

Florida Department of Education
Curriculum Framework

Course Title: Careers in Fashion and Interior Design
Course Type: Orientation/Exploratory
Career Cluster: Arts, A/V Technology and Communication

Secondary – Middle School

Course Number	8209100
CIP Number	0404050107
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	FCCLA

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 Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, the development of leadership skills, communication skills, and employability skills; resource management; exploration of design careers; working with textiles and elements of design; basic sewing skills; making clothing choices; technology in the design industry; and, the completion of projects related to fashion and interior design. 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
---------------	--------------	-----------------------	--------

Course Number	Course Title	Teacher Certification	Length
8209100	Careers in Fashion and Interior Design	FAM CON SC 1	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 program, the student will be able to perform the following:

- 01.0 Demonstrate leadership skills.
- 02.0 Demonstrate employability skills as they relate to the design industry.
- 03.0 Demonstrate effective communication skills.
- 04.0 Analyze careers in the design industry.
- 05.0 Select and use tools and equipment.
- 06.0 Identify characteristics and care of textiles.
- 07.0 Explain the elements and principles of design.
- 08.0 Explain how environmental factors impact design.
- 09.0 Demonstrate basic sewing skills.
- 10.0 Analyze clothing choices.
- 11.0 Develop a project related to fashion.
- 12.0 Analyze interior design choices.
- 13.0 Develop a project related to interior design.
- 14.0 Utilize technology as it relates to the design industry.
- 15.0 Demonstrate the skills involved in effective resource management.

Florida Department of Education
Student Performance Standards

Course Title: Careers in Fashion and Interior Design
Course Number: 8209100
Course Length: Semester

Course Description:

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 interior design and fashion design. The content includes, but is not limited to, the development of leadership skills, communication skills, and employability skills; resource management; exploration of design careers; working with textiles and elements of design; basic sewing skills; making clothing choices; technology in the design industry; and, the completion of projects related to fashion and interior design.

CTE Standards and Benchmarks	
01.0	Demonstrate leadership skills – the student will be able to:
01.01	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.02	Work cooperatively as a group member to achieve organizational goals.
01.03	Demonstrate leadership roles and organizational responsibilities.
01.04	Identify and utilize the planning process.
01.05	Develop a personal growth project.
02.0	Demonstrate employability skills as they relate to the design industry – the student will be able to:
02.01	Identify personal talents and abilities that can contribute to positive self-esteem and success in the workplace.
02.02	Practice teamwork skills.
02.03	Practice employability skills.
02.04	Practice positive work ethics and identify negative work ethics.
02.05	Exhibit work expectations of an employer in the design industry.
02.06	Apply math, reading, science, and critical thinking skills as they relate to the design industry.
03.0	Demonstrate effective communication skills – the student will be able to:

CTE Standards and Benchmarks

03.01 Describe why communication is the basis for all relationships.

03.02 Distinguish between non-assertive, assertive, and aggressive communication.

03.03 Demonstrate communication skills that promote positive relationships in the workplace.

03.04 Practice active listening skills.

03.05 Utilize conflict resolution skills.

04.0 Analyze careers in the design industry – the student will be able to:

04.01 Describe careers in the design industry.

04.02 Classify careers from entry level to professional level.

04.03 Explore entrepreneurship opportunities in the design industry.

04.04 Research and present information on a design career to include roles and responsibilities, employment opportunities and requirements for education and training.

05.0 Select and use tools and equipment – the student will be able to:

05.01 Identify and select the appropriate tool for an assignment.

05.02 Demonstrate the proper and safe use of tools and equipment.

05.03 Practice care and maintenance of tools and equipment.

06.0 Identify characteristics and care of textiles – the student will be able to:

06.01 Identify a variety of fabrics through tactile activities.

06.02 Compare and contrast natural and synthetic fabrics.

06.03 Recognize types of fabric construction.

06.04 Identify fabrics appropriate for various purposes.

07.0 Explain the elements and principles of design – the student will be able to:

07.01 Define and illustrate the elements of design.

07.02 Describe a color wheel and its use in design.

07.03 Recognize basic color schemes.

CTE Standards and Benchmarks

07.04 Research the psychology of color.

07.05 Define and illustrate the principles of design.

08.0 Explain how environmental factors impact design – the student will be able to:

08.01 Define green design, sustainable design, and life cycle cost.

08.02 Research eco-friendly design products.

08.03 Examine the positive and negative impact that a design product has on the environment.

09.0 Demonstrate basic sewing skills – the student will be able to:

09.01 Identify and give the purpose of sewing machine parts.

09.02 Demonstrate math skills as they relate to sewing.

09.03 Demonstrate the threading of a sewing machine.

09.04 Demonstrate straight stitching.

09.05 Identify and demonstrate various stitch length and width selections.

09.06 Interpret written instructions and construct a basic sewing project.

10.0 Analyze clothing choices – the student will be able to:

10.01 Explain the impact of trends and social climates on fashion styles.

10.02 Identify appropriate clothing styles for various events.

10.03 Identify factors that impact clothing costs.

10.04 Demonstrate the procedure for recording accurate body measurements.

10.05 Analyze proper fit.

11.0 Develop a project related to fashion – the student will be able to:

11.01 Select materials and supplies for a fashion project.

11.02 Calculate the costs of a given fashion project.

11.03 Interpret written directions for constructing a fashion project.

CTE Standards and Benchmarks

11.04 Apply math skills and construct a fashion project.

12.0 Analyze interior design choices – the student will be able to:

12.01 Explain the impact of political and social climates on decorating styles.

12.02 Identify characteristics of furnishing styles.

12.03 Identify factors that impact furnishing choices.

13.0 Develop a project related to interior design – the student will be able to:

13.01 Apply the principals and elements of design in selecting an interior design project.

13.02 Calculate the costs of an interior design project.

13.03 Interpret written directions for assembling/constructing an interior design project.

13.04 Apply math skills and construct an interior design project.

14.0 Utilize technology as it relates to the design industry – the student will be able to:

14.01 Identify technology utilized in the design industry.

14.02 Analyze technology trends impacting the design industry.

14.03 Utilize technology.

15.0 Demonstrate the skills involved in effective resource management – the student will be able to:

15.01 Identify steps of the decision-making process.

15.02 Distinguish between a need and a want.

15.03 Explain how values and goals affect decisions.

15.04 Develop a budget and savings plan.

15.05 Analyze the relationship between resources and the attainment of lifestyle goals.

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)

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

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or post-secondary 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: post-secondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education
Curriculum Framework

Course Title: Careers in Fashion and Interior Design and Career Planning*
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Arts, A/V Technology and Communication

Secondary – Middle School

Course Number	8209200
CIP Number	0404050108
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

* 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

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 Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, the development of leadership skills, communication skills, and employability skills; resource management; exploration of design careers; working with textiles and elements of design; basic sewing skills; making clothing choices; technology in the design industry; and completion of projects related to fashion and interior design.

