Florida Department of Education
Curriculum Framework

Course Title: **Orientation to Marketing Occupations**
Course Type: **Orientation/Exploratory**
Career Cluster: **Marketing, Sales & Service**

Secondary – Middle School	
Course Number	8800110
CIP Number	020899990R
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the **Course Structure** section.
CTSO	DECA

Purpose

The purpose of this course is to give students an opportunity to apply knowledge and skills related to the area of Marketing, Sales and Service. This program acquaints students with general marketing activities, the importance of marketing in the economy, career opportunities, and job requirements in marketing occupations.

The content includes, but is not limited to, the functions of marketing in the economy, employment requirements for a variety of marketing careers, career development patterns, and the identification of career and technical programs for achieving personal career goals.

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
8800110	Orientation to Marketing Occupations	BUS ED 1 MKTG 1 MKTG MGMT @7 7G RETAILING @7 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 course, the student will be able to perform the following:

01.0   Identify general marketing activities.
02.0   Identify career opportunities available in marketing.
03.0   Identify employment requirements for marketing careers.
04.0   Identify work values and goal setting tools.
05.0   Identify programs instrumental in developing career choices.
06.0   Identify human relations skills that enable students to succeed in their career goals.
07.0   Identify advantages of DECA and Collegiate DECA.
08.0   Identify foundational skills required in marketing careers.
09.0   Identify the functions of marketing.

Florida Department of Education
Student Performance Standards

Course Title: **Orientation to Marketing Occupations**
Course Number: **8800110**
Course Length: **Semester**

Course Description:

CTE Standards and Benchmarks
01.0   Identify general marketing activities – the student will be able to:
01.01   Explain the role of marketing in the economy.
01.02   Identify and define selected marketing terms.
01.03   Identify the major marketing activities.
02.0   Identify career opportunities available in marketing – the student will be able to:
02.01   Identify career opportunities which involve selling.
02.02   Identify career opportunities which involve purchasing.
02.03   Identify career opportunities which involve promotion.
02.04   Identify career opportunities which involve risk management.
02.05   Identify career opportunities which involve pricing.
02.06   Identify career opportunities which involve finance.
02.07   Identify career opportunities which involve marketing information management.
02.08   Identify career opportunities which involve product/service planning.
02.09   Identify career opportunities which involve distribution.
02.10   Identify career opportunities at the entry, career sustaining, specialist, and manager/entrepreneur level for marketing.
03.0   Identify employment requirements for marketing careers – the student will be able to:
03.01   Identify employment requirements in the area of selling.

CTE Standards and Benchmarks	
	03.02 Identify employment requirements in the area of purchasing.
	03.03 Identify employment requirements in the area of promotion.
	03.04 Identify employment requirements in the area of risk management.
	03.05 Identify employment requirements in the area of pricing.
	03.06 Identify employment requirements in the area of finance.
	03.07 Identify employment requirements in the area of marketing information management.
	03.08 Identify employment requirements in the area of product/service planning.
	03.09 Identify employment requirements in the area of distribution.
	03.10 Identify employment requirements at the entry, career sustaining, specialist, and manager/entrepreneur level for marketing.
04.0	Identify work values and goal setting tools – the student will be able to:
	04.01 Explain how values are acquired and changed.
	04.02 Explain how values affect work.
	04.03 Identify goal setting tools including a self-inventory and interest survey.
05.0	Identify programs instrumental in developing career choices – the student will be able to:
	05.01 Identify senior high school Marketing Education programs available to students who desire a career in marketing (e.g., fashion marketing, travel and tourism, finance, entrepreneurship, international marketing).
	05.02 Identify post-secondary education opportunities in marketing (e.g., real estate, insurance, hospitality, customer service, travel).
06.0	Identify human relations skills that will enable students to succeed in their career goals – the student will be able to:
	06.01 Identify acceptable grooming and health habits.
	06.02 State the importance of dependability and responsible behavior.
	06.03 State the importance of a positive attitude.
	06.04 State the importance of getting along with co-workers, employers, and other business associates.
07.0	Identify advantages of DECA and Collegiate DECA, Associations of Marketing Students – the student will be able to:
	07.01 Identify DECA and Collegiate DECA and the role of each organization in marketing education.

