

# Florida Department of Education CTE Curriculum Frameworks

## Additional CTE Programs/Courses

Florida Department of Education  
Curriculum Framework

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

<b>Secondary – Career Preparatory</b>	
Program Number	8000200
CIP Number	0891010002
Grade Level	9 – 12
Program Length	4 credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	Program Specific
SOC Codes (all applicable)	Discipline Specific
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>
Eligibility	Minimum 16 Years of Age, Registered in a Registered Pre-Apprenticeship Program (section 446.021 F.S.)

**Purpose**

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

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

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

**Program Structure**

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

identified in the Registered Preapprenticeship Program Standards, which must be supervised by the Registered Preapprenticeship committee, sponsor, or participating employer; and teacher/coordinator.

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

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

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

The following table illustrates the secondary program structure:

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

*(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)*

Common Florida's Career Technical Core—Career Ready Practices Readiness Skills for CTE Programs

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

<u>Employability Skills</u>	
<u>01.0</u>	<u>Apply academic skills to workplace scenarios.</u>
<u>01.01</u>	<u>Use reading skills.</u>
<u>01.02</u>	<u>Use writing skills.</u>
<u>01.03</u>	<u>Use mathematical strategies and procedures.</u>
<u>01.04</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>

<a href="#"><u>02.01 Use critical thinking.</u></a>
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<a href="#"><u>02.03 Make sound decisions.</u></a>
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<a href="#"><u>02.05 Reason.</u></a>
<a href="#"><u>02.06 Plan and organize.</u></a>
<a href="#"><u>03.0 Manage resources within an industry project</u></a>
<a href="#"><u>03.01 Manage time.</u></a>
<a href="#"><u>03.02 Manage money or resources.</u></a>
<a href="#"><u>03.03 Manage materials.</u></a>
<a href="#"><u>03.04 Manage personnel.</u></a>
<a href="#"><u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u></a>
<a href="#"><u>04.01 Manage systems.</u></a>
<a href="#"><u>04.02 Monitor systems.</u></a>
<a href="#"><u>04.03 Improve systems.</u></a>
<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><a href="#"><u>Career Exploration &amp; Planning</u></a></b>
<a href="#"><u>10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</u></a>
<a href="#"><u>10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u></a>
<a href="#"><u>10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</u></a>
<a href="#"><u>11.0 Explain postsecondary pathways aligned with his or her career aspirations.</u></a>
<a href="#"><u>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u></a>
<a href="#"><u>11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u></a>

11.03	<a href="#"><u>Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u></a>
11.04	<a href="#"><u>Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</u></a>
12.0	<a href="#"><u>Develop a personalized career and academic plan.</u></a>
12.01	<a href="#"><u>Prioritize an occupation, credential and postsecondary training provider for plan formation.</u></a>
12.02	<a href="#"><u>Self-assess progress toward meeting graduation requirements and skill-development goals.</u></a>
12.03	<a href="#"><u>Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</u></a>
12.04	<a href="#"><u>Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u></a>
12.05	<a href="#"><u>Develop a postsecondary training budget that is inclusive of living and school expenses.</u></a>
<b><a href="#"><u>Job Attainment</u></a></b>	
13.0	<a href="#"><u>Find, assess and apply to job opportunities.</u></a>
13.01	<a href="#"><u>Identify online job posts relevant to his or her career aspirations.</u></a>
13.02	<a href="#"><u>Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u></a>
13.03	<a href="#"><u>Define what information, documentation and writing prompts are required for the positions.</u></a>
14.0	<a href="#"><u>Communicate personal competence, character and fit for a job opportunity.</u></a>
14.01	<a href="#"><u>Develop a resume.</u></a>
14.02	<a href="#"><u>Write a cover letter.</u></a>
14.03	<a href="#"><u>Curate a professional portfolio that includes work products.</u></a>
14.04	<a href="#"><u>Prepare for and experience a mock job interview.</u></a>
15.0	<a href="#"><u>Cultivate and leverage relationships to professionally advance.</u></a>
15.01	<a href="#"><u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
15.02	<a href="#"><u>Develop a plan to cultivate a professional digital footprint.</u></a>
15.03	<a href="#"><u>Develop a networking plan for a specific industry of interest.</u></a>

## Standards

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

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

**Florida Department of Education  
Student Performance Standards**

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

**CTE Standards and Benchmarks**

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

**CTE Standards and Benchmarks**

04.02	Read and understand graphs, charts, diagrams, tables, blueprints, and schematics where appropriate and commonly used.
04.03	Read and interpret reading materials related to the apprenticeable occupation.
04.04	Demonstrate appropriate and relevant occupation-related computer skills.
04.05	Demonstrate appropriate telephone and smart phone communication skills.
04.06	Read and follow written instructions; listen to and follow verbal instructions.
04.07	Give reports orally and in writing.

**Florida Department of Education  
Student Performance Standards**

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

**CTE Standards and Benchmarks**

05.0 Demonstrate and apply appropriate math skills. The student will be able to:

05.01 Prepare a workbook that includes the formulas, practical guidelines, general knowledge, and mathematical principles related to the student's selected apprenticeship area.

05.02 Solve job-related problems by adding, subtracting, multiplying, and dividing whole numbers, decimals, and common fractions.

06.0 Demonstrate awareness of drug-free workplace initiatives. The student will be able to:

06.01 Research and describe the effects of drugs and alcohol on job performance and safety.

06.02 Explain how an alcohol or drug conviction affects a person's ability to acquire employment.

06.03 Research and describe the health-related effects of alcohol and drugs.

07.0 Use technology, tools, equipment and supplies safely and correctly. The student will be able to:

07.01 Correctly use tools and equipment appropriate to the selected apprenticeable occupation.

07.02 Demonstrate the ability to wear, select, adjust, and maintain safety equipment.

07.03 Determine whether safety equipment is serviceable.

07.04 Read safety warnings on equipment, chemicals, tools and work sites; correctly interpret and apply the necessary precautions.

07.05 Demonstrate an understanding of Safety Data Sheet(s) (SDS) related to the apprenticeable occupation.

07.06 Read the procedures for servicing equipment and accurately complete the required actions.

07.07 Determine the safety of the equipment used in the apprenticeable occupation.

08.0 Read and interpret appropriate technical references and manuals. The student will be able to:

08.01 Design solutions for work problems using data from appropriate manuals.

08.02 Use Internet resources to acquire technical information for job-related problems.

08.03 Read and use the appropriate manuals to complete work assignments

08.04 Demonstrate understanding of the material through correct procedures and application.

Florida Department of Education  
Student Performance Standards

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

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

**CTE Standards and Benchmarks**

11.0	Demonstrate leadership and organizational skills. The student will be able to:
11.01	Define and practice brainstorming.
11.02	Identify and use resource and time management skills.
11.03	Identify the characteristics of a leader and team members.
11.04	Identify the purposes and functions of career technical student organizations (CTSO) related to the selected apprenticeable occupation.

Florida Department of Education  
Student Performance Standards

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

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

## Additional Information

### Laboratory Activities

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

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at [sala@fldoe.org](mailto:sala@fldoe.org).

### Special Notes

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

### Career and Technical Student Organization (CTSO)

~~The~~ CTSOs are co-curricular career and technical student ~~organization(s)~~ organizations providing leadership training and reinforcing specific career and technical skills ~~-is discipline specific-~~. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. -Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### Cooperative Training – OJT

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

## **Accommodations**

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

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

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

Florida Department of Education  
Curriculum Framework

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

Secondary – Career Preparatory	
Program Number	8000300
CIP Number	0891010003
Grade Level	10 – 12
Program Length	3 credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	Program Specific
SOC Codes (all applicable)	Discipline Specific
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>
Eligibility	Minimum 16 Years of Age, Registered in a Registered Apprenticeship Program (section 446.011-092, F.S.)

**Purpose**

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

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

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**Program Structure**

Students enrolled in this program must be registered in a Registered Apprenticeship program in accordance with section 446.011-092, F.S. and rule 6A-23.001-011, F.A.C. This program is designed for students employed full-time in an apprenticeship occupation within a Registered

Apprenticeship program. The program will include related technical instruction and paid on-the-job training/learning which must be supervised by the Registered Apprenticeship committee, sponsor, or participating employer; and teacher/coordinator.

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

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

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The following table illustrates the secondary program structure:

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<u>02.0</u>	<u>Design a solution to an industry problem.</u>

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<a href="#"><u>03.01 Manage time.</u></a>
<a href="#"><u>03.02 Manage money or resources.</u></a>
<a href="#"><u>03.03 Manage materials.</u></a>
<a href="#"><u>03.04 Manage personnel.</u></a>
<a href="#"><u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u></a>
<a href="#"><u>04.01 Manage systems.</u></a>
<a href="#"><u>04.02 Monitor systems.</u></a>
<a href="#"><u>04.03 Improve systems.</u></a>
<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><a href="#"><u>Career Exploration &amp; Planning</u></a></b>
<a href="#"><u>10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</u></a>
<a href="#"><u>10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u></a>
<a href="#"><u>10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</u></a>
<a href="#"><u>11.0 Explain postsecondary pathways aligned with his or her career aspirations.</u></a>
<a href="#"><u>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u></a>
<a href="#"><u>11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u></a>

11.03	<a href="#"><u>Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u></a>
11.04	<a href="#"><u>Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</u></a>
12.0	<a href="#"><u>Develop a personalized career and academic plan.</u></a>
12.01	<a href="#"><u>Prioritize an occupation, credential and postsecondary training provider for plan formation.</u></a>
12.02	<a href="#"><u>Self-assess progress toward meeting graduation requirements and skill-development goals.</u></a>
12.03	<a href="#"><u>Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</u></a>
12.04	<a href="#"><u>Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u></a>
12.05	<a href="#"><u>Develop a postsecondary training budget that is inclusive of living and school expenses.</u></a>
<b><a href="#"><u>Job Attainment</u></a></b>	
13.0	<a href="#"><u>Find, assess and apply to job opportunities.</u></a>
13.01	<a href="#"><u>Identify online job posts relevant to his or her career aspirations.</u></a>
13.02	<a href="#"><u>Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u></a>
13.03	<a href="#"><u>Define what information, documentation and writing prompts are required for the positions.</u></a>
14.0	<a href="#"><u>Communicate personal competence, character and fit for a job opportunity.</u></a>
14.01	<a href="#"><u>Develop a resume.</u></a>
14.02	<a href="#"><u>Write a cover letter.</u></a>
14.03	<a href="#"><u>Curate a professional portfolio that includes work products.</u></a>
14.04	<a href="#"><u>Prepare for and experience a mock job interview.</u></a>
15.0	<a href="#"><u>Cultivate and leverage relationships to professionally advance.</u></a>
15.01	<a href="#"><u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
15.02	<a href="#"><u>Develop a plan to cultivate a professional digital footprint.</u></a>
15.03	<a href="#"><u>Develop a networking plan for a specific industry of interest.</u></a>

## **Standards**

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

- 01.0 Associated Year 1 standards of the Related Instruction Outline as documented in the Registered Apprenticeship's standards and agreement.
- 02.0 Associated Year 2 standards of the Related Instruction Outline as documented in the Registered Apprenticeship's standards and agreement.
- 03.0 Associated Year 3 standards of the Related Instruction Outline as documented in the Registered Apprenticeship's standards and agreement.