This course is similar to Careers in Fashion and Interior Design; however, it includes career and education planning competencies.

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
8209200	Careers in Fashion and Interior Design and Career Planning	FAM CON SC 1	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 program, the student will be able to perform the following:

- 01.0 Demonstrate leadership skills.
- 02.0 Demonstrate employability skills as they relate to the design industry.
- 03.0 Demonstrate effective communication skills.
- 04.0 Analyze careers in the design industry.
- 05.0 Select and use tools and equipment.
- 06.0 Identify characteristics and care of textiles.
- 07.0 Explain the elements and principles of design.
- 08.0 Explain how environmental factors impact design.
- 09.0 Demonstrate basic sewing skills.
- 10.0 Analyze clothing choices.
- 11.0 Develop a project related to fashion.
- 12.0 Analyze interior design choices.
- 13.0 Develop a project related to interior design.
- 14.0 Utilize technology as it relates to the design industry.
- 15.0 Demonstrate the skills involved in effective resource management.

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

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

Florida Department of Education
Student Performance Standards

Course Title: Careers in Fashion and Interior Design and Career Planning
Course Number: 8209200
Course Length: Semester

Course Description:

This course will assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in interior design and fashion design. The content includes, but is not limited to, the development of leadership skills, communication skills, and employability skills; resource management; exploration of design careers; working with textiles and elements of design; basic sewing skills; making clothing choices; technology in the design industry; and completion of projects related to fashion and interior design.

CTE Standards and Benchmarks	
01.0	Demonstrate leadership skills – the student will be able to:
01.01	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.02	Work cooperatively as a group member to achieve organizational goals.
01.03	Demonstrate leadership roles and organizational responsibilities.
01.04	Identify and utilize the planning process.
01.05	Develop a personal growth project.
02.0	Demonstrate employability skills as they relate to the design industry – the student will be able to:
02.02	Identify personal talents and abilities that can contribute to positive self-esteem and success in the workplace.
02.03	Practice teamwork skills.
02.04	Practice employability skills.
02.05	Practice positive work ethics and identify negative work ethics.
02.06	Exhibit work expectations of an employer in the design industry.
02.07	Apply math, reading, science, and critical thinking skills as they relate to the design industry.
03.0	Demonstrate effective communication skills – the student will be able to:

CTE Standards and Benchmarks

03.02 Describe why communication is the basis for all relationships.

03.03 Distinguish between non-assertive, assertive, and aggressive communication.

03.04 Demonstrate communication skills that promote positive relationships in the workplace.

03.05 Practice active listening skills.

03.06 Utilize conflict resolution skills.

04.0 Analyze careers in the design industry – the student will be able to:

04.01 Describe careers in the design industry.

04.02 Classify careers from entry level to professional level.

04.03 Explore entrepreneurship opportunities in the design industry

04.04 Research and present information on a design career to include roles and responsibilities, employment opportunities and requirements for education and training.

05.0 Select and use tools and equipment – the student will be able to:

05.01 Identify and select the appropriate tool for an assignment.

05.02 Demonstrate the proper and safe use of tools and equipment.

05.03 Practice care and maintenance of tools and equipment.

06.0 Identify characteristics and care of textiles – the student will be able to:

06.01 Identify a variety of fabrics through tactile activities.

06.02 Compare and contrast natural and synthetic fabrics.

06.03 Recognize types of fabric construction.

06.04 Identify fabrics appropriate for various purposes.

07.0 Explain the elements and principles of design – the student will be able to:

07.01 Define and illustrate the elements of design.

07.02 Create a color wheel.

07.03 Recognize basic color schemes.

CTE Standards and Benchmarks

07.04 Research the psychology of color.

07.05 Define and illustrate the principles of design.

08.0 Explain how environmental factors impact design – the student will be able to:

08.01 Define green design.

08.02 Research eco-friendly design products.

08.03 Examine the positive and negative impact that a design product has on the environment.

08.04 Redesign an item into another useful product.

09.0 Demonstrate basic sewing skills – the student will be able to:

09.01 Identify and give the purpose of sewing machine parts.

09.02 Demonstrate math skills as they relate to sewing.

09.03 Demonstrate the threading of a sewing machine.

09.04 Demonstrate straight stitching.

09.05 Identify and demonstrate various stitch length and width selections.

09.06 Interpret written instructions and construct a basic sewing project.

10.0 Analyze clothing choices – the student will be able to:

10.01 Explain the impact of trends and social climates on fashion styles.

10.02 Identify appropriate clothing styles for various events.

10.03 Identify factors that impact clothing costs.

10.04 Demonstrate the procedure for recording accurate body measurements.

10.05 Analyze proper fit.

11.0 Develop a project related to fashion – the student will be able to:

11.01 Select materials and supplies for a fashion project.

11.02 Calculate the costs of a given fashion project.

CTE Standards and Benchmarks

11.03 Interpret written directions for constructing a fashion project.

11.04 Apply math skills and construct a fashion project.

12.0 Analyze interior design choices – the student will be able to:

12.01 Explain the impact of political and social climates on decorating styles.

12.02 Identify characteristics of furnishing styles.

12.03 Identify factors that impact furnishing choices.

13.0 Develop a project related to interior design – the student will be able to:

13.01 Apply the principals and elements of design in selecting an interior design project.

13.02 Interpret written directions for assembling/constructing an interior design project.

13.03 Apply math skills and construct an interior design project.

14.0 Utilize technology as it relates to the design industry – the student will be able to:

14.01 Identify technology utilized in the design industry.

14.02 Analyze technology trends impacting the design industry.

14.03 Utilize technology.

15.0 Demonstrate the skills involved in effective resource management – the student will be able to:

15.01 Identify steps of the decision-making process.

15.02 Distinguish between a need and a want.

15.03 Explain how values and goals affect decisions.

15.04 Develop a budget and savings plan.

15.05 Analyze the relationship between resources and the attainment of lifestyle goals.

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

The student will be able to:

CTE Standards and Benchmarks

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

Additional Information

Laboratory Activities

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

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)

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

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or post-secondary 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: post-secondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education
Curriculum Framework

Course Title: Careers in Fashion Design
Course Type: Orientation/Exploratory
Career Cluster: Arts, A/V Technology and Communication

Secondary – Middle School

Course Number	8209310
CIP Number	04190901MS
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

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 Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, the development of leadership, communication, and employability skills, resource management, and the exploration of fashion design careers. Students will work with textiles and design elements, learn basic sewing skills, make clothing selections, utilize industry-related technology, and complete projects related to fashion technology and design. 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
---------------	--------------	-----------------------	--------

Course Number	Course Title	Teacher Certification	Length
8209310	Careers in Fashion Design	FAM CON SC 1 FASH TECH 7 G	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 Demonstrate teamwork and leadership skills.
- 02.0 Demonstrate employability skills related to the fashion design industry.
- 03.0 Demonstrate effective communication skills.
- 04.0 Analyze careers in the fashion design industry.
- 05.0 Demonstrate knowledge of the history of fashion.
- 06.0 Select and use tools and equipment.
- 07.0 Identify the characteristics and care of textiles.
- 08.0 Explain the elements and principles of design.
- 09.0 Explain the impact of repairing, altering, redesigning or recycling a garment.
- 10.0 Demonstrate basic sewing skills.
- 11.0 Analyze clothing choices.
- 12.0 Demonstrate the proper procedure for taking accurate body measurements.
- 13.0 Develop a project related to fashion technology and design.
- 14.0 Utilize technology related to the fashion design industry.
- 15.0 Demonstrate the skills involved in effective resource management.

**Florida Department of Education
Student Performance Standards**

Course Title: Careers in Fashion Design
Course Number: 8209310
Course Length: Semester

Course Description:

The purpose of this course is to assist students in making informed decisions regarding academic and occupational goals and to provide information regarding careers in the fashion design industry. The content includes, but is not limited to, the development of leadership, communication, and employability skills, resource management, and the exploration of fashion design careers. Students will work with textiles and design elements, learn basic sewing skills, make clothing selections, utilize industry-related technology, and complete projects related to fashion technology and design.

CTE Standards and Benchmarks	
01.0	Demonstrate teamwork and leadership skills – the student will be able to:
01.01	Identify the purposes, functions, roles, and responsibilities of members of professional and youth organizations and career and technical student organizations (CTSO).
01.02	Work cooperatively as a group member to demonstrate leadership and achieve organizational goals.
01.03	Identify leadership roles and organizational responsibilities.
01.04	Identify and utilize the planning process.
01.05	Research and discuss the history of the related CTSO.
02.0	Demonstrate employability skills related to the fashion design industry – the student will be able to:
02.01	Identify personal talents and abilities that contribute to positive self-esteem and workplace success.
02.02	Identify and practice teamwork skills.
02.03	Identify and demonstrate employability skills.
02.04	Identify and demonstrate positive work ethics; determine negative work ethics.
02.05	Exhibit the work-related expectations of an employer in the fashion design industry.

CTE Standards and Benchmarks

02.06 Apply the math, reading, science, and critical thinking skills related to the fashion design industry.

03.0 Demonstrate effective communications skills – the student will be able to:

03.01 Describe the ways communication forms the basis for all relationships.

03.02 Distinguish between aggressive, assertive, and non-assertive forms of communication.

03.03 Demonstrate communications skills that promote positive workplace relationships.

03.04 Practice active listening skills.

03.05 Demonstrate conflict resolution skills.

04.0 Analyze careers in the fashion design industry – the student will be able to:

04.01 Research and describe careers in the fashion design industry.

04.02 Classify career options from entry level to professional level.

04.03 Explore entrepreneurship opportunities in the fashion design industry.

04.04 Research and present information on a fashion design career; include the roles and responsibilities, employment opportunities, and requirements for education and training.