CTE Standards and Benchmarks	
07.02	Identify the purposes of DECA and Collegiate DECA.
07.03	Identify the advantages of student involvement in DECA and Collegiate DECA.
07.04	Identify the leadership opportunities available through DECA and Collegiate DECA.
07.05	Identify the competitive event opportunities available through DECA and Collegiate DECA.
07.06	Identify local DECA and Collegiate DECA chapters.
08.0	Identify foundational skills required in marketing careers – the student will be able to:
08.01	Identify economic skills used in marketing.
08.02	Identify marketing, business, and entrepreneurship skills used in marketing.
08.03	Identify communication and interpersonal skills used in marketing.
08.04	Identify professional development skills used in marketing.
08.05	Identify human resource skills used in marketing.
08.06	Identify computer skills used in marketing.
09.0	Identify the functions of marketing – the student will be able to:
09.01	Identify the role of risk management.
09.02	Identify the role of selling.
09.03	Identify the role of promotion.
09.04	Identify the role of pricing.
09.05	Identify the role of purchasing.
09.06	Identify the role of marketing information management.
09.07	Identify the role of product/service management.
09.08	Identify the role of distribution.
09.09	Identify the role of finance.

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)

DECA 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: **Exploration of Marketing Occupations**
Course Type: **Orientation/Exploratory**
Career Cluster: **Marketing, Sales & Service**

Secondary – Middle School	
Course Number	8800210
CIP Number	02089999EX
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the **Course Structure** section.
CTSO	DECA

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Marketing, Sales and Service.

This program provides students with initial exposure to the skills and attitudes associated with a broad range of occupations relating to careers in marketing, including job requirements and tasks performed, and assists students in making informed decisions regarding their future academic and occupational goals.

Instruction provides opportunities for students to explore employment opportunities and requirements, job application procedures, tasks performed by workers, as well as leadership and human relations skills in sales and marketing occupations including those that retail or market products and services, and process/manage or distribute materials.

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
8800210	Exploration of Marketing Occupations	BUS ED 1 MKTG 1 MKTG MGMT 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 course, the student will be able to perform the following:

01.0   Identify the basic economic environment in marketing.
02.0   Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter occupations related to product merchandising.
03.0   Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter marketing services occupations.
04.0   Identify procedures involved in choosing, applying for, keeping, and progressing in marketing occupations.
05.0   Explain the impact of technology on marketing occupations.
06.0   Demonstrate computer literacy.
07.0   Develop individualized education and career plans related to marketing occupational goals.

Florida Department of Education
Student Performance Standards

Course Title: **Exploration of Marketing Occupations**
Course Number: **8800210**
Course Length: **Semester**

Course Description:

CTE Standards and Benchmarks
01.0   Identify the basic economic environment in marketing – the student will be able to:
01.01 Explain private enterprise.
01.02 Explain profit motive.
01.03 Identify the relationships between people's wants and needs and marketing activities.
02.0   Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter occupations related to product merchandising and the online marketplace – the student will be able to:
02.01 Identify product merchandising related occupations (e.g., fashion, retailing, food marketing, home furnishings, sporting goods, parts marketing, specialty products, wholesaling, business ownership).
02.02 Identify the basic tasks performed by employees within each of the occupations.
02.03 Identify employment opportunities available in each of the occupations.
02.04 State the educational requirements to prepare a student for entry-level employment in occupations related to product merchandising.
02.05 Identify educational programs available in the state for advanced training in occupations related to product merchandising in secondary through postsecondary education.
03.0   Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter marketing services occupations – the student will be able to:
03.01 Identify marketing services occupations (e.g., food service, hospitality, travel and tourism, finance, international marketing, insurance, real estate, entrepreneurship).
03.02 Identify the basic tasks performed by employees within each of the occupations.
03.03 Identify employment opportunities available for each of the occupations.
03.04 State the educational requirements to prepare students for entry-level employment in marketing services occupations.
03.05 Identify educational programs available in the state for advanced training in specific occupations related to marketing services in

secondary through postsecondary education.