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

**CTE Standards and Benchmarks**

01.0 Year 1 of the Related Instruction Outline. The student will be able to:

01.01 Successfully complete Year 1 of the Related Technical Instruction requirements of the Registered Apprenticeship program as identified in the Standards of Apprenticeship registered with the Florida Department of Education.

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

**CTE Standards and Benchmarks**

02.0 Year 2 of the Related Instruction Outline. The student will be able to:

02.01 Successfully complete Year 2 of the Related Technical Instruction requirements of the Registered Apprenticeship program as identified in the Standards of Apprenticeship registered with the Florida Department of Education.

Florida Department of Education  
Student Performance Standards

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

**Course Description:**

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

**CTE Standards and Benchmarks**

03.0 Year 3 of the Related Instruction Outline. The student will be able to:

03.01 Successfully complete Year 3 of the Related Technical Instruction requirements of the Registered Apprenticeship program as identified in the Standards of Apprenticeship registered with the Florida Department of Education.

## Additional Information

### Laboratory Activities

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

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at [sala@fldoe.org](mailto:sala@fldoe.org).

### Special Notes

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

### Career and Technical Student Organization (CTSO)

~~The~~ CTSOs are co-curricular career and technical student ~~organization(s)~~ organizations providing leadership training and reinforcing specific career and technical skills ~~is discipline specific.~~ Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. -Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### Cooperative Training – OJT

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

## **Accommodations**

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

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

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

**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
Course Length	Semester
Teacher Certification	Refer to the <b>Course Structure</b> section.
CTSO	Any CTSO as appropriate
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**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:

<b>Course Number</b>	<b>Course Title</b>	<b>Teacher Certification</b>	<b>Length</b>
8000400	Orientation to Career Clusters	ANY FIELD	Semester

## **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: <a href="http://www.careertech.org/">http://www.careertech.org/</a> .
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.

<b>CTE Standards and Benchmarks</b>	
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.

<b>CTE Standards and Benchmarks</b>	
05.07	Apply math, science, and reading skills in the completion of a project or activity related to the Business Management & Administration career cluster.
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.

<b>CTE Standards and Benchmarks</b>	
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.
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.

<b>CTE Standards and Benchmarks</b>	
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.
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:

<b>CTE Standards and Benchmarks</b>	
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.
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.

<b>CTE Standards and Benchmarks</b>	
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 & Technology Education. The student will be able to:
17.01	Identify the pathways in Engineering & Technology Education.
17.02	Describe the types of places that employ individuals who have careers in Engineering & Technology Education.
17.03	Describe the variety of tasks performed by individuals who have careers in Engineering & Technology Education.
17.04	List the skills, abilities, and talents needed for careers in Engineering & Technology Education.
17.05	Identify the level of training and education required for careers in Engineering & Technology Education.
17.06	Research a career in Engineering & 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 & 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.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### Special Notes

Refer to <http://www.careertech.org/> for additional information and resources.

### Career and Technical Student Organization (CTSO)

~~Any CTSO as appropriate is the~~ CTSOs are co-curricular career and technical student ~~organization for~~ organizations 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. -Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary

education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

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

Florida Department of Education  
Curriculum Framework

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

**Secondary – Middle School**

Course Number	8000500
CIP Number	1498999908
Grade Level	6 – 8
Course Length	Semester
Teacher Certification	Refer to the <b>Course Structure</b> section.
CTSO	Any CTSO as appropriate
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**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:

<b>Course Number</b>	<b>Course Title</b>	<b>Teacher Certification</b>	<b>Length</b>
8000500	Orientation to Career Clusters and Career Planning	ANY FIELD	Semester

## 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.

Listed below are the standards that Career and Education Planning [these must be met to satisfy the requirements of Section 1003.4156, Florida Statutes:]

20.0 Explain his or her career interests, skills and values.

~~20.0—Describe the influences that societal, economic, and technological changes have on employment trends and future training.~~

~~21.0—Develop skills to locate, evaluate, occupations and interpret career information.~~

~~22.0—Identify and demonstrate processes for making short and long term goals.~~

~~21.0 Demonstrate employability skills such as working industries in his or her region.~~

~~23.0—Describe a group, problem-solving and organizational skills, and the importance variety of entrepreneurship.~~

~~24.0—Understand the relationship between educational achievement and career choices/postsecondary options.~~

~~25.0 22.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.~~

~~26.0—Develop a career and education plan that includes short and long term goals, high school program of study, and postsecondary/career goals.~~

~~27.0—Demonstrate knowledge of technology and its application in career fields/clusters.~~

~~28.0 23.0 Create a personalized career and academic plan.~~

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Orientation to Career Clusters and Career Planning  
**Course Number:** 8000500  
**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.

<b>CTE Standards and Benchmarks</b>	
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: <a href="http://www.careertech.org/">http://www.careertech.org/</a> .
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:

<b>CTE Standards and Benchmarks</b>	
03.01	Identify the pathways in the Architecture & Construction career cluster and the careers in each pathway.
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.

**CTE Standards and Benchmarks**

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.
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.

<b>CTE Standards and Benchmarks</b>	
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.
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.

**CTE Standards and Benchmarks**

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.
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.

**CTE Standards and Benchmarks**

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.
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.

<b>CTE Standards and Benchmarks</b>	
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 & Technology Education. The student will be able to:
17.01	Identify the pathways in Engineering & Technology Education.
17.02	Describe the types of places that employ individuals who have careers in Engineering & Technology Education.
17.03	Describe the variety of tasks performed by individuals who have careers in Engineering & Technology Education.
17.04	List the skills, abilities, and talents needed for careers in Engineering & Technology Education.
17.05	Identify the level of training and education required for careers in Engineering & Technology Education.
17.06	Research a career in Engineering & 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 & 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.

**CTE Standards and Benchmarks**

19.03 Investigate the CTSOs at your school and/or in your school district (e.g., membership requirements, dues, activities, events).

~~Listed below are the standards that~~ Career and Education Planning [these must be met to satisfy the requirements of Section 1003.4156, Florida Statutes:

~~The student will be able to:~~

Standards and Benchmarks

20.0 Explain his or her career interests, skills and values. The student will be able to:

20.01 Describe his or her career interests based on a career interest assessment, personal experience, career informational interviews, research and/or reflection.

~~19.04~~20.02 Describe what career-related skills are his or her current strengths or could become strengths in the future with practice and training based on a career skill assessment, personal experience and/or reflection.

~~19.05~~20.03 Develop skills to locate, evaluate, and interpret career information. Describe what lifestyle and workplace values are most important to them to consider during career decision making, such as salary and benefits, work environment, the nature of the work and work/life balance.

20.04 Describe what values that relate to positively impacting others and the world are most important to them to weigh during career decision making.

21.0 Describe occupations and industries in his or her region. The student will be able to:

21.01 Define Career Clusters, industries and occupations.

21.02 Define regional poverty, average and family-sustaining wage thresholds.

21.03 Review local labor market data to identify the top five regional occupations as relates to each of the following: employment, growth and salary.

21.04 List three occupations that align with his or her personal career interests, skills and values.

21.05 List the regional salary, employment and growth of three occupations they are most interested in learning more about.

21.06 Summarize occupational content learned through a career informational interview, career fair, job shadowing, service learning, guest speaker, project-based learning, work-based learning, worksite visit or other firsthand experience.

22.0 Describe a variety of postsecondary pathways. The student will be able to:

22.01 Evaluate the pros and cons of pursuing education, employment, entrepreneurship or enlistment immediately following high school.

<del>19.06</del> 22.02	<del>Identify and demonstrate processes for making short and long term goals.</del> Define postsecondary training provider options and their admissions requirements, including apprenticeships, technical colleges, state or community colleges, universities and industry-recognized certification providers.
22.03	Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees
22.04	Explain training options aligned with his or her career assessment results and occupational exploration.
22.05	Review postsecondary training data and list the total cost, average debt after graduation and median earnings and job placement rates of students who completed the student's preferred postsecondary training option.
22.06	Summarize what they learned about his or her preferred postsecondary training provider through online research; virtual or in-person tours; a college fair; and/or interviewing a current student, alumni or staff member.
23.0	Create a personalized career and academic plan. The student will be able to:
23.01	Prioritize an occupation for plan formation using one or more decision making techniques, such as a decision matrix, pros and cons analysis or other means
23.02	Explain the reasoning for choosing to pursue his or her preferred occupation
<del>19.07</del> 23.03	<del>Demonstrate</del> Identify which credentials, technical skills, and employability <del>skills such as working in a group, problem-solving and organizational skills, and the importance of</del> entrepreneurship <del>skills</del> are relevant to his or her preferred career pathway.
23.04	Prioritize a recognized postsecondary credential (industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees) aligned with his or her chosen occupation using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.
<del>19.08</del> 23.05	<del>Understand the relationship between educational achievement and career choices/postsecondary options.</del> Prioritize a postsecondary training provider aligned with his or her recognized postsecondary credential goal using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.
23.06	Define means of paying for postsecondary training, including scholarships (must include State scholarships), grants, savings, work, work-study programs, private loans and Federal loans.
<del>19.09</del> 23.07	<del>Identify a career cluster and related pathways through an interest assessment that match career and education goals.</del> Describe ways of meeting the requirements of Florida's graduation pathways and obtaining accelerated credit, work-based learning experience, career and technical education credit and industry-recognized certifications in high school.
<del>19.10</del> 23.08	Develop a <del>career and education plan</del> freshman year course schedule that <del>includes short and long term goals,</del> meets high school <del>program of study, and postsecondary/</del> graduation requirements and that provides academic and career preparation aligned with the student's career goals.
<del>19.11</del> 23.09	<del>Demonstrate knowledge of technology and its application in career fields/clusters.</del> Identify extracurricular activities aligned with his or her occupational and postsecondary training goals.



## Additional Information

### Laboratory Activities

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

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at [sala@fldoe.org](mailto:sala@fldoe.org).

### Special Notes

Refer to <http://www.careertech.org/> for additional information and resources.

### Career Planning

Effective July 1, 2019, per Section 1003.4156, Florida Statutes (F.S.), for students to meet middle grades promotion requirements, a Career and Education Planning course must be completed in either sixth, seventh, or eighth grade. These courses should be taught integrating the eight career and education planning course standards.

### Career and Technical Student Organization (CTSO)

~~Any CTSO as appropriate is the~~ CTSOs are co-curricular career and technical student ~~organization for~~ organizations 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.~~ Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### Accommodations

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

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

Florida Department of Education  
Curriculum Framework

No new students may be enrolled in this program starting 2026-27. The last year to report any enrollment is 2026-27. This program can be substituted with Mentored Industry Project 9601200 (1032011101) or School-Based Enterprise 9601300 (1052070100).

**Course Title:** Diversified Education Directed Study  
**Career Cluster:** Additional CTE Programs/Courses

Secondary – Career Preparatory	
Course Number	8300100
CIP Number	1098999901
Grade Level	11-12
Course Length	Multiple credits
Teacher Certification	Refer to the <b>Course Structure</b> section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSSA, HOSA, SkillsUSA
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within Diversified Education that will enhance opportunities for employment in the career field chosen by the student.

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

**Course Structure**

The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program for additional study in this career cluster. A student may earn multiple credits in this course.