05.0 Demonstrate knowledge of the history of fashion – the student will be able to:

05.01 Explain how historical periods impact fashion.

05.02 Explain the impact of social changes, history, politics, and culture on fashion and fashion design.

05.03 Identify the factors that impact fashion choices.

06.0 Select and use tools and equipment – the student will be able to:

06.01 Identify and select the appropriate tools for an assignment.

06.02 Demonstrate the proper and safe use of tools and equipment.

06.03 Demonstrate care and maintenance of tools and equipment.

07.0 Identify the characteristics and care of textiles – the student will be able to:

07.01 Identify a variety of fabrics through textile activities.

CTE Standards and Benchmarks

07.02 Compare and contrast natural and synthetic fibers and fabrics.

07.03 Recognize different types of fabric construction.

07.04 Identify the appropriate use/purpose of a variety of fabric types.

08.0 Explain the elements and principles of design – the student will be able to:

08.01 Define and illustrate the elements of design.

08.02 Describe a color wheel and its use in fashion design.

08.03 Recognize basic color schemes.

08.04 Research the psychology of color.

08.05 Define and illustrate the principles of design.

09.0 Explain the impact of repairing, altering, redesigning or recycling a garment – the student will be able to:

09.01 Define *green design*, *sustainable design*, and *life cycle cost*.

09.02 Research eco-friendly design products.

09.03 Examine the positive and negative environmental impact of a design product.

09.04 Select a used fashion item to recycle into a new product; create a new product using the recycled item.

10.0 Demonstrate basic sewing skills – the student will be able to:

10.01 Identify the parts of a sewing machine; state the purpose of each part.

10.02 Demonstrate mathematical skills related to sewing.

10.03 Thread a sewing machine.

10.04 Demonstrate straight-stitching.

10.05 Identify and demonstrate various stitch lengths and widths.

10.06 Interpret written instructions and construct a basic sewing project.

11.0 Analyze clothing choices – the student will be able to:

CTE Standards and Benchmarks

11.01 Explain the impact of trends and social climates on fashion styles.

11.02 Identify the appropriate clothing styles for a variety of events.

11.03 Identify the factors that impact clothing costs.

12.0 Demonstrate the proper procedure for taking accurate body measurements – the student will be able to:

12.01 Identify different figure types.

12.02 Explain and describe the components of a pattern.

12.03 Identify the symbols found on a pattern piece.

12.04 Demonstrate how to pin and prepare fabric for a fashion project.

12.05 Analyze proper fit.

13.0 Develop a project related to fashion technology and design – the student will be able to:

13.01 Select the materials and supplies for a fashion project.

13.02 Calculate the costs associated with a specified fashion project.

13.03 Interpret written directions to construct a fashion project.

13.04 Apply mathematical skills to construct a fashion project.

14.0 Utilize technology related to the fashion design industry – the student will be able to:

14.01 Identify the technology and software utilized in the fashion design industry.

14.02 Analyze technological trends that impact the fashion design industry.

14.03 Utilize technology related to the fashion design industry.

15.0 Demonstrate the skills involved in effective resource management – the student will be able to:

15.01 Identify the steps of the decision-making process.

15.02 Distinguish between a need and a want.

15.03 Explain how values and goals affect decision-making.

CTE Standards and Benchmarks

15.04 Develop a budget and savings plan.

15.05 Analyze the relationship between resources and the attainment of lifestyle goals.

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)

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

Accommodations

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

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

Florida Department of Education
Curriculum Framework

Course Title: Introduction to Arts, A/V Technology and Communication
Course Type: Orientation/Exploratory
Career Cluster: Arts, A/V Technology and Communication

Secondary – Middle School

Course Number	8209350
CIP Number	148209350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	SkillsUSA

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 Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, technology literacy; understanding the importance of Arts and A/V; understanding the role of science, math, reading, writing, history, and technology in Arts and A/V; and Digital Media. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

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
---------------	--------------	-----------------------	--------

Course Number	Course Title	Teacher Certification	Length
8209350	Introduction to Arts, A/V Technology and Communication	BUS ED 1 @2 COMM ART @7 7G COMP SCI 6 @2 MKTG 1 PRINTING @7 7G SECRETAR 7 G TC COOP ED @7 TEC ED 1@2 ENG&TEC ED1@2 TV PRO TEC @7 7G VOE @7	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 program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the Audio and Video Technology and Film career pathway.
- 02.0 Demonstrate an understanding of the Telecommunications career pathway.
- 03.0 Demonstrate an understanding of the Printing Technology career pathway.
- 04.0 Demonstrate an understanding of the Visual Arts career pathway.
- 05.0 Demonstrate an understanding of the Performing Arts career pathway.
- 06.0 Apply leadership and communication skills.
- 07.0 Describe how information technology is used in the Arts, A/V Technology and Communication career cluster.
- 08.0 Use information technology tools.

Florida Department of Education
Student Performance Standards

Course Title: Introduction to Arts, A/V Technology and Communication
Course Number: 8209350
Course Length: Semester

Course Description:

Beginning with a broad overview of the Arts, A/V Technology and Communication career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Arts, A/V Technology and Communication career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills as well as opportunities for hands-on activities.

CTE Standards and Benchmarks	
01.0	Demonstrate an understanding of the Audio and Video Technology and Film career pathway – the student will be able to:
01.01	Define and use proper terminology associated with the Audio and Video Technology and Film career pathway.
01.02	Describe some of the careers available in the Audio and Video Technology and Film career pathway.
01.03	Identify common characteristics of the careers in the Audio and Video Technology and Film career pathway.
01.04	Research the history of the Audio and Video Technology and Film career pathway and describe how the associated careers have evolved and impacted society.
01.05	Identify skills required to successfully enter any career in the Audio and Video Technology and Film career pathway.
01.06	Describe technologies associated in careers within the Audio and Video Technology and Film career pathway.
02.0	Demonstrate an understanding of the Telecommunications career pathway – the student will be able to:
02.01	Define and use proper terminology associated with the Telecommunications career pathway.
02.02	Describe some of the careers available in the Telecommunications career pathway.
02.03	Identify common characteristics of the careers in the Telecommunications career pathway.
02.04	Research the history of the Telecommunications career pathway and describe how the associated careers have evolved and impacted society.
02.05	Identify skills required to successfully enter any career in the Telecommunications career pathway.

CTE Standards and Benchmarks

02.06 Describe technologies associated in careers within the Telecommunications career pathway.

03.0 Demonstrate an understanding of the Printing Technology career pathway – the student will be able to:

03.01 Define and use proper terminology associated with the Printing Technology career pathway.

03.02 Describe some of the careers available in the Printing Technology career pathway.

03.03 Identify common characteristics of the careers in the Printing Technology career pathway.

03.04 Research the history of the Printing Technology career pathway and describe how the associated careers have evolved and impacted society.

03.05 Identify skills required to successfully enter any career in the Printing Technology career pathway.

03.06 Describe technologies associated in careers within the Printing Technology career pathway.

04.0 Demonstrate an understanding of the Visual Arts career pathway – the student will be able to:

04.01 Define and use proper terminology associated with the Visual Arts career pathway.

04.02 Describe some of the careers available in the Visual Arts career pathway.

04.03 Identify common characteristics of the careers in the Visual Arts career pathway.

04.04 Research the history of the Visual Arts career pathway and describe how the associated careers have evolved and impacted society.