04.0	Identify procedures involved in choosing, applying for, keeping, and progressing in marketing occupations – the student will be able to:
04.01	Identify the tasks involved in choosing a marketing occupation (self-inventory, interest survey, research, aptitude test batteries).
04.02	List the steps in applying for a job, including the aspects of online job searches.
04.03	Complete a sample job application form using digital apps.
04.04	Demonstrate the necessary communication skills involved in online, virtual/video conferences and in-person interviews.
04.05	Identify those characteristics that help people obtain, hold, and progress in marketing-related occupations (for example, digital citizenship, personal branding, and social media etiquette).
04.06	Develop an individual career plan including a four to six year plan for advanced training in a marketing career.
04.07	Use appropriate social media sites and online portfolios.
05.0	**Explain the impact of technology on marketing occupations – the student will be able to:**
05.01	Explain how technology, including interactive social media and video storytelling strategies, has changed the way retail businesses operate.
05.02	Explain how technology, including interactive social media and video storytelling strategies, has changed the way wholesale businesses operate.
05.03	Explain how technology, including interactive social media and video storytelling strategies, has changed the way product merchandising businesses operate.
05.04	Explain how technology, including interactive social media and video storytelling strategies, has changed the way marketing services businesses operate.
06.0	**Demonstrate computer literacy – the student will be able to:**
06.01	Define computer related terms (computer, data input, output, hardware, software, language, processing, memory, program, terminal, peripheral devices, keyboard characters, virtual reality, 3-dimensional devices).
06.02	Operate a computer using online platforms and applications.
06.03	Identify the advantages and disadvantages of the use of different computer formats and operating systems.
06.04	Describe some general uses of computers, smart phones and tablets.
06.05	Identify the safety precautions that must be observed in using computer equipment.
06.06	Explain some of the legal and ethical issues involved in using a computer and online/ social media.
06.07	Use the Internet to explore selected occupations.

CTE Standards and Benchmarks
07.0   Develop individualized education and career plans related to marketing occupational goals – the student will be able to:
07.01   Complete self-assessments and career analysis activities to determine potential success in marketing career fields.
07.02   Research a marketing-related career; identify employment opportunities and educational requirements for advancement.
07.03   Project the career level and earnings required to obtain a desired standard of living.
07.04   Utilize career information to develop an individualized career plan; include a plan to meet educational requirements.

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)

DECA 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 Marketing, Sales and Service**
Course Type: **Orientation/Exploratory**
Career Cluster: **Marketing, Sales and Service**

Secondary – Middle School	
Course Number	9309350
CIP Number	149309350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the **Course Structure** section.
CTSO	DECA

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 Marketing, Sales and Service career cluster. The content includes, but is not limited to, topics related to Marketing, Sales and Service. 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.

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
9309350	Introduction to Marketing, Sales and Service	BUS ED 1 MKTG 1 MKTG MGMT 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 course, the student will be able to perform the following:

01.0 Demonstrate an understanding of the e-Marketing career pathway.
02.0 Demonstrate an understanding of the Professional Sales and Marketing career pathway.
03.0 Demonstrate an understanding of the Management and Entrepreneurship career pathway.
04.0 Demonstrate an understanding of the Distribution and Logistics career pathway.
05.0 Demonstrate an understanding of the Marketing Information Management and Research career pathway.
06.0 Demonstrate an understanding of the Marketing Communications and Promotion career pathway.
07.0 Demonstrate an understanding of the Buying and Merchandising career pathway.
08.0 Apply leadership and communication skills.
09.0 Describe how information technology is used in the Marketing, Sales and Service career cluster.
10.0 Use information technology tools.