The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor.

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

The following table illustrates the secondary course structure:

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

*(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)*

Common Florida's Career Technical Core — Career Ready Practices Readiness Skills for CTE Programs

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

<u>Employability Skills</u>	
<u>01.0</u>	<u>Apply academic skills to workplace scenarios.</u>
<u>01.01</u>	<u>Use reading skills.</u>
<u>01.02</u>	<u>Use writing skills.</u>
<u>01.03</u>	<u>Use mathematical strategies and procedures.</u>
<u>01.04</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>

<a href="#"><u>02.01 Use critical thinking.</u></a>
<a href="#"><u>02.02 Use creativity.</u></a>
<a href="#"><u>02.03 Make sound decisions.</u></a>
<a href="#"><u>02.04 Solve problems.</u></a>
<a href="#"><u>02.05 Reason.</u></a>
<a href="#"><u>02.06 Plan and organize.</u></a>
<a href="#"><u>03.0 Manage resources within an industry project</u></a>
<a href="#"><u>03.01 Manage time.</u></a>
<a href="#"><u>03.02 Manage money or resources.</u></a>
<a href="#"><u>03.03 Manage materials.</u></a>
<a href="#"><u>03.04 Manage personnel.</u></a>
<a href="#"><u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u></a>
<a href="#"><u>04.01 Manage systems.</u></a>
<a href="#"><u>04.02 Monitor systems.</u></a>
<a href="#"><u>04.03 Improve systems.</u></a>
<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><a href="#"><u>Career Exploration &amp; Planning</u></a></b>
<a href="#"><u>10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</u></a>
<a href="#"><u>10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u></a>
<a href="#"><u>10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</u></a>
<a href="#"><u>11.0 Explain postsecondary pathways aligned with his or her career aspirations.</u></a>
<a href="#"><u>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u></a>
<a href="#"><u>11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u></a>

<a href="#"><u>11.03 Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u></a>
<a href="#"><u>11.04 Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</u></a>
<a href="#"><u>12.0 Develop a personalized career and academic plan.</u></a>
<a href="#"><u>12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</u></a>
<a href="#"><u>12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</u></a>
<a href="#"><u>12.03 Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</u></a>
<a href="#"><u>12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u></a>
<a href="#"><u>12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.</u></a>
<b><a href="#"><u>Job Attainment</u></a></b>
<a href="#"><u>13.0 Find, assess and apply to job opportunities.</u></a>
<a href="#"><u>13.01 Identify online job posts relevant to his or her career aspirations.</u></a>
<a href="#"><u>13.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u></a>
<a href="#"><u>13.03 Define what information, documentation and writing prompts are required for the positions.</u></a>
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<a href="#"><u>14.02 Write a cover letter.</u></a>
<a href="#"><u>14.03 Curate a professional portfolio that includes work products.</u></a>
<a href="#"><u>14.04 Prepare for and experience a mock job interview.</u></a>
<a href="#"><u>15.0 Cultivate and leverage relationships to professionally advance.</u></a>
<a href="#"><u>15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
<a href="#"><u>15.02 Develop a plan to cultivate a professional digital footprint.</u></a>
<a href="#"><u>15.03 Develop a networking plan for a specific industry of interest.</u></a>

## **Standards**

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

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

**Florida Department of Education  
Student Performance Standards**

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

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

04.05 Construct charts/tables/graphs using functions and data.

## Additional Information

### Laboratory Activities

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

### Career and Technical Student Organization (CTSO)

~~The following list identifies the appropriate~~ CTSOs are co-curricular career and technical student organizations ~~for~~ providing leadership training and reinforcing specific career and technical skills: ~~Florida Business Professionals of America (BPA); Florida DECA; Florida Family, Career and Community Leaders of America (FCCLA); Florida FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Florida Future Business Leaders of America—Phi Beta Lambda (FBLA-PBL); Florida HOSA: Future Health Professionals; Florida SkillsUSA.~~ Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. -Other CTOSs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### Accommodations

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

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

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

Florida Department of Education  
Curriculum Framework

No new students may be enrolled in this program starting 2026-27. The last year to report any enrollment is 2026-27. This program was replaced by Cooperative Education On-the-Job Training (OJT) 9601500 (1032011103).

**Course Title:** Cooperative Diversified Education - OJT  
**Course Type:** Career Preparatory  
**Career Cluster:** Additional CTE Programs/Courses

**Secondary – Cooperative Education - OJT**

Course Number	8300420
CIP Number	10988620CP
Grade Level	9-12
Course Length	Multiple credits
Teacher Certification	Refer to the <b>Course Structure</b> section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

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

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

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

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

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

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

**Course Structure**

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

The following table illustrates the secondary course structure:

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

*(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)*

Common Florida's Career Technical Core — Career Ready Practices Readiness Skills for CTE Programs

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

<u>Employability Skills</u>	
<u>01.0</u>	<u>Apply academic skills to workplace scenarios.</u>
<u>01.01</u>	<u>Use reading skills.</u>
<u>01.02</u>	<u>Use writing skills.</u>
<u>01.03</u>	<u>Use mathematical strategies and procedures.</u>
<u>01.04</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>

<a href="#"><u>02.01 Use critical thinking.</u></a>
<a href="#"><u>02.02 Use creativity.</u></a>
<a href="#"><u>02.03 Make sound decisions.</u></a>
<a href="#"><u>02.04 Solve problems.</u></a>
<a href="#"><u>02.05 Reason.</u></a>
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<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
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<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
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<b><a href="#"><u>Career Exploration &amp; Planning</u></a></b>
<a href="#"><u>10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</u></a>
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<a href="#"><u>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u></a>
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<a href="#"><u>11.03 Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u></a>
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<a href="#"><u>12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</u></a>
<a href="#"><u>12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</u></a>
<a href="#"><u>12.03 Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</u></a>
<a href="#"><u>12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u></a>
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<a href="#"><u>13.0 Find, assess and apply to job opportunities.</u></a>
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<a href="#"><u>15.02 Develop a plan to cultivate a professional digital footprint.</u></a>
<a href="#"><u>15.03 Develop a networking plan for a specific industry of interest.</u></a>

## **Standards**

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

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Cooperative Diversified Education - OJT  
**Secondary Number:** 8300420

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

## Additional Information

### Special Notes

The **Cooperative Education Manual** is available on-line and has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE Website at <http://fldoe.org/academics/career-adult-edu/career-tech-edu/additional-cte-programs-courses/diversified-edu.stml>

### Career and Technical Student Organization (CTSO)

~~The following list identifies the appropriate~~ CTSOs are co-curricular career and technical student organizations ~~for~~ providing leadership training and reinforcing specific career and technical skills: ~~Florida Business Professionals of America (BPA); Florida DECA; Florida Family, Career and Community Leaders of America (FCCLA); Florida FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Florida Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); Florida HOSA: Future Health Professionals; Florida SkillsUSA.~~ Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### Accommodations

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

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

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

Florida Department of Education  
Curriculum Framework

No new students may be enrolled in this program starting 2026-27. The last year to report any enrollment is 2026-27. This program was replaced by Guided Workplace Learning (Internship) 9601400 (1032011102).

**Program Title:** Career and Technical Education Internship  
**Program Type:** Career Preparatory  
**Career Cluster:** Additional CTE Programs/Courses

**Secondary – Career Preparatory**

Program Number	8300430
CIP Number	10988630CP
Grade Level	9-12
Program Length	Multiple Credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA
SOC Codes (all applicable)	N/A
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

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

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

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

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

**Program Structure**

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

The following table illustrates the secondary program structure:

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

*(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)*

## Common Florida's Career Technical Core — Career Ready Practices Readiness Skills for CTE Programs

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

### Employability Skills

#### 01.0 Apply academic skills to workplace scenarios.

01.01 Use reading skills.

01.02 Use writing skills.

01.03 Use mathematical strategies and procedures.

01.04 Use scientific principles and procedures.

#### 02.0 Design a solution to an industry problem.

<a href="#"><u>02.01 Use critical thinking.</u></a>
<a href="#"><u>02.02 Use creativity.</u></a>
<a href="#"><u>02.03 Make sound decisions.</u></a>
<a href="#"><u>02.04 Solve problems.</u></a>
<a href="#"><u>02.05 Reason.</u></a>
<a href="#"><u>02.06 Plan and organize.</u></a>
<a href="#"><u>03.0 Manage resources within an industry project</u></a>
<a href="#"><u>03.01 Manage time.</u></a>
<a href="#"><u>03.02 Manage money or resources.</u></a>
<a href="#"><u>03.03 Manage materials.</u></a>
<a href="#"><u>03.04 Manage personnel.</u></a>
<a href="#"><u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u></a>
<a href="#"><u>04.01 Manage systems.</u></a>
<a href="#"><u>04.02 Monitor systems.</u></a>
<a href="#"><u>04.03 Improve systems.</u></a>
<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><a href="#"><u>Career Exploration &amp; Planning</u></a></b>
<a href="#"><u>10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</u></a>
<a href="#"><u>10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u></a>
<a href="#"><u>10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</u></a>
<a href="#"><u>11.0 Explain postsecondary pathways aligned with his or her career aspirations.</u></a>
<a href="#"><u>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u></a>
<a href="#"><u>11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u></a>

<a href="#">11.03 Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</a>
<a href="#">11.04 Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</a>
<a href="#">12.0 Develop a personalized career and academic plan.</a>
<a href="#">12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</a>
<a href="#">12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</a>
<a href="#">12.03 Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</a>
<a href="#">12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</a>
<a href="#">12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.</a>
<b><a href="#">Job Attainment</a></b>
<a href="#">13.0 Find, assess and apply to job opportunities.</a>
<a href="#">13.01 Identify online job posts relevant to his or her career aspirations.</a>
<a href="#">13.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</a>
<a href="#">13.03 Define what information, documentation and writing prompts are required for the positions.</a>
<a href="#">14.0 Communicate personal competence, character and fit for a job opportunity.</a>
<a href="#">14.01 Develop a resume.</a>
<a href="#">14.02 Write a cover letter.</a>
<a href="#">14.03 Curate a professional portfolio that includes work products.</a>
<a href="#">14.04 Prepare for and experience a mock job interview.</a>
<a href="#">15.0 Cultivate and leverage relationships to professionally advance.</a>
<a href="#">15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</a>
<a href="#">15.02 Develop a plan to cultivate a professional digital footprint.</a>
<a href="#">15.03 Develop a networking plan for a specific industry of interest.</a>

## Standards

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

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

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Career and Technical Education Internship  
**Course Number:** 8300430  
**Course Credit:** Multiple

**Course Description:**

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

<b>CTE Standards and Benchmarks</b>	
01.0	Perform designated job skills. The student will be able to:
01.01	Perform tasks as outlined in the training plan.
02.0	Demonstrate knowledge and skills related to mathematics. The student will be able to:
02.01	Demonstrate knowledge of arithmetic operations.
02.02	Analyze and apply data and measurements to solve problems and interpret documents.
02.03	Construct charts/tables/graphs using functions and data.
03.0	Demonstrate knowledge and skills related to science. The student will be able to:
03.01	Discuss the role of creativity in constructing scientific questions, methods and explanations.
03.02	Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.
04.0	Use oral and written communication skills to create, express, and interpret information and ideas. The student will be able to:
04.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
04.02	Locate, organize and reference written information from various sources. Read and interpret information relative to the chosen occupation. Locate and evaluate key elements of oral and written information.
04.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.