04.05 Identify skills required to successfully enter any career in the Visual Arts career pathway.

04.06 Describe technologies associated in careers within the Visual Arts career pathway.

05.0 Demonstrate an understanding of the Performing Arts career pathway – the student will be able to:

05.01 Define and use proper terminology associated with the Performing Arts career pathway.

05.02 Describe some of the careers available in the Performing Arts career pathway.

05.03 Identify common characteristics of the careers in the Performing Arts career pathway.

05.04 Research the history of the Performing Arts career pathway and describe how the associated careers have evolved and impacted society.

05.05 Identify skills required to successfully enter any career in the Performing Arts career pathway.

05.06 Describe technologies associated in careers within the Performing Arts career pathway.

CTE Standards and Benchmarks

06.0 Apply leadership and communication skills – the student will be able to:

06.01 Discuss the establishment and history of the SkillsUSA organization.

06.02 Identify the characteristics and responsibilities of organizational leaders.

06.03 Demonstrate parliamentary procedure skills during a meeting.

06.04 Participate on a committee which has an assigned task and report to the class.

06.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.

06.06 Use a computer to assist in the completion of project related to Arts, A/V Technology and Communication career cluster.

07.0 Describe how information technology is used in the Arts, A/V Technology and Communication career cluster – the student will be able to:

07.01 Identify information technology (IT) careers in the Arts, A/V Technology and Communication career cluster, including the responsibilities, tasks and skills they require.

07.02 Relate information technology project management concepts and terms to careers in the Arts, A/V Technology and Communication career cluster.

07.03 Manage information technology components typically used in professions of the Arts, A/V Technology and Communication career cluster.

07.04 Identify security-related ethical and legal IT issues faced by professionals in the Arts, A/V Technology and Communication career cluster.

08.0 Use information technology tools – the student will be able to:

08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Arts, A/V Technology and Communication career cluster.

08.02 Use e-mail clients to send simple messages and files to other Internet users.

08.03 Demonstrate ways to communicate effectively using Internet technology.

08.04 Use different types of web search engines effectively to locate information relevant to the Arts, A/V Technology and Communication career cluster.

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)

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

Accommodations

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

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

Florida Department of Education
Curriculum Framework

Course Title: Introduction to Arts, A/V Technology and Communication and Career Planning*
Course Type: Orientation/Exploratory
Career Cluster: Arts, A/V Technology and Communication

Secondary – Middle School

Course Number	8209360
CIP Number	148209360M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	SkillsUSA

*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

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 Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, technology literacy; the importance of Arts and A/V technology; the role of science, math, reading, writing, history, and technology in the Arts and A/V; and digital media. 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
8209360	Introduction to Arts, A/V Technology and Communication and Career Planning	BUS ED 1 @2 COMM ART @7 7G COMP SCI 6 @2 MKTG 1 PRINTING @7 7G SECRETAR 7 G TC COOP ED @7 TEC ED 1@2 ENG&TEC ED1@2 TV PRO TEC @7 7G VOE @7	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 program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the Audio and Video Technology and Film career pathway.
- 02.0 Demonstrate an understanding of the Telecommunications career pathway.
- 03.0 Demonstrate an understanding of the Printing Technology career pathway.
- 04.0 Demonstrate an understanding of the Visual Arts career pathway.
- 05.0 Demonstrate an understanding of the Performing Arts career pathway.
- 06.0 Apply leadership and communication skills.
- 07.0 Describe how information technology is used in the Arts, A/V Technology and Communication career cluster.
- 08.0 Use information technology tools.

Listed below are the eight career and education planning standards:

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

Florida Department of Education
Student Performance Standards

Course Title: Introduction to Arts, A/V Technology and Communication and Career Planning
Course Number: 8209360
Course Length: Semester

Course Description:

Beginning with a broad overview of the Arts, A/V Technology and Communication career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Arts, A/V Technology and Communication career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills as well as opportunities for hands-on activities.

CTE Standards and Benchmarks	
01.0	Demonstrate an understanding of the Audio and Video Technology and Film career pathway – the student will be able to:
01.01	Define and use proper terminology associated with the Audio and Video Technology and Film career pathway.
01.02	Describe some of the careers available in the Audio and Video Technology and Film career pathway.
01.03	Identify common characteristics of the careers in the Audio and Video Technology and Film career pathway.
01.04	Research the history of the Audio and Video Technology and Film career pathway and describe how the associated careers have evolved and impacted society.
01.05	Identify skills required to successfully enter any career in the Audio and Video Technology and Film career pathway.
01.06	Describe technologies associated in careers within the Audio and Video Technology and Film career pathway.
02.0	Demonstrate an understanding of the Telecommunications career pathway – the student will be able to:
02.01	Define and use proper terminology associated with the Telecommunications career pathway.
02.02	Describe some of the careers available in the Telecommunications career pathway.
02.03	Identify common characteristics of the careers in the Telecommunications career pathway.
02.04	Research the history of the Telecommunications career pathway and describe how the associated careers have evolved and impacted society.
02.05	Identify skills required to successfully enter any career in the Telecommunications career pathway.

CTE Standards and Benchmarks

02.06 Describe technologies associated in careers within the Telecommunications career pathway.

03.0 Demonstrate an understanding of the Printing Technology career pathway – the student will be able to:

03.01 Define and use proper terminology associated with the Printing Technology career pathway.

03.02 Describe some of the careers available in the Printing Technology career pathway.

03.03 Identify common characteristics of the careers in the Printing Technology career pathway.

03.04 Research the history of the Printing Technology career pathway and describe how the associated careers have evolved and impacted society.

03.05 Identify skills required to successfully enter any career in the Printing Technology career pathway.

03.06 Describe technologies associated in careers within the Printing Technology career pathway.

04.0 Demonstrate an understanding of the Visual Arts career pathway – the student will be able to:

04.01 Define and use proper terminology associated with the Visual Arts career pathway.

04.02 Describe some of the careers available in the Visual Arts career pathway.

04.03 Identify common characteristics of the careers in the Visual Arts career pathway.

04.04 Research the history of the Visual Arts career pathway and describe how the associated careers have evolved and impacted society.

