

Florida Department of Education
Curriculum Framework

Course Title: Fundamentals of Culinary Careers
Course Type: Orientation/Exploratory
Career Cluster: Hospitality & Tourism

Secondary – Middle School

Program Number	8809200
CIP Number	0420040106
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 Hospitality & Tourism career cluster. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary field; the importance of health and safety in the culinary environment; and the use of technology in culinary-related careers.

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.

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
8809200	Fundamentals of Culinary Careers	FAM CON SCI CULINARY 7G	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.

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

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 culinary industry.
- 03.0 Demonstrate effective communication skills.
- 04.0 Analyze careers in the culinary industry.
- 05.0 Practice safety, sanitation, and storage procedures in food preparation.
- 06.0 Identify and demonstrate proper use of culinary equipment and tools.
- 07.0 Read and interpret a recipe accurately.
- 08.0 Relate the principles of nutrition to menu development.
- 09.0 Analyze factors that affect menu development.
- 10.0 Demonstrate basic food preparation skills.
- 11.0 Exhibit efficient operation of the back-of-the-house.
- 12.0 Exhibit efficient operation of the front-of-the-house.
- 13.0 Demonstrate creative food presentation techniques.
- 14.0 Demonstrate the skills involved in self-sustainability as it relates to food.

Florida Department of Education
Student Performance Standards

Course Title: Fundamentals of Culinary Careers
Course Number: 8809200
Course Credit: Semester

Course Description:

This course includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.

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 FCCLA planning process.
01.05	Develop a personal portfolio project.
02.0	Demonstrate employability skills as they relate to the culinary industry. The student will be able to:
02.01	Practice teamwork skills.
02.02	Practice employability skills.
02.03	Demonstrate positive work ethics and identify negative work ethics that can contribute to success in the workplace.
02.04	Exhibit work expectations of the food service employer.
02.05	Apply math, reading, science, and critical thinking skills as they relate to the culinary industry.
03.0	Demonstrate effective communication skills. The student will be able to:
03.01	Describe why communication is the basis for all relationships.

CTE Standards and Benchmarks

03.02 Demonstrate the ability to function as a team member in a diverse environment.

03.03 Develop and demonstrate personal and professional etiquette.

04.0 Analyze careers in the culinary industry. The student will be able to:

04.01 Describe careers in the culinary and hospitality industry.

04.02 Classify careers from entry level to professional level.

04.03 Explore entrepreneurship opportunities in the culinary industry.

04.04 Research and present information on a culinary career to include roles and responsibilities, opportunities for employment, and the requirements for education and training. (i.e. FCCLA STAR event "Life Event Planning")

05.0 Practice safety, sanitation, and storage procedures in food preparation. The student will be able to:

05.01 Demonstrate practices and procedures that assure personal hygiene.

05.02 Identify common food borne illnesses, their causes and symptoms.

05.03 Demonstrate ways to prevent food borne illnesses.

05.04 Identify and practice food service safety, storage and sanitation procedures.

06.0 Identify and demonstrate proper use of culinary equipment and tools. The student will be able to:

06.01 Identify and demonstrate measuring utensils for the appropriate ingredient.

06.02 Identify and demonstrate the proper and safe use and care of culinary tools.

06.03 Identify and demonstrate the proper and safe use and care of culinary equipment.

07.0 Read and interpret a recipe accurately. The student will be able to:

07.01 Demonstrate an understanding of the purpose and preparation of standardized recipes.

07.02 Define mise en place and the relationship of organizational skills to productivity.

07.03 Define and demonstrate common culinary terms used in recipes.

07.04 Apply common abbreviations and equivalents used in recipes.

07.05 Demonstrate recipe conversions.

CTE Standards and Benchmarks

08.0 Relate the principles of nutrition to menu development. The student will be able to:

08.01 Describe the purpose of the essential nutrients and list foods providing them.

08.02 Describe the food groups on the USDA Dietary Guideline and the nutrients contained within each group.

08.03 Explain your District's Wellness Policy.

08.04 Interpret the components of food labels and relationship to wellness.

08.05 Identify fad diets and how they affect overall nutrition.

08.06 Develop menus using various dietary guidelines.

08.07 Develop menus that meet the special dietary needs of culinary customers.

09.0 Analyze factors that affect menu development. The student will be able to:

09.01 Identify factors that affect menu planning, i.e. season, cultural influences, trends, and technology.

09.02 Analyze food costs and the impact on menu development. i.e. unit pricing

09.03 Create a variety of menus for various types of culinary establishments.

09.04 Practice time management in the production of meal menus.

10.0 Demonstrate basic food preparation skills. The student will be able to:

10.01 Demonstrate the appropriate techniques for measuring and weighing.

10.02 Practice knife skills.

10.03 Demonstrate various cooking techniques.

10.04 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing food.