<b>CTE Standards and Benchmarks</b>	
04.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
04.05	Apply active listening skills to obtain and clarify information.
04.06	Develop and interpret tables and charts to support written and oral communications.
04.07	Exhibit public relations skills that aid in achieving customer satisfaction.
05.0	Demonstrate knowledge and skills related to language arts. The student will be able to:
05.01	Locate, comprehend and evaluate key elements of oral and written information.
05.02	Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
05.03	Present information formally and informally for specific purposes and audiences.
06.0	Solve problems using critical thinking skills, creativity and innovation. The student will be able to:
06.01	Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study.
06.02	Employ critical thinking skills independently and in teams to solve problems and make decisions.
06.03	Employ critical thinking and interpersonal skills to resolve conflicts.
06.04	Identify and document workplace performance goals and monitor progress toward those goals.
06.05	Conduct technical research to gather information necessary for decision-making.
07.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance. The student will be able to:
07.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
07.02	Explain emergency procedures to follow in response to workplace accidents.
07.03	Create a disaster and/or emergency response plan.
08.0	Use information technology tools. The student will be able to:
08.01	Use personal information management (PIM) applications to increase workplace efficiency.
08.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.
08.03	Employ computer operations applications to access, create, manage, integrate, and store information.

<b>CTE Standards and Benchmarks</b>	
08.04	Employ collaborative/groupware applications to facilitate group work.
09.0	Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:
09.01	Employ leadership skills to accomplish organizational goals and objectives.
09.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
09.03	Conduct and participate in meetings to accomplish work tasks.
09.04	Employ mentoring skills to inspire and teach others.
09.05	Enhance leadership and career skills through work-based learning including job placement, job shadowing, entrepreneurship, internship, or a virtual experience.
09.06	Participate in leadership development opportunities available through the appropriate student organization and/or other professional organizations.
09.07	Enhance written and oral communications through the development of presentations, public speaking, and live and/or virtual interviews.
10.0	Demonstrate money-management concepts, procedures, and strategies. The student will be able to:
10.01	Identify and describe the services and legal responsibilities of financial institutions.
10.02	Describe the effect of money management on personal and career goals.
10.03	Develop a personal budget and financial goals.
10.04	Complete financial instruments for making deposits and withdrawals.
10.05	Maintain financial records.
10.06	Read and reconcile financial statements.
10.07	Research, compare and contrast investment opportunities.
11.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. The student will be able to:
11.01	Describe the nature and types of business organizations.
11.02	Explain the effect of key organizational systems on performance and quality.
11.03	List and describe quality control systems and/or practices common to the workplace.

<b>CTE Standards and Benchmarks</b>	
11.04	Explain the impact of the global economy on business organizations.
12.0	Describe the importance of professional ethics and legal responsibilities. The students will be able to:
12.01	Evaluate and justify decisions based on ethical reasoning.
12.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
12.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
12.04	Interpret and explain written organizational policies and procedures.
13.0	Explain the importance of employability and entrepreneurship skills. The student will be able to:
13.01	Identify and demonstrate positive work behaviors needed to be employable.
13.02	Develop personal career plan that includes goals, objectives, and strategies.
13.03	Examine licensing, certification, and industry credentialing requirements.
13.04	Maintain a career portfolio to document knowledge, skills, and experience.
13.05	Evaluate and compare employment opportunities that match career goals.
13.06	Identify and exhibit traits for retaining employment.
13.07	Identify opportunities and research requirements for career advancement.
13.08	Research the benefits of ongoing professional development.
13.09	Examine and describe entrepreneurship opportunities as a career planning option.
14.0	Demonstrate expertise in a specific occupation within the career cluster. The student will be able to:
14.01	The benchmarks will be selected from the appropriate curriculum frameworks and determined by the instructor based upon the individual student's assessed needs.

## 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.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at [sala@fldoe.org](mailto:sala@fldoe.org) .

### Special Notes

**The internship must include the following components:**

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

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

The internship must allow experiences that utilize both skills and knowledge directly related to the student's career goal and the career and technical course/program in which the student is enrolled or has completed.

The internship must provide opportunities for rotation through a wide variety of increasingly responsible experiences beyond routine activities.

The internship must provide skilled workplace-learning site supervisors and/or mentors who are interested and willing to assist the student.

The internship must provide a safe and ethically sound environment with up-to-date facilities and equipment. The internship must adhere to all state and federal laws and rules regarding the employment of minors. The internship must not displace a paid employee.

The student does not have to be paid.

Timecards documenting the time spent at the internship site must be maintained.

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

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

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

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

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

### **Career and Technical Student Organization (CTSO)**

~~The following list identifies the appropriate~~ [CTSOs are co-curricular](#) career and technical student organizations ~~for~~ providing leadership training and reinforcing specific career and technical skills: ~~Florida Business Professionals of America (BPA); Florida DECA; Florida Family, Career and Community Leaders of America (FCCLA); Florida FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Florida Future Business Leaders of America—Phi Beta Lambda (FBLA-PBL); Florida HOSA: Future Health Professionals; Florida SkillsUSA.~~ Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. [Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.](#)

### **Cooperative Training – OJT**

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

### **Accommodations**

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

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

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

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Vocational Employability Skills for Youth and Career Planning  
**Program Type:** Non-Career Preparatory  
**Career Cluster:** Additional CTE Programs/Courses

<b>Secondary – Non-Career Preparatory</b>	
Program Number	9001820
CIP Number	11990007CE
Grade Level	6-12
Program Length	.5/multiple credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	N/A
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

### **Purpose**

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

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

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

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

### **Program Structure**

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

The following table illustrates the secondary program structure:

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

*(Graduation Requirement Codes: CT=Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA=Mathematics, PL=Personal Financial Literacy)*

## Common Florida's Career Technical Core — Career Ready Practices Readiness Skills for CTE Programs

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

### Employability Skills

#### 01.0 Apply academic skills to workplace scenarios.

01.01 Use reading skills.

01.02 Use writing skills.

01.03 Use mathematical strategies and procedures.

01.04 Use scientific principles and procedures.

#### 02.0 Design a solution to an industry problem.

<a href="#"><u>02.01 Use critical thinking.</u></a>
<a href="#"><u>02.02 Use creativity.</u></a>
<a href="#"><u>02.03 Make sound decisions.</u></a>
<a href="#"><u>02.04 Solve problems.</u></a>
<a href="#"><u>02.05 Reason.</u></a>
<a href="#"><u>02.06 Plan and organize.</u></a>
<a href="#"><u>03.0 Manage resources within an industry project</u></a>
<a href="#"><u>03.01 Manage time.</u></a>
<a href="#"><u>03.02 Manage money or resources.</u></a>
<a href="#"><u>03.03 Manage materials.</u></a>
<a href="#"><u>03.04 Manage personnel.</u></a>
<a href="#"><u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u></a>
<a href="#"><u>04.01 Manage systems.</u></a>
<a href="#"><u>04.02 Monitor systems.</u></a>
<a href="#"><u>04.03 Improve systems.</u></a>
<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><a href="#"><u>Career Exploration &amp; Planning</u></a></b>
<a href="#"><u>10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</u></a>
<a href="#"><u>10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u></a>
<a href="#"><u>10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</u></a>
<a href="#"><u>11.0 Explain postsecondary pathways aligned with his or her career aspirations.</u></a>
<a href="#"><u>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u></a>
<a href="#"><u>11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u></a>

<a href="#"><u>11.03 Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u></a>
<a href="#"><u>11.04 Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</u></a>
<a href="#"><u>12.0 Develop a personalized career and academic plan.</u></a>
<a href="#"><u>12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</u></a>
<a href="#"><u>12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</u></a>
<a href="#"><u>12.03 Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</u></a>
<a href="#"><u>12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u></a>
<a href="#"><u>12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.</u></a>
<b><a href="#"><u>Job Attainment</u></a></b>
<a href="#"><u>13.0 Find, assess and apply to job opportunities.</u></a>
<a href="#"><u>13.01 Identify online job posts relevant to his or her career aspirations.</u></a>
<a href="#"><u>13.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u></a>
<a href="#"><u>13.03 Define what information, documentation and writing prompts are required for the positions.</u></a>
<a href="#"><u>14.0 Communicate personal competence, character and fit for a job opportunity.</u></a>
<a href="#"><u>14.01 Develop a resume.</u></a>
<a href="#"><u>14.02 Write a cover letter.</u></a>
<a href="#"><u>14.03 Curate a professional portfolio that includes work products.</u></a>
<a href="#"><u>14.04 Prepare for and experience a mock job interview.</u></a>
<a href="#"><u>15.0 Cultivate and leverage relationships to professionally advance.</u></a>
<a href="#"><u>15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
<a href="#"><u>15.02 Develop a plan to cultivate a professional digital footprint.</u></a>
<a href="#"><u>15.03 Develop a networking plan for a specific industry of interest.</u></a>

**Standards**

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

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

**OPTIONAL**

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

~~Listed below are the standards that~~ **Career and Education Planning [these** must be met to satisfy the requirements of Section 1003.4156, Florida Statutes:]

20.0 Explain his or her career interests, skills and values.

~~20.0—Describe the influences that societal, economic, and technological changes have on employment trends and future training.~~

~~21.0—Develop skills to locate, evaluate, occupations and interpret career information.~~

~~22.0—Identify and demonstrate processes for making short and long term goals.~~

21.0 Demonstrate employability skills such as working industries in his or her region.

~~23.0—Describe a group, problem-solving and organizational skills, and the importance variety of entrepreneurship.~~

~~24.0—Understand the relationship between educational achievement and career choices/postsecondary options.~~

~~20.022.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.~~

~~25.0—Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.~~

~~26.0—Demonstrate knowledge of technology and its application in career fields/clusters.~~

~~21.0~~23.0 Create a personalized career and academic plan.

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

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

**CTE Standards and Benchmarks**

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

**CTE Standards and Benchmarks**

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

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

## CTE Standards and Benchmarks

11.01	Define <i>entrepreneurship</i> .
11.02	Research innovations and the names and biographies of famous entrepreneurs, past and present.
11.03	Discuss the evolution of entrepreneurship.
11.04	Describe the differences between a product-based business and a service-based business.
11.05	Identify the contributions of entrepreneurs to the economic growth of the United States.
11.06	Discuss future prospects for entrepreneurship and its anticipated impact on the economy.
11.07	Discuss the role of the entrepreneur in his/her local community (e.g., mentoring, philanthropy).
12.0	Discuss entrepreneurship as a career choice. The student will be able to:
12.01	Describe reasons for becoming an entrepreneur.
12.02	Identify characteristics common to successful entrepreneurs; research famous entrepreneurs.
12.03	Identify the education, aptitudes, and skills recommended for entrepreneurs.
12.04	Discuss the advantages and disadvantages of self-employment.
12.05	Discuss entrepreneurship as a personal goal.
12.06	Assess personal potential for entrepreneurship.
12.07	Identify career paths in supervisory, management, and small business environments.
13.0	Identify the basic economic principles of entrepreneurship. The student will be able to:
13.01	Identify the role of small businesses in the global economy.
13.02	Define and discuss <i>profit motive</i> and its impact on business.
13.03	Identify the different types of competition and explain the impact of competition on businesses (e.g., direct, indirect, price, non-price, competitive position).
13.04	Describe the differences between industrial and consumer goods.
13.05	Define <i>land</i> , <i>labor</i> , <i>capital</i> , and <i>entrepreneurship</i> as factors of production.
13.06	Discuss form, place, time, possession, and information utility.