Florida Department of Education
Student Performance Standards

Course Title: **Introduction to Marketing, Sales and Service**
Course Number: **9309350**
Course Length: **Semester**

Course Description:

Beginning with a broad overview of the Marketing, Sales and Service career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Marketing, Sales and Service career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills and to participate in hands-on activities.

CTE Standards and Benchmarks
01.0   Demonstrate an understanding of the e-Marketing career pathway – the student will be able to:
01.01   Define and use proper terminology associated with the e-Marketing career pathway.
01.02   Describe some of the careers available in the e-Marketing career pathway.
01.03   Identify common characteristics of the careers in the e-Marketing career pathway.
01.04   Research the history of the e-Marketing 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 e-Marketing career pathway.
01.06   Describe technologies associated with careers in the e-Marketing career pathway.
02.0   Demonstrate an understanding of the Professional Sales and Marketing career pathway – the student will be able to:
02.01   Define and use proper terminology associated with the Professional Sales and Marketing career pathway.
02.02   Describe some of the careers available in the Professional Sales and Marketing career pathway.
02.03   Identify common characteristics of the careers in the Professional Sales and Marketing career pathway.
02.04   Research the history of the Professional Sales and Marketing 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 Professional Sales and Marketing career pathway.
02.06   Describe technologies associated with careers in the Professional Sales and Marketing career pathway.

CTE Standards and Benchmarks
03.0   Demonstrate an understanding of the Management and Entrepreneurship career pathway – the student will be able to:
03.01   Define and use proper terminology associated with the Management and Entrepreneurship career pathway.
03.02   Describe some of the careers available in the Management and Entrepreneurship career pathway.
03.03   Identify common characteristics of the careers in the Management and Entrepreneurship career pathway.
03.04   Research the history of the Management and Entrepreneurship 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 Management and Entrepreneurship career pathway.
03.06   Describe technologies associated with careers in the Management and Entrepreneurship career pathway.
04.0   Demonstrate an understanding of the Distribution and Logistics career pathway – the student will be able to:
04.01   Define and use proper terminology associated with the Distribution and Logistics career pathway.
04.02   Describe some of the careers available in the Distribution and Logistics career pathway.
04.03   Identify common characteristics of the careers in the Distribution and Logistics career pathway.
04.04   Research the history of the Distribution and Logistics 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 Distribution and Logistics career pathway.
04.06   Describe technologies associated with careers in the Distribution and Logistics career pathway.
05.0   Demonstrate an understanding of the Marketing Information Management and Research career pathway – the student will be able to:
05.01   Define and use proper terminology associated with the Marketing Information Management and Research career pathway.
05.02   Describe some of the careers available in the Marketing Information Management and Research career pathway.
05.03   Identify common characteristics of the careers in the Marketing Information Management and Research career pathway.
05.04   Research the history of the Marketing Information Management and Research 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 Marketing Information Management and Research career pathway.
05.06   Describe technologies associated with careers in the Marketing Information Management and Research career pathway.
06.0   Demonstrate an understanding of the Marketing Communications and Promotion career pathway – the student will be able to:

CTE Standards and Benchmarks		
	06.01	Define and use proper terminology associated with the Marketing Communications and Promotion career pathway.
	06.02	Describe some of the careers available in the Marketing Communications and Promotion career pathway.
	06.03	Identify common characteristics of the careers in the Marketing Communications and Promotion career pathway.
	06.04	Research the history of the Marketing Communications and Promotion career pathway and describe how the associated careers have evolved and impacted society.
	06.05	Identify skills required to successfully enter any career in the Marketing Communications and Promotion career pathway.
	06.06	Describe technologies associated with careers in the Marketing Communications and Promotion career pathway.
07.0	Demonstrate an understanding of the Buying and Merchandising career pathway – the student will be able to:	
	07.01	Define and use proper terminology associated with the Buying and Merchandising career pathway.
	07.02	Describe some of the careers available in the Buying and Merchandising career pathway.
	07.03	Identify common characteristics of the careers in the Buying and Merchandising career pathway.
	07.04	Research the history of the Buying and Merchandising career pathway and describe how the associated careers have evolved and impacted society.
	07.05	Identify skills required to successfully enter any career in the Buying and Merchandising career pathway.
	07.06	Describe technologies associated with careers in the Buying and Merchandising career pathway.
08.0	Apply leadership and communication skills – the student will be able to:	
	08.01	Discuss the establishment and history of the DECA organization.
	08.02	Identify the characteristics and responsibilities of organizational leaders.
	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.
	08.05	Demonstrate effective communication skills through delivery of a speech, a slide presentation, or by conducting a demonstration.
	08.06	Use a computer to assist in the completion of project related to the Marketing, Sales and Service career cluster.
09.0	Describe how information technology is used in the Marketing, Sales and Service career cluster – the student will be able to:	
	09.01	Identify Information Technology (IT) careers in the Marketing, Sales and Service career cluster; include the responsibilities, tasks and skills they require.

CTE Standards and Benchmarks	
09.02	Relate IT project management concepts and terms to careers in the Marketing, Sales and Service career cluster.
09.03	Manage IT components typically used in professions of the Marketing, Sales and Service career cluster.
09.04	Identify security-related ethical and legal IT issues faced by professionals in the Marketing, Sales and Service 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 Internet and other computer resources typically used in the Marketing Sales and Service career cluster.
10.02	Use email 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 search engines effectively to locate information relevant to the Marketing Sales and Service 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)

DECA 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 Marketing, Sales and Service and Career Planning***
Course Type: **Orientation/Exploratory and Career Planning**
Career Cluster: **Marketing, Sales and Service**

Secondary – Middle School	
Course Number	9309360
CIP Number	149309360M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the **Course Structure** section.
CTSO	DECA

*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 Marketing, Sales and Service career cluster. The content includes but is not limited to exposure to the skills and attitudes associated with a broad range of occupations relating to careers in marketing as well as 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
9309360	Introduction to Marketing, Sales and Service and Career Planning	BUS ED 1 MKTG 1 MKTG MGMT 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 course, the student will be able to perform the following:

01.0   Demonstrate an understanding of the e-Marketing career pathway
02.0   Demonstrate an understanding of the Professional Sales and Marketing career pathway
03.0   Demonstrate an understanding of the Management and Entrepreneurship career pathway
04.0   Demonstrate an understanding of the Distribution and Logistics career pathway
05.0   Demonstrate an understanding of the Marketing Information Management and Research career pathway
06.0   Demonstrate an understanding of the Marketing Communications and Promotion career pathway
07.0   Demonstrate an understanding of the Buying and Merchandising career pathway
08.0   Apply leadership and communication skills.
09.0   Describe how information technology is used in the Marketing, Sales and Service 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.

Florida Department of Education
Student Performance Standards

Course Title: **Introduction to Marketing, Sales and Service and Career Planning**
Course Number: **9309360**
Course Length: **Semester**

Course Description:

Beginning with a broad overview of the Marketing, Sales and Service career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Marketing, Sales and Service career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills and participate in hands-on activities.

CTE Standards and Benchmarks
01.0   Demonstrate an understanding of the e-Marketing career pathway – the student will be able to:
01.01   Define and use proper terminology associated with the e-Marketing career pathway.
01.02   Describe some of the careers available in the e-Marketing career pathway.
01.03   Identify common characteristics of the careers in the e-Marketing career pathway.
01.04   Research the history of the e-Marketing 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 e-Marketing career pathway.
01.06   Describe technologies associated with careers in the e-Marketing career pathway.
02.0   Demonstrate an understanding of the Professional Sales and Marketing career pathway – the student will be able to:
02.01   Define and use proper terminology associated with the Professional Sales and Marketing career pathway.
02.02   Describe some of the careers available in the Professional Sales and Marketing career pathway.
02.03   Identify common characteristics of the careers in the Professional Sales and Marketing career pathway.
02.04   Research the history of the Professional Sales and Marketing 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 Professional Sales and Marketing career pathway.
02.06   Describe technologies associated with careers in the Professional Sales and Marketing career pathway.