04.05 Identify skills required to successfully enter any career in the Visual Arts career pathway.

04.06 Describe technologies associated in careers within the Visual Arts career pathway.

05.0 Demonstrate an understanding of the Performing Arts career pathway – the student will be able to:

05.01 Define and use proper terminology associated with the Performing Arts career pathway.

05.02 Describe some of the careers available in the Performing Arts career pathway.

05.03 Identify common characteristics of the careers in the Performing Arts career pathway.

05.04 Research the history of the Performing Arts career pathway and describe how the associated careers have evolved and impacted society.

05.05 Identify skills required to successfully enter any career in the Performing Arts career pathway.

05.06 Describe technologies associated in careers within the Performing Arts career pathway.

CTE Standards and Benchmarks

06.0 Apply leadership and communication skills – the student will be able to:

06.01 Discuss the establishment and history of the SkillsUSA organization.

06.02 Identify the characteristics and responsibilities of organizational leaders.

06.03 Demonstrate parliamentary procedure skills during a meeting.

06.04 Participate on a committee which has an assigned task and report to the class.

06.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or by conducting a demonstration.

06.06 Use a computer to assist in the completion of a project related to Arts, A/V Technology and Communication career cluster.

07.0 Describe how information technology is used in the Arts, A/V Technology and Communication career cluster – the student will be able to:

07.01 Identify information technology (IT) careers in the Arts, A/V Technology and Communication career cluster, including the responsibilities, tasks and skills they require.

07.02 Relate information technology project management concepts and terms to careers in the Arts, A/V Technology and Communication career cluster.

07.03 Manage information technology components typically used in professions of the Arts, A/V Technology and Communication career cluster.

07.04 Identify security-related ethical and legal IT issues faced by professionals in the Arts, A/V Technology and Communication career cluster.

08.0 Use information technology tools – the student will be able to:

08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Arts, A/V Technology and Communication career cluster.

08.02 Use e-mail clients to send simple messages and files to other Internet users.

08.03 Demonstrate ways to communicate effectively using Internet technology.

08.04 Use different types of web search engines effectively to locate information relevant to the Arts, A/V Technology and Communication career cluster.

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

The student will be able to:

09.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

10.0 Develop skills to locate, evaluate, and interpret career information.

CTE Standards and Benchmarks

11.0	Identify and demonstrate processes for making short- and long-term goals.
12.0	Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
13.0	Understand the relationship between educational achievement and career choices/postsecondary options.
14.0	Identify a career cluster and related pathways through an interest assessment that matches career and education goals.
15.0	Develop a career and education plan that includes short- and long-term goals, a high school program of study, and postsecondary/career goals.
16.0	Demonstrate knowledge of technology and its application in career fields/clusters.

Additional Information

Laboratory Activities

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

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)

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

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file. In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education
Curriculum Framework**

Course Title: Fundamentals of A/V and Print Technology
Course Type: Orientation/Exploratory
Career Cluster: Arts, A/V Technology and Communication

Secondary – Middle School	
Course Number	8260300
CIP Number	148260300M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	SkillsUSA

Purpose

The purpose of this course is to give students an opportunity to apply knowledge and skills related to the area of A/V and Print Technology.

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 Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, leadership and employability skills, career exploration, project development, and the utilization of technology. 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
8260300	Fundamentals of A/V and Print Technology	BUS ED 1@2	Semester

Course Number	Course Title	Teacher Certification	Length
		PRINTING @7 7G TEC ED 1 @ 2 ENG&TEC ED1@2 TV PRO TEC @7 7G	

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 program, the student will be able to perform the following:

- 01.0 Demonstrate leadership skills.
- 02.0 Demonstrate employability skills as they relate to the A/V Technology, Film, and Printing Technology industries.
- 03.0 Demonstrate effective communication skills.
- 04.0 Analyze careers in the A/V Technology, Film, and Printing Technology industries.
- 05.0 Select and use tools and equipment.
- 06.0 Develop a project related to A/V Technology, Film, and Printing Technology.
- 07.0 Utilize technology as it relates to the A/V Technology, Film, and Printing Technology industries.
- 08.0 Demonstrate the skills involved in effective resource management.
- 09.0 Identify components of network systems.
- 10.0 Describe and use communication features of information technology.

Florida Department of Education
Student Performance Standards

Course Title: Fundamentals of A/V and Print Technology
Course Number: 8260300
Course Length: Semester

Course Description:

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 A/V Technology, Film, and Printing Technology industries. The content includes, but is not limited to, leadership and employability skills, career exploration, project development, and the utilization of technology.

CTE Standards and Benchmarks	
01.0	Demonstrate leadership skills – the student will be able to:
01.01	Identify the roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.02	Work cooperatively as a group member to achieve organizational goals.
01.03	Demonstrate leadership roles and organizational responsibilities.
01.04	Identify and utilize the planning process.
01.05	Develop a personal growth project.
02.0	Demonstrate employability skills as they relate to the A/V Technology, Film, and Printing Technology industries – the student will be able to:
02.01	Identify personal talents and abilities that can contribute to positive self-esteem and success in the workplace.
02.02	Practice teamwork skills.
02.03	Practice employability skills (e.g., time/resource management, communication, grooming/appearance).
02.04	Practice positive work ethics and identify negative work ethics.
02.05	Exhibit work expectations of an employer in the A/V Technology, Film, and Printing Technology industries.
02.06	Apply math, reading, science, and critical thinking skills as they relate to the A/V Technology, Film, and Printing Technology industries.
03.0	Demonstrate effective communication skills – the student will be able to:

CTE Standards and Benchmarks

03.01 Describe why communication is the basis for all relationships.

03.02 Distinguish between non-assertive, assertive, and aggressive communication.

03.03 Demonstrate communication skills that promote positive relationships in the workplace.

03.04 Practice active listening skills.

03.05 Demonstrate the ability to utilize conflict resolution skills through role-play.

04.0 Analyze careers in the A/V Technology, Film, and Printing Technology industries – the student will be able to:

04.01 Describe careers in the A/V Technology, Film, and Printing Technology industries.

04.02 Classify careers from entry level to professional level.

04.03 Explore entrepreneurship opportunities in the A/V Technology, Film, and Printing Technology industries.

04.04 Research and present information on an A/V Technology, Film, and Printing Technology career to include roles and responsibilities, employment opportunities and requirements for education and training.