**CTE Standards and Benchmarks**

13.07	Explain the meaning and causes of scarcity.
13.08	Identify the components of the Law of Supply and Demand in a free enterprise system.
13.09	Identify the stages of the product life cycle and the characteristics of each stage.
13.10	Identify the roles and types of producers, distributors, and services in the current business economy.
13.11	Discuss major fields of business activity (e.g., extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
13.12	Discuss the four parts of a business (production, finance, marketing, customer service).
13.13	Identify factors that contribute to the success of a small business.
13.14	Describe the process of starting a small business.
13.15	Explain the procedures for registering a sole proprietorship and obtaining a sales tax identification number.
13.16	Discuss reasons for small business failure; develop an exit strategy and plan.
13.17	Recognize opportunities for small businesses in the global marketplace.
14.0	Describe the importance of professional ethics and legal responsibilities. The student will be able to:
14.01	Evaluate and justify decisions based on ethical reasoning.
14.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
14.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
14.04	Interpret and explain written organizational policies and procedures.
15.0	Solve problems using critical thinking skills, creativity and innovation. The student will be able to:
15.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
15.02	Employ critical thinking and interpersonal skills to resolve conflicts.
15.03	Identify and document workplace performance goals and monitor progress toward those goals.
15.04	Conduct technical research to gather information necessary for decision-making.

**CTE Standards and Benchmarks**

16.0 Demonstrate personal money-management concepts, procedures, and strategies. The student will be able to:

16.01 Identify and describe the services and legal responsibilities of financial institutions.

16.02 Describe the effect of money management on personal and career goals.

16.03 Develop a personal budget and financial goals.

16.04 Complete financial instruments for making deposits and withdrawals.

16.05 Maintain financial records.

16.06 Read and reconcile financial statements

16.07 Research, compare and contrast investment opportunities.

17.0 Use appropriate equipment and supplies safely and correctly. The student will be able to:

17.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.

18.0 Demonstrate competencies identified for a specific program component. The student will be able to:

18.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.

**OPTIONAL**

19.0 Demonstrate acquired skills through On-The-Job training. The student will be able to:

19.01 Display a positive attitude toward a job.

19.02 Demonstrate job performance skills.

19.03 Display expected level of productivity.

19.04 Use evaluations to improve own performance.

19.05 Identify, organize, plan and allocate resources.

19.06 Work cooperatively with others.

19.07 Acquire and use information including using computers.

19.08 Work effectively within the context of complex interrelationships.

## CTE Standards and Benchmarks

19.09 Work with a variety of technologies.

19.10 Perform basic computer operations.

Listed below are the standards that Career and Education Planning [these must be met to satisfy the requirements of Section 1003.4156, Florida Statutes:

~~The student will be able to:~~

1

## Standards and Benchmarks

20.0 Explain his or her career interests, skills and values. The student will be able to:

20.01 Describe his or her career interests based on a career interest assessment, personal experience, career informational interviews, research and/or reflection.

~~19.14~~20.02 Describe the influences that societal, economic, and technological changes have on employment trends and future training. Describe what career-related skills are his or her current strengths or could become strengths in the future with practice and training based on a career skill assessment, personal experience and/or reflection.

~~19.12~~20.03 Develop skills to locate, evaluate, and interpret career information. Describe what lifestyle and workplace values are most important to them to consider during career decision making, such as salary and benefits, work environment, the nature of the work and work/life balance.

20.04 Describe what values that relate to positively impacting others and the world are most important to them to weigh during career decision making.

21.0 Describe occupations and industries in his or her region. The student will be able to:

21.01 Define Career Clusters, industries and occupations.

21.02 Define regional poverty, average and family-sustaining wage thresholds.

21.03 Review local labor market data to identify the top five regional occupations as relates to each of the following: employment, growth and salary.

21.04 List three occupations that align with his or her personal career interests, skills and values.

21.05 List the regional salary, employment and growth of three occupations they are most interested in learning more about.

21.06 Summarize occupational content learned through a career informational interview, career fair, job shadowing, service learning, guest speaker, project-based learning, work-based learning, worksite visit or other firsthand experience.

22.0 Describe a variety of postsecondary pathways. The student will be able to:

22.01 Evaluate the pros and cons of pursuing education, employment, entrepreneurship or enlistment immediately following high school.

<del>19.13</del> 22.02	<del>Identify and demonstrate processes for making short and long term goals.</del> Define postsecondary training provider options and their admissions requirements, including apprenticeships, technical colleges, state or community colleges, universities and industry-recognized certification providers.
22.03	Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees
22.04	Explain training options aligned with his or her career assessment results and occupational exploration.
22.05	Review postsecondary training data and list the total cost, average debt after graduation and median earnings and job placement rates of students who completed the student's preferred postsecondary training option.
22.06	Summarize what they learned about his or her preferred postsecondary training provider through online research; virtual or in-person tours; a college fair; and/or interviewing a current student, alumni or staff member.
23.0	Create a personalized career and academic plan. The student will be able to:
23.01	Prioritize an occupation for plan formation using one or more decision making techniques, such as a decision matrix, pros and cons analysis or other means
23.02	Explain the reasoning for choosing to pursue his or her preferred occupation
<del>19.14</del> 23.03	<del>Demonstrate</del> Identify which credentials, technical skills, and employability <del>skills such as working in a group, problem-solving and organizational skills, and the importance of</del> entrepreneurship <del>skills are relevant to his or her preferred career pathway.</del>
23.04	Prioritize a recognized postsecondary credential (industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees) aligned with his or her chosen occupation using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.
<del>19.15</del> 23.05	<del>Understand the relationship between educational achievement and career choices/postsecondary options.</del> Prioritize a postsecondary training provider aligned with his or her recognized postsecondary credential goal using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.
23.06	Define means of paying for postsecondary training, including scholarships (must include State scholarships), grants, savings, work, work-study programs, private loans and Federal loans.
<del>19.16</del> 23.07	<del>Identify a career cluster and related pathways that match career and education goals.</del> Describe ways of meeting the requirements of Florida's graduation pathways and obtaining accelerated credit, work-based learning experience, career and technical education credit and industry-recognized certifications in high school.
<del>19.17</del> 23.08	Develop a <del>career and education plan</del> freshman year course schedule that <del>includes short and long term goals, meets</del> high school <del>program of study, and postsecondary/</del> graduation requirements and that provides academic and career preparation aligned with the student's career goals.
<del>19.18</del> 23.09	<del>Demonstrate knowledge of technology and its application in career fields/clusters.</del> Identify extracurricular activities aligned with his or her occupational and postsecondary training goals.

## Additional Information

### Laboratory Activities

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

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at [sala@fldoe.org](mailto:sala@fldoe.org) .

### Cooperative Training – OJT

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

### Special Notes

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

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

Primary emphasis will be given to the diagnosis of the individual's interest and aptitude, followed by involvement in appropriate occupational competencies, consistent with the individual's education level. This program is designed to allow the institution's career and technical education department in cooperation with the Division of Career and adult Education to develop student performance standards for specific instructional components based upon identified occupational titles in any of the career clusters of Agriculture, Food and Natural Resources; Architecture and

Construction; Arts, A/V Technology and Communication; Business, Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety and Security; Manufacturing; Marketing, Sales and Services; Science, Technology, Engineering and Mathematics (STEM); and Transportation, Distribution and Logistics. This curriculum framework and the adopted student performance standards will be the basis for program operation and program review. The specialized student performance standards will be based upon:

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

### Cooperative Training – OJT

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

### Career Planning

**Effective July 1, 2019, per Section 1003.4156, Florida Statutes (F.S.), for students to meet middle grades promotion requirements, a Career and Education Planning course must be completed in either sixth, seventh, or eighth grade.** These courses should be taught integrating the eight career and education planning course standards.

### Accommodations

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

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

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



Florida Department of Education  
Curriculum Framework

**Program Title:** Vocational Employability Skills for Youth  
**Program Type:** Non-Career Preparatory  
**Career Cluster:** Additional CTE Programs/Courses

Secondary – Non-Career Preparatory	
Program Number	9001920
CIP Number	11990007SN
Grade Level	6-12
Program Length	.5/multiple credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	N/A
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

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

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

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

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

**Program Structure**

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

The following table illustrates the secondary program structure:

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

*(Graduation Requirement Codes: CT=Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA=Mathematics, PL=Personal Financial Literacy)*

Common Florida's Career Technical Core—Career Ready Practices Readiness Skills for CTE Programs

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

<u>Employability Skills</u>	
<u>01.0</u>	<u>Apply academic skills to workplace scenarios.</u>
<u>01.01</u>	<u>Use reading skills.</u>
<u>01.02</u>	<u>Use writing skills.</u>
<u>01.03</u>	<u>Use mathematical strategies and procedures.</u>
<u>01.04</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>

<a href="#"><u>02.01 Use critical thinking.</u></a>
<a href="#"><u>02.02 Use creativity.</u></a>
<a href="#"><u>02.03 Make sound decisions.</u></a>
<a href="#"><u>02.04 Solve problems.</u></a>
<a href="#"><u>02.05 Reason.</u></a>
<a href="#"><u>02.06 Plan and organize.</u></a>
<a href="#"><u>03.0 Manage resources within an industry project</u></a>
<a href="#"><u>03.01 Manage time.</u></a>
<a href="#"><u>03.02 Manage money or resources.</u></a>
<a href="#"><u>03.03 Manage materials.</u></a>
<a href="#"><u>03.04 Manage personnel.</u></a>
<a href="#"><u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u></a>
<a href="#"><u>04.01 Manage systems.</u></a>
<a href="#"><u>04.02 Monitor systems.</u></a>
<a href="#"><u>04.03 Improve systems.</u></a>
<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><a href="#"><u>Career Exploration &amp; Planning</u></a></b>
<a href="#"><u>10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</u></a>
<a href="#"><u>10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u></a>
<a href="#"><u>10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</u></a>
<a href="#"><u>11.0 Explain postsecondary pathways aligned with his or her career aspirations.</u></a>
<a href="#"><u>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u></a>
<a href="#"><u>11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u></a>

