific	30, 31
A	E91010C	CWE – Architecture and Construction	Multiple Hours	Discipline Specific	30, 31
A	E91010K	CWE – Arts, A/V Technology and Communication	Multiple Hours	Discipline Specific	30, 31
A	E91010B	CWE – Business Technology* Name will change to CWE – Business, Management and Administration	Multiple Hours	Discipline Specific	30, 31
A	E91010E	CWE – Education and Training	Multiple Hours	Discipline Specific	30, 31
Á	E91010X	CWE – Energy	Multiple Hours	Discipline Specific	30, 31
A	E91010S	CWE – Engineering and Technology	Multiple Hours	Discipline Specific	30, 31
A	E91010F	CWE – Finance	Multiple Hours	Discipline Specific	30, 31
A	E91010G	CWE – Government and Public Administration	Multiple Hours	Discipline Specific	30, 31
A	E91010H	CWE – Health Science	Multiple Hours	Discipline Specific	30, 31
A	E91010N	CWE – Hospitality and Tourism	Multiple Hours	Discipline Specific	30, 31
A	E91010D	CWE – Human Services	Multiple Hours	Discipline Specific	30, 31
A	E91010Y	CWE – Information Technology	Multiple Hours	Discipline Specific	30, 31
A	E91010L	CWE – Law, Public Safety and Service	Multiple Hours	Discipline Specific	30, 31
A	E91010J	CWE – Manufacturing	Multiple Hours	Discipline Specific	30, 31
A	E91010M	CWE – Marketing* Name will change to CWE –	Multiple Hours	Discipline Specific	30, 31

OCP	Course/Program Number	Course Title	Length	SOC Code	Grade Level
		Marketing Sales and Services			
A	E91010T	CWE – Transportation, Distribution and Logistics	Multiple Hours	Discipline Specific	30, 31

Common Career Technical Core – Career Ready Practices

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

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

2. Apply appropriate academic and technical skills.

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

4. Communicate clearly, effectively and with reason.

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

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

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

9. Model integrity, ethical leadership and effective management.

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

11. Use technology to enhance productivity.

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

<u>Standards</u>

The intended standards of this course will be locally developed.

Additional Information

Laboratory Activities

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

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

Applicable organizations if any are discipline specific for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

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

Accommodations

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

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