05.0 Select and use tools and equipment – the student will be able to:

05.01 Demonstrate knowledge of tools and their functions.

05.02 Demonstrate the proper and safe use of tools and equipment.

05.03 Practice care and maintenance of tools and equipment.

06.0 Develop a project related to A/V Technology, Film, and Printing Technology – the student will be able to:

06.01 Select materials and supplies for an A/V Technology project.

06.02 Calculate the costs of a given A/V Technology project.

06.03 Interpret written directions for constructing an A/V Technology project.

06.04 Apply math skills and construct an A/V Technology project.

07.0 Utilize technology as it relates to the A/V Technology, Film, and Printing Technology industries – the student will be able to:

07.01 Identify technology utilized in the A/V Technology, Film, and Printing Technology industries.

07.02 Analyze technology trends impacting the A/V Technology, Film, and Printing Technology industries.

07.03 Utilize technology.

CTE Standards and Benchmarks

08.0 Demonstrate the skills involved in effective resource management – the student will be able to:

08.01 Identify steps of the decision-making process.

08.02 Distinguish between a need and a want.

08.03 Explain how values and goals affect decision-making.

08.04 Develop a budget and savings plan.

08.05 Analyze the relationship between resources and the attainment of lifestyle goals.

09.0 Identify components of network systems – the student will be able to:

09.01 Identify structure to access the Internet, including hardware and software components.

09.02 Identify and configure user customization features in web browsers (e.g., preferences, caching, cookies).

09.03 Recognize essential database concepts.

09.04 Define and use additional networking and Internet services.

10.0 Describe and use communication features of information technology – the student will be able to:

10.01 Define important Internet communications protocols and their roles in delivering basic Internet services.

10.02 Identify basic principles of the Domain Name System (DNS).

10.03 Identify security issues related to Internet clients.

10.04 Identify and use the principles and common applications of personal information management (PIM).

10.05 Efficiently transmit text and binary files using popular Internet services.

10.06 Represent technical issues to a non-technical audience.

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)

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

Accommodations

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

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

Florida Department of Education
Curriculum Framework

Course Title: Fundamentals of Telecommunications
Course Type: Orientation/Exploratory
Career Cluster: Arts, A/V Technology and Communication

Secondary – Middle School

Course Number	8260400
CIP Number	148260400M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	SkillsUSA

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 Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, the development of leadership skills, communication skills, and employability skills; resource management; exploration of Arts and A/V careers; the science and technology of transmitting information electronically by wires or radio signals with integrated encoding and decoding equipment.

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
8260400	Fundamentals of Telecommunications	COMP SVC 7G	Semester

Course Number	Course Title	Teacher Certification	Length
		ELECTRICAL @7 7G ELECTRONIC @ 7 7G TELCOM 7G TV PRO TEC @7 7G	

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 program, the student will be able to perform the following:

- 01.0 Demonstrate leadership skills.
- 02.0 Demonstrate employability skills as they relate to the Telecommunications industry.
- 03.0 Demonstrate effective communication skills.
- 04.0 Analyze careers in the Telecommunications industry.
- 05.0 Select and use tools and equipment.
- 06.0 Develop a project related to Telecommunications.
- 07.0 Utilize technology as it relates to the Telecommunications industry.
- 08.0 Demonstrate the skills involved in effective resource management.
- 09.0 Identify components of network systems.
- 10.0 Describe and use communication features of information technology.

Course Title: Fundamentals of Telecommunications
Course Number: 8260400
Course Length: Semester

Course Description:

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 Telecommunications.

CTE Standards and Benchmarks

01.0 Demonstrate leadership skills – the student will be able to:

01.01 Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.

01.02 Work cooperatively as a group member to achieve organizational goals.

01.03 Demonstrate leadership roles and organizational responsibilities.

01.04 Identify and utilize the planning process.

01.05 Develop a personal growth project.

02.0 Demonstrate employability skills as they relate to the Telecommunications industry – the student will be able to:

02.01 Identify personal talents and abilities that can contribute to positive self-esteem and success in the workplace.

02.02 Practice teamwork skills.

02.03 Practice employability skills.

02.04 Practice positive work ethics and identify negative work ethics.

02.05 Exhibit work expectations of an employer in the Telecommunications industry.

02.06 Apply math, reading, science, and critical thinking skills as they relate to the Telecommunications industry.

03.0 Demonstrate effective communication skills – the student will be able to:

03.01 Describe why communication is the basis for all relationships.

03.02 Distinguish between non-assertive, assertive, and aggressive communication.

03.03 Demonstrate communication skills that promote positive relationships in the work place.

03.04 Practice active listening skills.

CTE Standards and Benchmarks

03.05 Utilize conflict resolution skills.

04.0 Analyze careers in the Telecommunications industry – the student will be able to:

04.01 Describe careers in the Telecommunications industry.

04.02 Classify careers from entry level to professional level.

04.03 Explore entrepreneurship opportunities in the Telecommunications industry

04.04 Research and present information on a Telecommunications career to include roles and responsibilities, employment opportunities and requirements for education and training.

05.0 Select and use tools and equipment – the student will be able to:

05.01 Identify and select the appropriate tool for the assignment.

05.02 Demonstrate the proper and safe use of tools and equipment.

05.03 Practice care and maintenance of tools and equipment.

06.0 Develop a project related to Telecommunications – the student will be able to:

06.01 Apply the principals and elements of design in selecting a Telecommunications project.

06.02 Interpret written directions for assembling/constructing a Telecommunications project.

06.03 Apply math skills and construct a Telecommunications project.

07.0 Utilize technology as it relates to the Telecommunications industry – the student will be able to:

07.01 Identify technology utilized in the Telecommunications industry.

07.02 Analyze technology trends impacting the Telecommunications industry.

07.03 Utilize technology.

08.0 Demonstrate the skills involved in effective resource management – the student will be able to:

08.01 Identify steps of the decision-making process.

08.02 Distinguish between a need and a want.

08.03 Explain how values and goals affect decision-making.

08.04 Develop a budget and savings plan.

CTE Standards and Benchmarks

08.05 Analyze the relationship between resources and the attainment of lifestyle goals.

09.0 Identify components of network systems – the student will be able to:

09.01 Identify structure to access the Internet, including hardware and software components.

09.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.