11.0 Exhibit efficient operation of the back-of-the-house. The student will be able to:

11.01 Define back-of-the-house.

11.02 Identify the back-of-the-house preparation stations.

11.03 Demonstrate the culinary duties and responsibilities of the back-of-the-house staff.

CTE Standards and Benchmarks

11.04 Follow industry guidelines for appropriate dress for back of the house staff.

11.05 Identify technology utilized in the back of house culinary industry. (ie. thermocirculator, point-of-sale, etc.).

12.0 Exhibit efficient operation of the front-of-the-house. The student will be able to:

12.01 Define front-of-the-house.

12.02 Identify and demonstrate the culinary duties and responsibilities of the front-of-the-house staff, i.e. table set up, accurately recording customer requests, practice appropriate serving techniques and collecting money.

12.03 Follow industry guidelines for appropriate dress for front of the house staff.

12.04 Analyze the impact of the employee's attitude, appearance, and actions on customer satisfaction.

12.05 Apply concepts of quality service to ensure customer satisfaction.

12.06 Identify technology utilized in the culinary industry. (ie. point of sale, inventory controls, etc.).

13.0 Demonstrate creative food presentation techniques. The student will be able to:

13.01 Identify the criteria for achieving an aesthetically pleasing plate.

13.02 Conduct sensory evaluations of plated presentations.

13.03 Demonstrated plated presentations.

13.04 Practice various garnishing techniques utilizing a variety of garnishing tools to achieve an edible centerpiece

14.0 Demonstrate the skills involved in self-sustainability as it relates to food. The student will be able to:

14.01 Identify the importance of seasonality of foods.

14.02 Distinguish seasonal food pricing in relation to menu planning.

14.03 Identify ways to preserve food (i.e. canning, frozen, dehydrated, etc.).

14.04 Develop a food budget, distinguishing between processed and scratch-made foods.

14.05 Establish and care for a seasonal garden.

14.06 Analyze the relationship between resources and attainment of lifestyle.

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 Planning

The requirements of section 1003.4156 (1) (e), Florida Statutes, have been integrated into this course. The statute requires that students take a career and education planning course that must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes.

Career and Technical Student Organization (CTSO)

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

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 Culinary Careers and Career Planning*
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Hospitality & Tourism

Secondary – Middle School

Program Number	8809300
CIP Number	0420040107
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the Course Structure 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 Hospitality & Tourism career cluster. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary field; the importance of health and safety in the culinary environment; and the use of technology in culinary-related careers.

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 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
8809300	Fundamentals of Culinary Careers and Career Planning	FAM CON SCI CULINARY 7G	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 culinary industry.
- 03.0 Demonstrate effective communication skills
- 04.0 Analyze careers in the culinary industry.
- 05.0 Practice safety, sanitation, and storage procedures in food preparation.
- 06.0 Identify and demonstrate proper use of culinary equipment and tools.
- 07.0 Read and interpret a recipe accurately.
- 08.0 Relate the principles of nutrition to menu development.
- 09.0 Analyze factors that affect menu development.
- 10.0 Demonstrate basic food preparation skills.
- 11.0 Exhibit efficient operation of the back-of-the-house.
- 12.0 Exhibit efficient operation of the front-of-the-house.
- 13.0 Demonstrate creative food presentation techniques.
- 14.0 Demonstrate the skills involved in self-sustainability as it relates to food.

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

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

**Florida Department of Education
Student Performance Standards**

Course Title: Fundamentals of Culinary Careers and Career Planning
Course Number: 8809300
Course Credit: Semester

Course Description:

This course includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.