CTE Standards and Benchmarks
03.0   Demonstrate an understanding of the Management and Entrepreneurship career pathway – the student will be able to:
03.01   Define and use proper terminology associated with the Management and Entrepreneurship career pathway.
03.02   Describe some of the careers available in the Management and Entrepreneurship career pathway.
03.03   Identify common characteristics of the careers in the Management and Entrepreneurship career pathway.
03.04   Research the history of the Management and Entrepreneurship 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 Management and Entrepreneurship career pathway.
03.06   Describe technologies associated with careers in the Management and Entrepreneurship career pathway.
04.0   Demonstrate an understanding of the Distribution and Logistics career pathway – the student will be able to:
04.01   Define and use proper terminology associated with the Distribution and Logistics career pathway.
04.02   Describe some of the careers available in the Distribution and Logistics career pathway.
04.03   Identify common characteristics of the careers in the Distribution and Logistics career pathway.
04.04   Research the history of the Distribution and Logistics 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 Distribution and Logistics career pathway.
04.06   Describe technologies associated with careers in the Distribution and Logistics career pathway.
05.0   Demonstrate an understanding of the Marketing Information Management and Research career pathway – the student will be able to:
05.01   Define and use proper terminology associated with the Marketing Information Management and Research career pathway.
05.02   Describe some of the careers available in the Marketing Information Management and Research career pathway.
05.03   Identify common characteristics of the careers in the Marketing Information Management and Research career pathway.
05.04   Research the history of the Marketing Information Management and Research 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 Marketing Information Management and Research career pathway.
05.06   Describe technologies associated with careers in the Marketing Information Management and Research career pathway.
06.0   Demonstrate an understanding of the Marketing Communications and Promotion career pathway – the student will be able to:

CTE Standards and Benchmarks	
06.01	Define and use proper terminology associated with the Marketing Communications and Promotion career pathway.
06.02	Describe some of the careers available in the Marketing Communications and Promotion career pathway.
06.03	Identify common characteristics of the careers in the Marketing Communications and Promotion career pathway.
06.04	Research the history of the Marketing Communications and Promotion career pathway and describe how the associated careers have evolved and impacted society.
06.05	Identify skills required to successfully enter any career in the Marketing Communications and Promotion career pathway.
06.06	Describe technologies associated with careers in the Marketing Communications and Promotion career pathway.
07.0	Demonstrate an understanding of the Buying and Merchandising career pathway – the student will be able to:
07.01	Define and use proper terminology associated with the Buying and Merchandising career pathway.
07.02	Describe some of the careers available in the Buying and Merchandising career pathway.
07.03	Identify common characteristics of the careers in the Buying and Merchandising career pathway.
07.04	Research the history of the Buying and Merchandising career pathway and describe how the associated careers have evolved and impacted society.
07.05	Identify skills required to successfully enter any career in the Buying and Merchandising career pathway.
07.06	Describe technologies associated with careers in the Buying and Merchandising career pathway.
08.0	Apply leadership and communication skills – the student will be able to:
08.01	Discuss the establishment and history of the DECA organization.
08.02	Identify the characteristics and responsibilities of organizational leaders.
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.
08.05	Demonstrate effective communication skills through delivery of a speech, a slide presentation, or by conducting a demonstration.
08.06	Use a computer to assist in the completion of project related to the Marketing, Sales and Service career cluster.
09.0	Describe how information technology is used in the Marketing, Sales and Service career cluster – the student will be able to:
09.01	Identify Information Technology (IT) careers in the Marketing, Sales and Service career cluster; include the responsibilities, tasks and skills required.