11.03	<a href="#"><u>Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u></a>
11.04	<a href="#"><u>Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</u></a>
12.0	<a href="#"><u>Develop a personalized career and academic plan.</u></a>
12.01	<a href="#"><u>Prioritize an occupation, credential and postsecondary training provider for plan formation.</u></a>
12.02	<a href="#"><u>Self-assess progress toward meeting graduation requirements and skill-development goals.</u></a>
12.03	<a href="#"><u>Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</u></a>
12.04	<a href="#"><u>Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u></a>
12.05	<a href="#"><u>Develop a postsecondary training budget that is inclusive of living and school expenses.</u></a>
<b><a href="#"><u>Job Attainment</u></a></b>	
13.0	<a href="#"><u>Find, assess and apply to job opportunities.</u></a>
13.01	<a href="#"><u>Identify online job posts relevant to his or her career aspirations.</u></a>
13.02	<a href="#"><u>Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u></a>
13.03	<a href="#"><u>Define what information, documentation and writing prompts are required for the positions.</u></a>
14.0	<a href="#"><u>Communicate personal competence, character and fit for a job opportunity.</u></a>
14.01	<a href="#"><u>Develop a resume.</u></a>
14.02	<a href="#"><u>Write a cover letter.</u></a>
14.03	<a href="#"><u>Curate a professional portfolio that includes work products.</u></a>
14.04	<a href="#"><u>Prepare for and experience a mock job interview.</u></a>
15.0	<a href="#"><u>Cultivate and leverage relationships to professionally advance.</u></a>
15.01	<a href="#"><u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
15.02	<a href="#"><u>Develop a plan to cultivate a professional digital footprint.</u></a>
15.03	<a href="#"><u>Develop a networking plan for a specific industry of interest.</u></a>

## **Standards**

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

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

## **OPTIONAL**

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

Florida Department of Education  
Student Performance Standards

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

**Course Description:**

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

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

**CTE Standards and Benchmarks**

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

**CTE Standards and Benchmarks**

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

**CTE Standards and Benchmarks**

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

## CTE Standards and Benchmarks

11.01	Define <i>entrepreneurship</i> .
11.02	Research innovations and the names and biographies of famous entrepreneurs, past and present.
11.03	Discuss the evolution of entrepreneurship.
11.04	Describe the differences between a product-based business and a service-based business.
11.05	Identify the contributions of entrepreneurs to the economic growth of the United States.
11.06	Discuss future prospects for entrepreneurship and its anticipated impact on the economy.
11.07	Discuss the role of the entrepreneur in his/her local community (e.g., mentoring, philanthropy).
12.0	Discuss entrepreneurship as a career choice. The student will be able to:
12.01	Describe reasons for becoming an entrepreneur.
12.02	Identify characteristics common to successful entrepreneurs; research famous entrepreneurs.
12.03	Identify the education, aptitudes, and skills recommended for entrepreneurs.
12.04	Discuss the advantages and disadvantages of self-employment.
12.05	Discuss entrepreneurship as a personal goal.
12.06	Assess personal potential for entrepreneurship.
12.07	Identify career paths in supervisory, management, and small business environments.
13.0	Identify the basic economic principles of entrepreneurship. The student will be able to:
13.01	Identify the role of small businesses in the global economy.
13.02	Define and discuss <i>profit motive</i> and its impact on business.
13.03	Identify the different types of competition and explain the impact of competition on businesses (e.g., direct, indirect, price, non-price, competitive position).
13.04	Describe the differences between industrial and consumer goods.
13.05	Define <i>land</i> , <i>labor</i> , <i>capital</i> , and <i>entrepreneurship</i> as factors of production.
13.06	Discuss form, place, time, possession, and information utility.

**CTE Standards and Benchmarks**

13.07	Explain the meaning and causes of scarcity.
13.08	Identify the components of the Law of Supply and Demand in a free enterprise system.
13.09	Identify the stages of the product life cycle and the characteristics of each stage.
13.10	Identify the roles and types of producers, distributors, and services in the current business economy.
13.11	Discuss major fields of business activity (e.g., extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
13.12	Discuss the four parts of a business (production, finance, marketing, customer service).
13.13	Identify factors that contribute to the success of a small business.
13.14	Describe the process of starting a small business.
13.15	Explain the procedures for registering a sole proprietorship and obtaining a sales tax identification number.
13.16	Discuss reasons for small business failure; develop an exit strategy and plan.
13.17	Recognize opportunities for small businesses in the global marketplace.
14.0	Describe the importance of professional ethics and legal responsibilities. The student will be able to:
14.01	Evaluate and justify decisions based on ethical reasoning.
14.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
14.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
14.04	Interpret and explain written organizational policies and procedures.
15.0	Solve problems using critical thinking skills, creativity and innovation. The student will be able to:
15.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
15.02	Employ critical thinking and interpersonal skills to resolve conflicts.
15.03	Identify and document workplace performance goals and monitor progress toward those goals.
15.04	Conduct technical research to gather information necessary for decision-making.

**CTE Standards and Benchmarks**

16.0 Demonstrate personal money-management concepts, procedures, and strategies. The student will be able to:

16.01 Identify and describe the services and legal responsibilities of financial institutions.

16.02 Describe the effect of money management on personal and career goals.

16.03 Develop a personal budget and financial goals.

16.04 Complete financial instruments for making deposits and withdrawals.

16.05 Maintain financial records.

16.06 Read and reconcile financial statements

16.07 Research, compare and contrast investment opportunities.

17.0 Use appropriate equipment and supplies safely and correctly. The student will be able to:

17.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.

18.0 Demonstrate competencies identified for a specific program component. The student will be able to:

18.01 These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.

**OPTIONAL**

19.0 Demonstrate acquired skills through On-The-Job training. The student will be able to:

19.01 Display a positive attitude toward a job.

19.02 Demonstrate job performance skills.

19.03 Display expected level of productivity.

19.04 Use evaluations to improve own performance.

19.05 Identify, organize, plan and allocate resources.

19.06 Work cooperatively with others.

19.07 Acquire and use information including using computers.

19.08 Work effectively within the context of complex interrelationships.

**CTE Standards and Benchmarks**

19.09 Work with a variety of technologies.

19.10 Perform basic computer operations.

## Additional Information

### Laboratory Activities

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

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at [sala@fldoe.org](mailto:sala@fldoe.org).

### Cooperative Training – OJT

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

### Special Notes

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

- 1) Serving the special needs of institution's clients with an average commitment time of four (4) to six (6) months.
- 2) Organized instruction provided by a qualified instructor.

- 3) Input from a program advisory committee composed of representatives of business and industry.
- 4) Documentation for evaluation and accountability purposes.

### **Accommodations**

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

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

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

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Orientation to Career and Technical Occupations and Career Planning  
**Course Type:** Orientation/Exploratory and Career Planning  
**Career Cluster:** Additional CTE Programs/Courses

**Secondary – Middle School**

Course Number	9100110
CIP Number	10989999CE
Grade Level	6-8
Course Length	Semester
Teacher Certification	Refer to the <b>Course Structure</b> section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

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

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

**Course Structure**

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
9100110	Orientation to Career and Technical Occupations and Career Planning	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE	Semester

**Standards**

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

- 01.0 Identify the resources and technology for career planning.
- 02.0 Identify available career and technical employment opportunities.
- 03.0 Identify components of self-understanding.
- 04.0 Define and demonstrate cognitive skills.
- 05.0 Identify and apply a variety of learning techniques and styles.
- 06.0 Develop effective communication skills.
- 07.0 Demonstrate leadership skills.
- 08.0 Demonstrate workplace readiness skills.

~~Listed below are the standards that~~ **Career and Education Planning [these** must be met to satisfy the requirements of Section 1003.4156, **Florida Statutes:]**

09.0 Explain his or her career interests, skills and values.

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

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

~~11.0 Identify and demonstrate processes for making short and long term goals.~~

10.0 Demonstrate employability skills such as working industries in his or her region.

~~12.0 Describe a group, problem-solving and organizational skills, and the importance variety of entrepreneurship.~~

~~13.0 Understand the relationship between educational achievement and career choices/postsecondary options.~~

~~14.0 11.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.~~

~~15.0 Develop a career and education plan that includes short and long term goals, high school program of study, and postsecondary/career goals.~~

~~16.0 Demonstrate knowledge of technology and its application in career fields/clusters.~~

17.0 12.0 Create a personalized career and academic plan.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Orientation to Career and Technical Occupations and Career Planning  
**Course Number:** 9100110  
**Course Length:** Semester

**Course Description:**

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

<b>CTE Standards and Benchmarks</b>	
01.0	Identify the resources and technology for career planning. The student will be able to:
01.01	Using a variety of resources, assess personal abilities, temperaments, interests, values, experiences, personality traits, academic abilities, and work preferences.
01.02	Identify non-traditional career options.
01.03	Identify high skill/high wage occupations requiring specialized training with growth potential for future employment.
01.04	Using assessments and inventories, match results to a career goal.
01.05	Describe the steps involved in planning for education, career, and life goals.
01.06	Develop a career plan to include training/education requirements, tasks/responsibilities, employment prospects, and career/advancement opportunities.
01.07	Discuss advantages/disadvantages of entering the military, attending a trade/technical school, and/or enrolling at a community college/four-year university.
01.08	Begin creating a portfolio of documents for job placement.
02.0	Identify available career and technical employment opportunities. The student will be able to:
02.01	Identify employment opportunities in the area of Agriscience and Natural Resources.
02.02	Identify employment opportunities in the area of Construction.
02.03	Identify employment opportunities in the area of Manufacturing.
02.04	Identify employment opportunities in the area of Logistics, Transportation, and Distribution Services.
02.05	Identify employment opportunities in the area of Information Technology Services.

<b>CTE Standards and Benchmarks</b>	
02.06	Identify employment opportunities in the area of Wholesale/Retail Sales and Services.
02.07	Identify employment opportunities in the area of Financial Services.
02.08	Identify employment opportunities in the area of Hospitality and Tourism.
02.09	Identify employment opportunities in the area of Business and Administrative Services.
02.10	Identify employment opportunities in the area of Health Services.
02.11	Identify employment opportunities in the area of Human Services.
02.12	Identify employment opportunities in the area of Arts and Communication Services.
02.13	Identify employment opportunities in the area of Legal and Protective Services.
02.14	Identify employment opportunities in the area of Scientific, Engineering, and Technical Services.
03.0	Identify components of self-understanding. The student will be able to:
03.01	Explain how values are acquired and changed.
03.02	Explain how work is affected by values.
03.03	Identify how individuals from diverse backgrounds offer unique contributions.
03.04	Discuss methods for adapting learning styles to the method of instructional delivery.
04.0	Define and demonstrate cognitive skills. The student will be able to:
04.01	Describe importance of time management to complete tasks accurately and on time.
04.02	Outline strategies for effective time management.
04.03	Describe role and relationship between values, aptitudes, abilities, and goal setting and attainment of academic and occupational skills.
04.04	Set personal goals and develop a plan of action to achieve those goals.
04.05	Identify problems and consequences of meeting goals.
04.06	Describe ways to deal with success and failure.
04.07	Exhibit awareness of and respect for others.

<b>CTE Standards and Benchmarks</b>	
04.08	Demonstrate ways to improve test-taking skills, including preparing for standardized tests.
04.09	Explain the steps in decision making.
04.10	Identify the process involved in problem solving.
04.11	Develop an action plan for solving problems and making decisions.
04.12	Identify strategies for building self-esteem and enhancing decision-making skills.
04.13	Demonstrate knowledge of the planning process.
04.14	Demonstrate ability to think creatively and generate new ideas.
04.15	Demonstrate the ability to conduct a systematic analysis of personal strengths and weaknesses.
05.0	Identify and apply a variety of learning techniques and styles. The student will be able to:
05.01	Describe the advantages of good note taking/outlining and listening skills.
05.02	Explain and apply a variety of strategies for knowledge retention of specific data, etc.
05.03	Describe and apply study techniques.
05.04	Discuss and employ a variety of test-taking strategies.
05.05	Discuss the seven intelligences as identified by Howard Gardner (musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal).
05.06	Discuss styles of learning as identified by Anthony Gregorc (concrete sequential, abstract sequential, abstract random, concrete random).
05.07	Identify learning style as auditory language, visual language, auditory numerical, visual numerical, and/or auditory-visual-kinesthetic combination.
06.0	Develop effective communication skills. The student will be able to:
06.01	Identify the effectiveness of assertive, aggressive, and passive communication.
06.02	Dramatize the impact of non-verbal behavior on communication.
06.03	Develop ways to provide effective feedback and deal with criticism.
06.04	Describe the importance of the proper use of grammar, vocabulary, diction, and etiquette.