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 FCCLA planning process.
01.05	Develop a personal portfolio project.
02.0	Demonstrate employability skills as they relate to the culinary 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 work place.
02.02	Practice teamwork skills.
02.03	Practice employability skills.
02.04	Demonstrate positive work ethics and identify negative work ethics that can contribute to success in the workplace.
02.05	Exhibit work expectations of the food service employer.

CTE Standards and Benchmarks

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

03.0 Demonstrate effective communication skills. The student will be able to:

03.01 Develop and demonstrate personal and professional etiquette.

03.02 Describe why communication is the basis for all relationships.

03.03 Demonstrate the ability to function as a team member in a diverse environment.

04.0 Analyze careers in the culinary industry. The student will be able to:

04.01 Describe careers in the culinary and hospitality industry.

04.02 Classify careers from entry level to professional level.

04.03 Explore entrepreneurship opportunities in the culinary industry.

04.04 Research and present information on a culinary career to include roles and responsibilities, opportunities for employment, and the requirements for education and training. (i.e. FCCLA STAR event "Life Event Planning").

05.0 Practice safety, sanitation, and storage procedures in food preparation. The student will be able to:

05.01 Demonstrate practices and procedures that assure personal hygiene.

05.02 Identify common food borne illnesses, their causes and symptoms.

05.03 Demonstrate ways to prevent food borne illnesses.

05.04 Identify and practice food service safety, storage and sanitation procedures.

06.0 Identify and demonstrate proper use of culinary equipment and tools. The student will be able to:

06.01 Identify and demonstrate measuring utensils for the appropriate ingredient.

06.02 Identify and demonstrate the proper and safe use and care of culinary tools.

06.03 Identify and demonstrate the proper and safe use and care of culinary equipment.

07.0 Read and interpret a recipe accurately. The student will be able to:

07.01 Demonstrate an understanding of the purpose and preparation of standardized recipes.

07.02 Define mise en place and the relationship of organizational skills to productivity.

CTE Standards and Benchmarks

07.03 Define and demonstrate common culinary terms used in recipes.

07.04 Apply common abbreviations and equivalents used in recipes.

07.05 Demonstrate recipe conversions.

08.0 Relate the principles of nutrition to menu development. The student will be able to:

08.01 Describe the purpose of the essential nutrients and list foods providing them.

08.02 Describe the food groups on the USDA Dietary Guideline and the nutrients contained within each group.

08.03 Explain your District's Wellness Policy.

08.04 Interpret the components of food labels and relationship to wellness.

08.05 Identify fad diets and how they affect overall nutrition.

08.06 Develop menus using various dietary guidelines.

08.07 Develop menus that meet the special dietary needs of culinary customers.

09.0 Analyze factors that affect menu development. The student will be able to:

09.01 Identify factors that affect menu planning, i.e. season, cultural influences, trends, and technology.

09.02 Analyze food costs and the impact on menu development. i.e. unit pricing

09.03 Create a variety of menus for various types of culinary establishments.

09.04 Practice time management in the production of meal menus.

10.0 Demonstrate basic food preparation skills. The student will be able to:

10.01 Demonstrate the appropriate techniques for measuring and weighing.

10.02 Practice knife skills.

10.03 Demonstrate various cooking techniques.

10.04 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing food.

11.0 Exhibit efficient operation of the back-of-the-house. The student will be able to:

CTE Standards and Benchmarks

11.01 Define back-of-the-house.

11.02 Identify the back-of-the-house preparation stations.

11.03 Demonstrate the culinary duties and responsibilities of the back-of-the-house staff.

11.04 Follow industry guidelines for appropriate dress for back of the house staff.

11.05 Identify technology utilized in the back of house culinary industry. (i.e. thermocirculator, point-of-sale, etc.).

12.0 Exhibit efficient operation of the front-of-the-house. The student will be able to:

12.01 Define front-of-the-house.

12.02 Identify and demonstrate the culinary duties and responsibilities of the front-of-the-house staff, i.e. table set up, accurately recording customer requests, practice appropriate serving techniques and collecting money.