CTE Standards and Benchmarks	
09.02	Relate IT project management concepts and terms to careers in the Marketing, Sales and Service career cluster.
09.03	Manage IT components typically used in professions of the Marketing, Sales and Service career cluster.
09.04	Identify security-related ethical and legal IT issues faced by professionals in the Marketing, Sales and Service career cluster.
10.0	Use information technology tools – the student will be able to:
09.01	Identify the functions of web browsers, and use them to access the Internet and other computer resources typically used in the Marketing, Sales and Service career cluster.
09.02	Use email clients to send simple messages and files to other Internet users.
09.03	Demonstrate ways to communicate effectively using Internet technology.
09.04	Use different types of web search engines effectively to locate information relevant to the Marketing, Sales and Service career cluster.

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

The student will be able to**:**

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.
15.0	Understand the relationship between educational achievement and career choices/postsecondary options.
16.0	Identify a career cluster and related pathways that match career and education goals.
17.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
18.0	Demonstrate knowledge of technology and its application in career fields/clusters.

Additional Information

Laboratory Activities

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

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)

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

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 Marketing Occupations**
Course Type: **Orientation/Exploratory**
Career Cluster: **Marketing, Sales and Service**

Secondary – Middle School	
Course Number	9380300
CIP Number	149380300M
Grade Level	6-8
Standard Length	Year
Teacher Certification	Refer to the **Course Structure** section.
CTSO	DECA

Purpose

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 Marketing, Sales and Service career cluster. The content includes, but is not limited to, topics related to Marketing, Sales and Service.

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

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
9380300	Fundamentals of Marketing Occupations	BUS ED 1 MKTG 1 MKTG MGMT 7G	Year

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 an understanding of the e-Marketing career pathway.
02.0   Demonstrate an understanding of the Professional Sales and Marketing career pathway.
03.0   Demonstrate an understanding of the Management and Entrepreneurship career pathway.
04.0   Demonstrate an understanding of the Distribution and Logistics career pathway.
05.0   Demonstrate an understanding of the Marketing Information Management and Research career pathway.
06.0   Demonstrate an understanding of the Marketing Communications and Promotion career pathway.
07.0   Demonstrate an understanding of the Buying and Merchandising career pathway.
08.0   Apply leadership and communication skills.
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 Marketing Occupations**
Course Number: **9380300**
Course Length: **Semester**

Course Description:

Beginning with a broad overview of the Marketing, Sales and Service career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Marketing, Sales and Service career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills and participate in hands-on activities.

CTE Standards and Benchmarks
01.0   Demonstrate an understanding of the e-Marketing career pathway – the student will be able to:
01.01   Define and use the terminology associated with the e-Marketing career pathway.
01.02   Describe the careers available in the e-Marketing career pathway.
01.03   Identify common characteristics of careers in the e-Marketing career pathway.
01.04   Research the history of the e-Marketing career pathway; describe how the associated careers have evolved and impacted society.
01.05   Identify the skills required to successfully enter any career in the e-Marketing career pathway.
01.06   Describe the technologies associated with careers in the e-Marketing career pathway.
02.0   Demonstrate an understanding of the Professional Sales and Marketing career pathway – the student will be able to:
02.01   Define and use the terminology associated with the Professional Sales and Marketing career pathway.
02.02   Describe the careers available in the Professional Sales and Marketing career pathway.
02.03   Identify common characteristics of careers in the Professional Sales and Marketing career pathway.
02.04   Research the history of the Professional Sales and Marketing career pathway; describe how the associated careers have evolved and impacted society.
02.05   Identify the skills required to successfully enter any career in the Professional Sales and Marketing career pathway.
02.06   Describe the technologies associated with careers in the Professional Sales and Marketing career pathway.