<b>CTE Standards and Benchmarks</b>	
06.05	Demonstrate ability to communicate in a multicultural setting.
06.06	Demonstrate ability to listen to, follow, and provide directions.
06.07	Participate in group and committee discussions to reach group consensus.
06.08	Write, edit, and revise a communication so that it presents information in a clear, correct, concise, complete, consistent, and courteous manner.
07.0	Demonstrate leadership skills. The student will be able to:
07.01	Demonstrate ability to negotiate, resolve conflict through peer mediation, handle stress, deal with undesirable behavior in others, share in task accomplishment, and build positive working relationships with others.
07.02	Identify characteristics of a leader and team member.
07.03	Define and practice brainstorming.
07.04	Describe the use of teams to increase productivity.
07.05	Demonstrate business and social etiquette.
08.0	Demonstrate workplace readiness skills. The student will be able to:
08.01	Identify resources used in a job search.
08.02	Discuss importance of drug tests and criminal background checks in identifying possible employment options.
08.03	Identify steps of the job application process including arranging for references and proper documentation (e.g., green card).
08.04	Demonstrate appropriate dress and grooming for employment.
08.05	Identify documents that may be required when applying for a job.
08.06	Prepare a résumé (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, letter of recommendation.
08.07	Complete a job application form neatly, legibly, and error free.
08.08	Demonstrate competence in job interview techniques (behavioral).

**Listed below are the standards that Career and Education Planning [these must be met to satisfy the requirements of Section 1003.4156, Florida Statutes:**

The student will be able to:

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## Standards and Benchmarks

09.0 Explain his or her career interests, skills and values. The student will be able to:

09.01 Describe his or her career interests based on a career interest assessment, personal experience, career informational interviews, research and/or reflection.

~~08.09~~09.02 ~~Describe the influences that societal, economic, and technological changes have on employment trends and future training.~~ Describe what career-related skills are his or her current strengths or could become strengths in the future with practice and training based on a career skill assessment, personal experience and/or reflection.

~~08.10~~09.03 ~~Develop skills to locate, evaluate, and interpret career information.~~ Describe what lifestyle and workplace values are most important to them to consider during career decision making, such as salary and benefits, work environment, the nature of the work and work/life balance.

09.04 Describe what values that relate to positively impacting others and the world are most important to them to weigh during career decision making.

10.0 Describe occupations and industries in his or her region. The student will be able to:

10.01 Define Career Clusters, industries and occupations.

10.02 Define regional poverty, average and family-sustaining wage thresholds.

10.03 Review local labor market data to identify the top five regional occupations as relates to each of the following: employment, growth and salary.

10.04 List three occupations that align with his or her personal career interests, skills and values.

10.05 List the regional salary, employment and growth of three occupations they are most interested in learning more about.

10.06 Summarize occupational content learned through a career informational interview, career fair, job shadowing, service learning, guest speaker, project-based learning, work-based learning, worksite visit or other firsthand experience.

11.0 Describe a variety of postsecondary pathways. The student will be able to:

11.01 Evaluate the pros and cons of pursuing education, employment, entrepreneurship or enlistment immediately following high school.

~~08.11~~11.02 ~~Identify and demonstrate processes for making short and long term goals.~~ Define postsecondary training provider options and their admissions requirements, including apprenticeships, technical colleges, state or community colleges, universities and industry-recognized certification providers.

11.03 Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees

11.04 Explain training options aligned with his or her career assessment results and occupational exploration.

11.05 Review postsecondary training data and list the total cost, average debt after graduation and median earnings and job placement rates of students who completed the student's preferred postsecondary training option.

11.06 Summarize what they learned about his or her preferred postsecondary training provider through online research; virtual or in-person tours; a college fair; and/or interviewing a current student, alumni or staff member.

12.0	<u>Create a personalized career and academic plan. The student will be able to:</u>
12.01	<u>Prioritize an occupation for plan formation using one or more decision making techniques, such as a decision matrix, pros and cons analysis or other means</u>
12.02	<u>Explain the reasoning for choosing to pursue his or her preferred occupation</u>
<del>08.12</del> 12.03	<del>Demonstrate</del> <u>Identify which credentials, technical skills, and employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship— skills are relevant to his or her preferred career pathway.</u>
12.04	<u>Prioritize a recognized postsecondary credential (industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees) aligned with his or her chosen occupation using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.</u>
<del>08.13</del> 12.05	<del>Understand the relationship between educational achievement and career choices/postsecondary options.</del> <u>Prioritize a postsecondary training provider aligned with his or her recognized postsecondary credential goal using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.</u>
12.06	<u>Define means of paying for postsecondary training, including scholarships (must include State scholarships), grants, savings, work, work-study programs, private loans and Federal loans.</u>
<del>08.14</del> 12.07	<del>Identify a career cluster and related pathways through an interest assessment that match career and education goals.</del> <u>Describe ways of meeting the requirements of Florida's graduation pathways and obtaining accelerated credit, work-based learning experience, career and technical education credit and industry-recognized certifications in high school.</u>
<del>08.15</del> 12.08	<del>Develop a career and education plan</del> <u>freshman year course schedule that includes short and long term goals, meets high school program of study, and postsecondary/graduation requirements and that provides academic and career preparation aligned with the student's career goals.</u>
<del>08.16</del> 12.09	<del>Demonstrate knowledge of technology and its application in career fields/clusters.</del> <u>Identify extracurricular activities aligned with his or her occupational and postsecondary training goals.</u>

## 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.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.EEL.SI.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 at [sala@fldoe.org](mailto:sala@fldoe.org).

### Career Planning

**Effective July 1, 2019, per Section 1003.4156, Florida Statutes (F.S.), for students to meet middle grades promotion requirements, a Career and Education Planning course must be completed in either sixth, seventh, or eighth grade.** These courses should be taught integrating the eight career and education planning course standards.

### Career and Technical Student Organization (CTSO)

~~The following list identifies the appropriate~~ CTSOs are co-curricular career and technical student organizations ~~for~~ providing leadership training and reinforcing specific career and technical skills: ~~Business Professionals of America (BPA), DECA, Family, Career and Community Leaders of America (FCCLA), FFA, Florida Public Service Association (FPSA), Florida Technology Student Association (FL-TSA), Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL), HOSA: Future Health Professionals (HOSA), and SkillsUSA.~~ Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. Other CTOS not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### 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:** CTE Practicum and Clinical Experience  
**Course Type:** Non-Career Preparatory  
**Career Cluster:** Additional CTE Programs/Courses

<u>Secondary – Non-Career Preparatory</u>	
<u>Course Number</u>	<u>9601100</u>
<u>CIP Number</u>	<u>1032011100</u>
<u>Grade Level</u>	<u>9-12</u>
<u>Course Length</u>	<u>Variable</u>
<u>Teacher Certification</u>	<u>Refer to the <b>Course Structure</b> section.</u>
<u>CTSO</u>	<u>N/A</u>
<u>CTE Program Resources</u>	<u><a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a></u>

**Purpose**

This course provides students with a structured work-based learning experience designed to bridge academic knowledge with practical workplace skills. Through immersion in a professional environment, students will gain a comprehensive understanding of their role, develop essential employability and technical skills, and curate a professional portfolio to showcase their achievements. The course emphasizes aligning individual responsibilities with the employer’s mission, vision, and values, while fostering workplace safety awareness and reflective practices to enhance personal and career development.

This course is differentiated from other work-based learning courses in that it:

- Must be unpaid
- Work may be completed on- or off-campus
- Requires co- or pre-requisite enrollment in a career and technical education program. Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.

**Course Requirements**

- Before Work Starts
  - Research if the employer is registered with Florida’s Department of State’s Division of Corporations: <https://dos.fl.gov/sunbiz/search/>. While a variety of legal and safe employment opportunities are permissible, priority should be given to securing placement in a position within the Career Cluster or industry aligned with the student’s aspirations.

- Develop a training agreement and plan that is signed by the employer supervisor, the student, the teacher of record, and, for students younger than 18 years of age, a parent or legal guardian (see Rule 6A-23.0042(3)(a)1., F.A.C., for required training agreement content). Visit the FDOE’s Work-Based Learning website for voluntary use templates: <https://www.fldoe.org/academics/career-adult-edu/work-based-learning.stml>
- Ensure, prior to a student engaging in a work-based learning opportunity, that the student is covered by the employer’s workers’ compensation insurance coverage or has medical insurance coverage for injury or illness related to the work-based learning opportunity (see Rule 6A-23.0042(4)(a)8., F.A.C.).
- Define local policies related to employer supervisor background checks, student and employer orientation, student reflection, student performance assessment and work hours documentation (see Rule 6A-23.0042(4)(a)1., F.A.C.).
- Ensure that students with disabilities are provided all legally required and reasonable work accommodations.
- Determine how many credits the students work will earn. Notwithstanding Full-Time Equivalency requirements for the Florida Education Finance Program, a minimum of 135 hours of work must be completed for the awarding of one high school credit or 67.5 hours of work for 0.5 high school credit (see s. 1003.436(1)(a), F.S.). A student may earn multiple credits in this course. Seat time for classroom instruction beyond the required 135 hours of work per high school credit is encouraged but not required, including for training agreement/plan development and finalization, assessment results coaching, resume and/or portfolio development and feedback, and reflection review. If a student’s employment status changes, the student must receive classroom instructional hours equal to or greater than the anticipated work hours. These instructional hours must support the student’s attainment of employment and mastery of this framework’s and the training agreement/plan’s learning objectives. Documentation of this instruction is maintained in the student’s file.
- Identify the locally-determined enrollment capacity limit per class section. Ensure that the teacher of record is able to adequately oversee the student’s skill development and the course’s compliance.
- During Work
  - Work with the student and employer on assessing skill development and providing coaching to ensure the experience meets the goals and outcomes of the training agreement and plan.
  - Maintain channels of communication both with the employer and the student as well as perform site visits (in-person or virtually) to ensure both the needs of the employer and student are being met. The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student’s progress in attaining the competencies listed in the training plan.
  - Collect proof of work hours for FEFP auditing purposes. Maintain documentation on file for at least 5 years. Each timecard must include:
    - Student name
    - Business name
    - Hours worked with dates
    - Supervisor name
    - Supervisor dated signature (can be digital)
- After the Work Experience
  - Ensure that the student has reflected on their experience.
  - Engage the employer to receive student performance assessment results and feedback to improve future work-based learning opportunities.