12.03 Follow industry guidelines for appropriate dress for front of the house staff.

12.04 Analyze the impact of the employee's attitude, appearance, and actions on customer satisfaction.

12.05 Apply concepts of quality service to ensure customer satisfaction.

12.06 Identify technology utilized in the culinary industry. (i.e. point of sale, inventory controls, etc.).

13.0 Demonstrate creative food presentation techniques. The student will be able to:

13.01 Identify the criteria for achieving an aesthetically pleasing plate.

13.02 Conduct sensory evaluations of plated presentations.

13.03 Demonstrated plated presentations.

13.04 Practice various garnishing techniques utilizing a variety of garnishing tools to achieve an edible centerpiece

14.0 Demonstrate the skills involved in self-sustainability as it relates to food. The student will be able to:

14.01 Identify the importance of seasonality of foods.

14.02 Distinguish seasonal food pricing in relation to menu planning.

14.03 Identify ways to preserve food (i.e. canning, frozen, dehydrated, etc.).

14.04 Develop a food budget, distinguishing between processed and scratch-made foods.

CTE Standards and Benchmarks

14.05 Establish and care for a seasonal garden.

14.06 Analyze the relationship between resources and attainment of lifestyle.

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

The student will be able to:

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

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

17.0 Identify and demonstrate processes for making short and long term goals.

18.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

19.0 Understand the relationship between educational achievement and career choices/postsecondary options.

20.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

21.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

22.0 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

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Career and Technical Student Organization (CTSO)

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Accommodations

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

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

Florida Department of Education
Curriculum Framework

Course Title: Exploring Hospitality and Tourism Careers
Course Type: Orientation/Exploratory
Career Cluster: Hospitality & Tourism

Secondary – Middle School

Program Number	8850350
CIP Number	148850350M
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 Hospitality & Tourism career cluster. The content includes but is not limited to the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. 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.

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
8850350	Exploring Hospitality and Tourism Careers	FAM CON SCI HOTEL TRNG 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.

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

Standards

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

- 01.0 Practice safety, sanitation and storage procedures in food preparation.
- 02.0 Demonstrate an understanding of the Restaurant and Food/Beverage Services career pathway.
- 03.0 Demonstrate an understanding of the Lodging career pathway.
- 04.0 Demonstrate an understanding of the Travel and Tourism career pathway.
- 05.0 Demonstrate an understanding of the Recreation, Amusements and Attractions career pathway.
- 06.0 Demonstrate an understanding of the cruise line industry career pathway.
- 07.0 Demonstrate an understanding of other countries' culture as related to the Travel/Tourism industry.
- 08.0 Apply leadership and communication skills.
- 09.0 Describe how information technology is used in the Hospitality and Tourism career cluster.
- 10.0 Use information technology tools.

National Standards (NS)

This program has been aligned to the National Standards for Family and Consumer Sciences Education developed by the National Association of State Administrators of Family and Consumer Science (NASAFACS). The NASAFACS is an affiliate of the Family and Consumer Science division of the Association for Career and Technical Education (ACTE). The NASAFACS and ACTE are members of the American Association of Family & Consumer Science's (AAFCS) FCS Alliance.

**Florida Department of Education
Student Performance Standards**

Course Title: Exploring Hospitality and Tourism Careers
Course Number: 8850350
Course Credit: Semester

Course Description:

Beginning with a broad overview of the Hospitality and Tourism career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Hospitality and Tourism career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

01.0	Practice safety, sanitation, and storage procedures in food preparation. The student will be able to:	8.2 Demonstrate food safety and sanitation procedures.
01.01	Demonstrate practices and procedures that assure personal and workplace health and hygiene.	
01.02	List common food borne illnesses and their causes.	
01.03	Demonstrate ways to prevent food borne illnesses.	
01.04	Identify and practice food service safety and sanitation procedures.	8.2.2 Employ food service management safety/sanitation program procedures, including CPR and first aid.
02.0	Demonstrate an understanding of the Restaurant and Food/Beverage Services career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
02.01	Define and use proper terminology associated with the Restaurant and Food/Beverage Services career pathway.	
02.02	Describe some of the careers available in the Restaurant and Food/Beverage Services career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
02.03	Identify common characteristics of the careers in the Restaurant and Food/Beverage Services career pathway.	
02.04	Research the history of the Restaurant and Food/Beverage Services 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 Restaurant and Food/Beverage Services career pathway.	
02.06	Describe technologies associated in careers within the Restaurant and Food/Beverage Services career pathway.	