09.03 Recognize essential database concepts.

09.04 Define and use additional networking and Internet services.

10.0 Describe and use communication features of information technology – the student will be able to:

10.01 Define important Internet communications protocols and their roles in delivering basic Internet services.

10.02 Identify basic principles of the Domain Name System (DNS).

10.03 Identify security issues related to Internet clients.

10.04 Identify and use principles of personal information management (PIM), including common applications.

10.05 Efficiently transmit text and binary files using popular Internet services.

10.06 Represent technical issues to a non-technical audience.

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)

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

Accommodations

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

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

Florida Department of Education
Curriculum Framework

Course Title: Fundamentals of Visual and Performing Arts
Course Type: Orientation/Exploratory
Career Cluster: Arts, A/V Technology and Communication

Secondary – Middle School

Course Number	8260500
CIP Number	148260500M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	SkillsUSA

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 Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, topics pertaining to the Visual Arts, Performing Arts, Journalism, and Broadcasting industries. 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
8260500	Fundamentals of Visual and Performing Arts	BUS DP @7 %G	Semester

Course Number	Course Title	Teacher Certification	Length
		BUS ED 1 @2 CLERICAL @7 7G COMM ART @7 7G COMP SCI 6 @2 ELECT DP @7 %7 %G GRAPH ARTS 4 JOURNALISM 1 MG ENG C MKTG 1 PHOTOG @7 7G PRINTING @7 7G SECRETAR 7 G TEC ED 1@2 ENG&TEC ED1@2 TEC ELEC @7 TV PRO TEC @7 7G VOE @7	

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 program, the student will be able to perform the following:

- 01.0 Demonstrate leadership skills.
- 02.0 Demonstrate employability skills as they relate to the Visual Arts, Performing Arts, Journalism and Broadcasting industries.
- 03.0 Demonstrate effective communication skills.
- 04.0 Analyze careers in the Visual Arts, Performing Arts, Journalism and Broadcasting industries.
- 05.0 Select and use tools and equipment.
- 06.0 Develop a project related to Visual Arts, Performing Arts, Journalism and/or Broadcasting.
- 07.0 Utilize technology as it relates to the Visual Arts, Performing Arts, Journalism and Broadcasting industries.
- 08.0 Demonstrate the skills involved in effective resource management.

**Florida Department of Education
Student Performance Standards**

Course Title: Fundamentals of Visual and Performing Arts
Course Number: 8260500
Course Length: Semester

Course Description:

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 Visual Arts, Performing Arts, Journalism and Broadcasting industries.

CTE Standards and Benchmarks	
01.0	Demonstrate leadership skills – the student will be able to:
01.01	Identify the roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.02	Work cooperatively as a group member to achieve organizational goals.
01.03	Demonstrate leadership roles and organizational responsibilities.
01.04	Identify and utilize the planning process.
01.05	Develop a personal growth project.
02.0	Demonstrate employability skills as they relate to the Visual Arts, Performing Arts, Journalism and Broadcasting industries – the student will be able to:
02.01	Identify personal talents and abilities that can contribute to positive self-esteem and success in the workplace.
02.02	Practice teamwork skills.
02.03	Practice employability skills.
02.04	Practice positive work ethics and identify negative work ethics.
02.05	Identify the work expectations of an employer in each of the specified industries.
02.06	Apply core subjects and/or STEM and critical thinking skills as they relate to the specified industries.
03.0	Demonstrate effective communication skills – the student will be able to:

CTE Standards and Benchmarks

03.01 Describe how communication forms the basis for all relationships.

03.02 Distinguish between non-assertive, assertive, and aggressive communication.

03.03 Demonstrate communication skills that promote positive relationships in the workplace.

03.04 Practice active listening skills.

03.05 Utilize conflict resolution skills.

04.0 Analyze careers in the Visual Arts, Performing Arts, Journalism and Broadcasting industries – the student will be able to:

04.01 Identify careers in the Visual Arts, Performing Arts, Journalism and Broadcasting industries.

04.02 Classify careers from entry level to professional level.

04.03 Explore entrepreneurship opportunities in the specified industries.

04.04 Research and present information on an industry-related career; include roles and responsibilities, employment opportunities and the requirements for education and training.

05.0 Select and use tools and equipment – the student will be able to:

05.01 Identify and select the appropriate tool for the assignment.

05.02 Demonstrate the proper and safe use of tools and equipment.

05.03 Practice care and maintenance of tools and equipment.

06.0 Develop a project related to Visual Arts, Performing Arts, Journalism and/or Broadcasting – the student will be able to:

06.01 Select materials and supplies for a Visual Arts, Performing Arts, Journalism and Broadcasting project.

06.02 Plan a Visual Arts, Performing Arts, Journalism or Broadcasting project; apply math skills, calculate costs for the project, and construct the project.

06.03 Interpret written directions for constructing a Visual Arts, Performing Arts, Journalism and Broadcasting project.

07.0 Utilize technology as it relates to the Visual Arts, Performing Arts, Journalism and Broadcasting industries – the student will be able to:

07.01 Identify technology utilized in Visual Arts, Performing Arts, Journalism and Broadcasting.

07.02 Analyze technology trends impacting the specified industries.

07.03 Utilize technology related to the specified industries.

08.0 Demonstrate the skills involved in effective resource management – the student will be able to:

CTE Standards and Benchmarks

08.01 Identify steps of the decision-making process.

08.02 Distinguish between a need and a want.

08.03 Explain how values and goals affect decisions.

08.04 Develop a budget and savings plan.

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)

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

Accommodations

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

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

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.

CTE Standards and Benchmarks

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.