CTE Standards and Benchmarks
03.0   Demonstrate an understanding of the Management and Entrepreneurship career pathway – the student will be able to:
03.01   Define and use terminology associated with the Management and Entrepreneurship career pathway.
03.02   Describe the careers available in the Management and Entrepreneurship career pathway.
03.03   Identify common characteristics of careers in the Management and Entrepreneurship career pathway.
03.04   Research the history of the Management and Entrepreneurship career pathway; and describe how the associated careers have evolved and impacted society.
03.05   Identify the skills required to successfully enter any career in the Management and Entrepreneurship career pathway.
03.06   Describe the technologies associated with careers in the Management and Entrepreneurship career pathway.
04.0   Demonstrate an understanding of the Distribution and Logistics career pathway – the student will be able to:
04.01   Define and use the terminology associated with the Distribution and Logistics career pathway.
04.02   Describe the careers available in the Distribution and Logistics career pathway.
04.03   Identify common characteristics of careers in the Distribution and Logistics career pathway.
04.04   Research the history of the Distribution and Logistics career pathway; describe how the associated careers have evolved and impacted society.
04.05   Identify the skills required to successfully enter any career in the Distribution and Logistics career pathway.
04.06   Describe the technologies associated with careers in the Distribution and Logistics career pathway.
05.0   Demonstrate an understanding of the Marketing Information Management and Research career pathway – the student will be able to:
05.01   Define and use the terminology associated with the Marketing Information Management and Research career pathway.
05.02   Describe the careers available in the Marketing Information Management and Research career pathway.
05.03   Identify common characteristics of careers in the Marketing Information Management and Research career pathway.
05.04   Research the history of the Marketing Information Management and Research career pathway; describe how the associated careers have evolved and impacted society.
05.05   Identify the skills required to successfully enter any career in the Marketing Information Management and Research career pathway.
05.06   Describe the technologies associated with careers in the Marketing Information Management and Research career pathway.
06.0   Demonstrate an understanding of the Marketing Communications and Promotion career pathway – the student will be able to:

	06.01	Define and use the terminology associated with the Marketing Communications and Promotion career pathway.
	06.02	Describe the careers available in the Marketing Communications and Promotion career pathway.
	06.03	Identify common characteristics of careers in the Marketing Communications and Promotion career pathway.
	06.04	Research the history of the Marketing Communications and Promotion career pathway; describe how the associated careers have evolved and impacted society.
	06.05	Identify the skills required to successfully enter any career in the Marketing Communications and Promotion career pathway.
	06.06	Describe the technologies associated with careers in the Marketing Communications and Promotion career pathway.
07.0	Demonstrate an understanding of the Buying and Merchandising career pathway – the student will be able to:	
	07.01	Define and use the terminology associated with the Buying and Merchandising career pathway.
	07.02	Describe the careers available in the Buying and Merchandising career pathway.
	07.03	Identify common characteristics of careers in the Buying and Merchandising career pathway.
	07.04	Research the history of the Buying and Merchandising career pathway; describe how the associated careers have evolved and impacted society.
	07.05	Identify the skills required to successfully enter any career in the Buying and Merchandising career pathway.
	07.06	Describe the technologies associated with careers in the Buying and Merchandising career pathway.
08.0	Apply leadership and communication skills – the student will be able to:	
	08.01	Discuss the establishment and history of the DECA organization.
	08.02	Identify the characteristics and responsibilities of organizational leaders.
	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.
	08.05	Demonstrate effective communication skills through delivery of a speech, a slide presentation, or by conducting a demonstration.
	08.06	Use a computer to assist in the completion of project related to the Marketing, Sales and Service career cluster.
09.0	Identify components of network systems – the student will be able to:	
	09.01	Identify basic hardware and software components.
	09.02	Identify and configure user customization features in web browsers; include preferences, caching, and cookies.

CTE Standards and Benchmarks	
09.03	Recognize essential database concepts.
09.04	Define and use 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.

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)

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

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

Purpose

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

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

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

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

Course Structure

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

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

The following table illustrates the course structure:

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

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Standards

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

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

Florida Department of Education
Student Performance Standards

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

Course Description:

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

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

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

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

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

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

CTE Standards and Benchmarks

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

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

Additional Information

Laboratory Activities

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

Special Notes

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

Career and Technical Student Organization (CTSO)

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

Accommodations

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

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