03.0	Demonstrate an understanding of the Lodging career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
03.01	Define and use proper terminology associated with the Lodging career pathway.	
03.02	Describe some of the careers available in the Lodging career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
03.03	Identify common characteristics of the careers in the Lodging career pathway.	
03.04	Research the history of the Lodging career pathway and describe how the careers have evolved and impacted society.	
03.05	Identify skills required to successfully enter any career in the Lodging career pathway.	
03.06	Describe technologies associated in careers within the Lodging career pathway.	
04.0	Demonstrate an understanding of the Travel and Tourism career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
04.01	Define and use proper terminology associated with the Travel and Tourism career pathway.	
04.02	Describe some of the careers available in the Travel and Tourism career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
04.03	Identify common characteristics of the careers in the Travel and Tourism career pathway.	
04.04	Research the history of the Travel and Tourism career pathway and describe how the careers have evolved and impacted society.	
04.05	Identify skills required to successfully enter any career in the Travel and Tourism career pathway.	
04.06	Describe technologies associated in careers within the Travel and Tourism career pathway.	
04.07	Define the different types of tourism within the industry.	
05.0	Demonstrate an understanding of the Recreation, Amusements and Attractions career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
05.01	Define and use proper terminology associated with the Recreation, Amusements and Attractions career pathway.	
05.02	Describe some of the careers available in the Recreation, Amusements and Attractions career pathway.	
05.03	Identify common characteristics of the careers in the Recreation, Amusements and Attractions career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality,

	tourism and recreation industries.
05.04	Research the history of the Recreation, Amusements and Attractions career pathway and describe how the careers have evolved and impacted society.
05.05	Identify skills required to successfully enter any career in the Recreation, Amusements and Attractions career pathway.
05.06	Describe technologies associated in careers within the Recreation, Amusements and Attractions career pathway.
06.0	Demonstrate an understanding of the cruise line industry career pathway. The student will be able to:
06.01	Discuss the establishment and history of the Cruise Industry.
06.02	Describe some of the careers available in the Cruise Industry career pathway.
06.03	Identify skills required to successfully enter any career in the Cruise Industry career pathway.
06.04	Describe technologies associated in careers within the Cruise Industry career pathway.
06.05	Identify terminology used in the Cruise Industry
07.0	Demonstrate an understanding of other country's culture as related to the Travel/Tourism Industry. The student will be able to:
07.01	Identify major characteristics of a country's culture.
07.02	Demonstrate knowledge of the Food/Beverage service industry in other countries.
07.03	Demonstrate knowledge of the Lodging service industry in other countries.
07.04	Demonstrate knowledge of the Recreation, Amusements and Attractions industry in other countries.
07.05	Demonstrate knowledge of the Travel/Tourism industry in other countries.
08.0	Apply leadership and communication skills. The student will be able to:
08.01	Discuss the establishment and history of the FCCLA organization.
	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
	10.5 Demonstrate practices and skills for travel related services
	10.5.1 Examine geography, climate, sites and time zones of various regions and countries.
	10.5.3 Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about lodging, tourism, and recreation.
	10.5.2 Examine lodging, tourism, and recreation customs of various regions and countries.
	01.0 Demonstrate leadership skills
	01.01 Identify roles and responsibilities of members of professional and community service organizations, including career and

	technical student organizations.
08.02 Identify the characteristics and responsibilities of organizational leaders.	10.1.6 Analyze the role of professional organizations in hospitality, tourism, and recreation careers.
08.03 Demonstrate parliamentary procedure skills during a meeting.	
08.04 Participate on a committee which has an assigned task and report to the class.	01.04 Identify and utilize the FCCLA planning process
08.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.	
08.06 Use a computer to assist in the completion of a project related to the Hospitality and Tourism career cluster.	
09.0 Describe how information technology is used in the Hospitality and Tourism career cluster. The student will be able to:	
09.01 Identify information technology (IT) careers in the Hospitality and Tourism career cluster, including the responsibilities, tasks and skills they require.	
09.02 Relate information technology project management concepts and terms to careers in the Hospitality and Tourism career cluster.	
09.03 Manage information technology components typically used in professions of the Hospitality and Tourism career cluster.	
09.04 Identify security-related ethical and legal IT issues faced by professionals in the Hospitality and Tourism career cluster.	
10.0 Use information technology tools. The student will be able to:	
10.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Hospitality and Tourism career cluster.	
10.02 Use e-mail clients to send simple messages and files to other Internet users.	
10.03 Demonstrate ways to communicate effectively using Internet technology.	
10.04 Use different types of web search engines effectively to locate information relevant to the Hospitality and Tourism 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)

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

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: Exploring Hospitality and Tourism Careers and Career Planning*
Course Type: Orientation/Exploratory
Career Cluster: Hospitality & Tourism

Secondary – Middle School

Program Number	8850360
CIP Number	148850350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the Course Structure 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 Hospitality & Tourism career cluster. The content includes but is not limited to the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. 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 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
8850360	Exploring Hospitality and Tourism Careers and Career Planning	FAM CON SCI HOTEL TRNG 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 program, the student will be able to perform the following:

- 01.0 Practice safety, sanitation and storage procedures in food preparation.
- 02.0 Demonstrate an understanding of the Restaurant and Food/Beverage Services career pathway.
- 03.0 Demonstrate an understanding of the Lodging career pathway.
- 04.0 Demonstrate an understanding of the Travel and Tourism career pathway.
- 05.0 Demonstrate an understanding of the Recreation, Amusements and Attractions career pathway.
- 06.0 Demonstrate an understanding of the Cruise Line Industry career pathway.
- 07.0 Demonstrate an understanding of other countries' culture as related to the Travel/Tourism industry.
- 08.0 Apply leadership and communication skills.
- 09.0 Describe how information technology is used in the Hospitality and Tourism career cluster.
- 10.0 Use information technology tools.

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

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

National Standards (NS)

This program has been aligned to the National Standards for Family and Consumer Sciences Education developed by the National Association of State Administrators of Family and Consumer Science (NASAFACS). The NASAFACS is an affiliate of the Family and Consumer Science division of the Association for Career and Technical Education (ACTE). The NASAFACS and ACTE are members of the American Association of Family & Consumer Science's (AAFCS) FCS Alliance.

**Florida Department of Education
Student Performance Standards**

Course Title: Exploring Hospitality and Tourism Careers and Career Planning
Course Number: 8850360
Course Credit: Semester

Course Description:

Beginning with a broad overview of the Hospitality and Tourism career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Hospitality and Tourism career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

CTE Standards and Benchmarks	National FACS Standards Alignment
01.0 Practice safety, sanitation, and storage procedures in food preparation. The student will be able to:	8.2 Demonstrate food safety and sanitation procedures.
01.01 Demonstrate practices and procedures that assure personal and workplace health and hygiene.	
01.02 List common food borne illnesses and their causes.	
01.03 Demonstrate ways to prevent food borne illnesses.	
01.04 Identify and practice food service safety and sanitation procedures.	8.2.2 Employ food service management safety/sanitation program procedures, including CPR and first aid.
02.0 Demonstrate an understanding of the Restaurant and Food/Beverage Services career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
02.01 Define and use proper terminology associated with the Restaurant and Food/Beverage Services career pathway.	
02.02 Describe some of the careers available in the Restaurant and Food/Beverage Services career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
02.03 Identify common characteristics of the careers in the Restaurant and Food/Beverage Services career pathway.	
02.04 Research the history of the Restaurant and Food/Beverage Services 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 Restaurant and Food/Beverage Services career pathway.	

CTE Standards and Benchmarks	National FACS Standards Alignment
02.06 Describe technologies associated in careers within the Restaurant and Food/Beverage Services career pathway.	
03.0 Demonstrate an understanding of the Lodging career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
03.01 Define and use proper terminology associated with the Lodging career pathway.	
03.02 Describe some of the careers available in the Lodging career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
03.03 Identify common characteristics of the careers in the Lodging career pathway.	
03.04 Research the history of the Lodging career pathway and describe how the careers have evolved and impacted society.	
03.05 Identify skills required to successfully enter any career in the Lodging career pathway.	
03.06 Describe technologies associated in careers within the Lodging career pathway.	
04.0 Demonstrate an understanding of the Travel and Tourism career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
04.01 Define and use proper terminology associated with the Travel and Tourism career pathway.	
04.02 Describe some of the careers available in the Travel and Tourism career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
04.03 Identify common characteristics of the careers in the Travel and Tourism career pathway.	
04.04 Research the history of the Travel and Tourism career pathway and describe how the careers have evolved and impacted society.	
04.05 Identify skills required to successfully enter any career in the Travel and Tourism career pathway.	
04.06 Describe technologies associated in careers within the Travel and Tourism career pathway.	
04.07 Define the different types of tourism within the industry.	
05.0 Demonstrate an understanding of the Recreation, Amusements and Attractions career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
05.01 Define and use proper terminology associated with the Recreation, Amusements and Attractions career pathway.	

CTE Standards and Benchmarks	National FACS Standards Alignment
05.02 Describe some of the careers available in the Recreation, Amusements and Attractions career pathway.	
05.03 Identify common characteristics of the careers in the Recreation, Amusements and Attractions career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
05.04 Research the history of the Recreation, Amusements and Attractions career pathway and describe how the careers have evolved and impacted society.	
05.05 Identify skills required to successfully enter any career in the Recreation, Amusements and Attractions career pathway.	
05.06 Describe technologies associated in careers within the Recreation, Amusements and Attractions career pathway.	
06.0 Demonstrate an understanding of the Cruise Line Industry career pathway. The student will be able to:	10.1 Analyze career paths within the hospitality, tourism and recreation industries.
06.01 Discuss the establishment and history of the Cruise Industry.	
06.02 Describe some of the careers available in the Cruise Industry career pathway.	10.1.2 Analyze opportunities for employment and entrepreneurial endeavors in hospitality, tourism and recreation industries.
06.03 Identify skills required to successfully enter any career in the Cruise Industry career pathway.	
06.04 Describe technologies associated in careers within the Cruise Industry career pathway.	
06.05 Identify terminology used in the Cruise Industry	
07.0 Demonstrate an understanding of other country's culture as related to the Travel/Tourism Industry. The student will be able to:	10.5 Demonstrate practices and skills for travel related services
07.01 Identify major characteristics of a country's culture.	10.5.1 Examine geography, climate, sites and time zones of various regions and countries.
07.02 Demonstrate knowledge of the Food/Beverage service industry in other countries.	10.5.3 Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about lodging, tourism, and recreation.
07.03 Demonstrate knowledge of the Lodging service industry in other countries.	10.5.2 Examine lodging, tourism, and recreation customs of various regions and countries.
07.04 Demonstrate knowledge of the Recreation, Amusements and Attractions industry in other countries.	

CTE Standards and Benchmarks	National FACS Standards Alignment
07.05 Demonstrate knowledge of the Travel/Tourism industry in other countries.	
08.0 Apply leadership and communication skills. The student will be able to:	01.0 Demonstrate leadership skills
08.01 Discuss the establishment and history of the FCCLA organization.	01.01 Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
08.02 Identify the characteristics and responsibilities of organizational leaders.	10.1.6 Analyze the role of professional organizations in hospitality, tourism, and recreation careers.
08.03 Demonstrate parliamentary procedure skills during a meeting.	
08.04 Participate on a committee which has an assigned task and report to the class.	01.04 Identify and utilize the FCCLA planning process
08.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.	
08.06 Use a computer to assist in the completion of a project related to the Hospitality and Tourism career cluster.	
09.0 Describe how information technology is used in the Hospitality and Tourism career cluster. The student will be able to:	
09.01 Identify information technology (IT) careers in the Hospitality and Tourism career cluster, including the responsibilities, tasks and skills they require.	
09.02 Relate information technology project management concepts and terms to careers in the Hospitality and Tourism career cluster.	
09.03 Manage information technology components typically used in professions of the Hospitality and Tourism career cluster.	
09.04 Identify security-related ethical and legal IT issues faced by professionals in the Hospitality and Tourism career cluster.	
10.0 Use information technology tools. The student will be able to:	
10.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Hospitality and Tourism career cluster.	
10.02 Use e-mail clients to send simple messages and files to other Internet users.	
10.03 Demonstrate ways to communicate effectively using Internet technology.	
10.04 Use different types of web search engines effectively to locate information relevant to the Hospitality and Tourism career cluster.	

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

The student will be able to:

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

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

03.0 Identify and demonstrate processes for making short and long term goals.

04.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

05.0 Understand the relationship between educational achievement and career choices/postsecondary options.

06.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

07.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

08.0 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)

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

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.