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 secondary course structure:

<u>Course Number</u>	<u>Course Title</u>	<u>Teacher Certification</u>	<u>Length</u>	<u>Level</u>	<u>Graduation Requirement</u>
<u>9601100</u>	<u>CTE Practicum and Clinical Experience</u>	<u>ANY FIELD</u>	<u>Variable</u>	<u>2</u>	<u>CT</u>

(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)

Florida’s Career Readiness Skills for CTE Programs

<u>Employability Skills</u>	
01.0	<u>Apply academic skills to workplace scenarios.</u>
01.01	<u>Use reading skills.</u>
01.02	<u>Use writing skills.</u>
01.03	<u>Use mathematical strategies and procedures.</u>
01.04	<u>Use scientific principles and procedures.</u>
02.0	<u>Design a solution to an industry problem.</u>
02.01	<u>Use critical thinking.</u>
02.02	<u>Use creativity.</u>
02.03	<u>Make sound decisions.</u>
02.04	<u>Solve problems.</u>
02.05	<u>Reason.</u>
02.06	<u>Plan and organize.</u>
03.0	<u>Manage resources within an industry project</u>
03.01	<u>Manage time.</u>
03.02	<u>Manage money or resources.</u>
03.03	<u>Manage materials.</u>
03.04	<u>Manage personnel.</u>
04.0	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
04.01	<u>Manage systems.</u>
04.02	<u>Monitor systems.</u>
04.03	<u>Improve systems.</u>
05.0	<u>Use information for decision making.</u>
05.01	<u>Locate information.</u>
05.02	<u>Organize information.</u>
05.03	<u>Use information.</u>

05.04	<a href="#">Analyze information.</a>
05.05	<a href="#">Communicate information.</a>
06.0	<a href="#">Apply relevant technology to workplace scenarios to aid productivity.</a>
06.01	<a href="#">Use technology.</a>
07.0	<a href="#">Interpret and express interpersonal communication.</a>
07.01	<a href="#">Communicate verbally.</a>
07.02	<a href="#">Listen actively.</a>
07.03	<a href="#">Comprehend written material.</a>
07.04	<a href="#">Convey information in writing.</a>
07.05	<a href="#">Communicate nonverbally.</a>
07.06	<a href="#">Interpret nonverbal communication.</a>
08.0	<a href="#">Interact with others to accomplish workplace goals.</a>
08.01	<a href="#">Collaborate with others in a team.</a>
08.02	<a href="#">Respond to customer needs.</a>
08.03	<a href="#">Exercise leadership.</a>
08.04	<a href="#">Negotiate to resolve conflict.</a>
08.05	<a href="#">Respect others.</a>
09.0	<a href="#">Manage personal behavior to maximize productivity and professional growth.</a>
09.01	<a href="#">Demonstrate responsibility and self-discipline.</a>
09.02	<a href="#">Adapt and show flexibility.</a>
09.03	<a href="#">Work independently.</a>
09.04	<a href="#">Demonstrate a willingness to learn.</a>
09.05	<a href="#">Demonstrate integrity.</a>
09.06	<a href="#">Demonstrate professionalism.</a>
09.07	<a href="#">Take initiative.</a>
09.08	<a href="#">Display positive attitude.</a>
09.09	<a href="#">Take responsibility for professional growth.</a>

<u>Career Exploration &amp; Planning</u>	
10.0	<u>Explain career opportunities aligned with the regional economy and personal aspirations.</u>
10.01	<u>Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u>
10.02	<u>Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</u>
11.0	<u>Explain postsecondary pathways aligned with his or her career aspirations.</u>
11.01	<u>Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u>
11.02	<u>Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u>
11.03	<u>Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u>
11.04	<u>Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</u>
12.0	<u>Develop a personalized career and academic plan.</u>
12.01	<u>Prioritize an occupation, credential and postsecondary training provider for plan formation.</u>
12.02	<u>Self-assess progress toward meeting graduation requirements and skill-development goals.</u>
12.03	<u>Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</u>
12.04	<u>Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u>
12.05	<u>Develop a postsecondary training budget that is inclusive of living and school expenses.</u>
<u>Job Attainment</u>	
13.0	<u>Find, assess and apply to job opportunities.</u>
13.01	<u>Identify online job posts relevant to his or her career aspirations.</u>
13.02	<u>Compare and contrast the job posts’ required qualifications, job duties, compensation, benefits and employers.</u>
13.03	<u>Define what information, documentation and writing prompts are required for the positions.</u>
14.0	<u>Communicate personal competence, character and fit for a job opportunity.</u>
14.01	<u>Develop a resume.</u>
14.02	<u>Write a cover letter.</u>
14.03	<u>Curate a professional portfolio that includes work products.</u>
14.04	<u>Prepare for and experience a mock job interview.</u>

15.0	<u>Cultivate and leverage relationships to professionally advance.</u>
15.01	<u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
15.02	<u>Develop a plan to cultivate a professional digital footprint.</u>
15.03	<u>Develop a networking plan for a specific industry of interest.</u>

Standards

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

- 01.0 Define the position's role, responsibilities, safety procedures and how the position fits within the employer's larger mission, vision and values.
- 02.0 Define the skill learning objectives, how he or she will be assessed on those skills, and when those assessments will take place.
- 03.0 Curate a professional portfolio with a resume, work product examples, references/endorsements (if available) and a reflection on the work-based learning experience.

Florida Department of Education  
Student Performance Standards

Course Title:        CTE Practicum and Clinical Experience  
Course Number:    9601100  
Course Credit:     Variable

Course Description:

This course provides students with a structured work-based learning experience designed to bridge academic knowledge with practical workplace skills. Through immersion in a professional environment, students will gain a comprehensive understanding of their role, develop essential employability and technical skills, and curate a professional portfolio to showcase their achievements. The course emphasizes aligning individual responsibilities with the employer’s mission, vision, and values, while fostering workplace safety awareness and reflective practices to enhance personal and career development.

<u>CTE Standards and Benchmarks</u>	
01.0	<u>Define the position’s role, responsibilities, safety procedures and how the position fits within the employer’s larger mission, vision and values.</u>
01.01	<u>Define the position’s role and responsibilities.</u>
01.02	<u>Explain the employer’s mission, vision and values.</u>
01.03	<u>Explain workplace safety risks, risk mitigation strategies, and reporting procedures for the position.</u>
02.0	<u>Define the skill learning objectives, how he or she will be assessed on those skills, and when those assessments will take place.</u>
02.01	<u>Describe what employability and technical skills he or she will learn.</u>
02.02	<u>Describe employee performance review standards and timelines for employee evaluations.</u>
02.03	<u>Describe how and when time sheets are to be submitted to the school.</u>
03.0	<u>Curate a professional portfolio with a resume, work product examples, references/endorsements (if available) and a reflection on the work-based learning experience.</u>
03.01	<u>Create or update a resume to list accomplishments achieved during the work-based learning opportunity that may be valued by future employers.</u>
03.02	<u>Curate content from the work-based learning experience into a professional portfolio of work products.</u>
03.03	<u>Explain the personal and industry insights gained from the experience.</u>
03.04	<u>Explain how the experience has influenced his or her future academic and career plans.</u>
03.05	<u>Describe how the work-based learning opportunity could be improved for future students.</u>

**CTE Standards and Benchmarks**

03.06 Request a signed reference letter, letter of recommendation, and/or an online skill/professionalism endorsement from one or more supervisors or coworkers.

## Additional Information

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at SALA@fldoe.org.

### Accommodations

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

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

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

Florida Department of Education  
Curriculum Framework

**Course Title:** Mentored Industry Project  
**Course Type:** Non-Career Preparatory  
**Career Cluster:** Additional CTE Programs/Courses

<u>Secondary – Non-Career Preparatory</u>	
<u>Course Number</u>	<u>9601200</u>
<u>CIP Number</u>	<u>1032011101</u>
<u>Grade Level</u>	<u>9-12</u>
<u>Course Length</u>	<u>Multiple</u>
<u>Teacher Certification</u>	<u>Refer to the <b>Course Structure</b> section.</u>
<u>CTSO</u>	<u>N/A</u>
<u>CTE Program Resources</u>	<u><a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a></u>

**Purpose**

This course aims to immerse students in a real-world industry project. Through a project-based learning approach, students will cultivate essential professional skills by identifying and analyzing industry challenges, collaborating with industry partners to refine their problem definition, and developing comprehensive project plans. Students will then execute their plans, gaining practical experience in applying theoretical knowledge to solve tangible problems. The course culminates in a formal presentation to industry professionals, fostering critical feedback and reflection, ultimately enabling students to bridge the gap between academic learning and professional practice, and develop a deeper understanding of industry dynamics. This course will help students simultaneously develop employability, technical and project management skills.

This course is differentiated from other work-based learning courses in that:

- The work is unpaid.
- Work is completed on-campus (though related off-campus excursions are encouraged).
- Does not require co- or pre-requisite enrollment in a career and technical education program, though this course may appropriately be used as a capstone experience for concentrators in a career and technical education program.

**Course Requirements**

To meet the definition of ‘work-based learning opportunity’ under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Public Law 115-224 section 7(55), the experience must involve “sustained interactions with industry or community professionals.” This work-based learning course must involve two or more industry and community professionals that are not the instructor so as to expand the students’

industry network, guide the project specifications and development of the projects(s) as well as provide real-world feedback on the students' work products. Interactions can be virtual or correspondence and should be monitored by the teacher of record.

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.

A minimum of 135 hours of project work and instruction must be completed for the awarding of one high school credit or 67.5 hours of work for 0.5 high school credit (see s. 1003.436(1)(a), F.S.). A student may earn multiple credits in this course.

The following table illustrates the secondary course structure:

<u>Course Number</u>	<u>Course Title</u>	<u>Teacher Certification</u>	<u>Length</u>	<u>Level</u>	<u>Graduation Requirement</u>
<u>9601200</u>	<u>Mentored Industry Project</u>	<u>ANY FIELD</u>	<u>Variable</u>	<u>2</u>	<u>CT</u>

(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)

Florida’s Career Readiness Skills for CTE Programs

<u>Employability Skills</u>	
01.0	<u>Apply academic skills to workplace scenarios.</u>
01.01	<u>Use reading skills.</u>
01.02	<u>Use writing skills.</u>
01.03	<u>Use mathematical strategies and procedures.</u>
01.04	<u>Use scientific principles and procedures.</u>
02.0	<u>Design a solution to an industry problem.</u>
02.01	<u>Use critical thinking.</u>
02.02	<u>Use creativity.</u>
02.03	<u>Make sound decisions.</u>
02.04	<u>Solve problems.</u>
02.05	<u>Reason.</u>
02.06	<u>Plan and organize.</u>
03.0	<u>Manage resources within an industry project</u>
03.01	<u>Manage time.</u>
03.02	<u>Manage money or resources.</u>
03.03	<u>Manage materials.</u>
03.04	<u>Manage personnel.</u>
04.0	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
04.01	<u>Manage systems.</u>
04.02	<u>Monitor systems.</u>
04.03	<u>Improve systems.</u>
05.0	<u>Use information for decision making.</u>
05.01	<u>Locate information.</u>
05.02	<u>Organize information.</u>
05.03	<u>Use information.</u>

05.04	<a href="#">Analyze information.</a>
05.05	<a href="#">Communicate information.</a>
06.0	<a href="#">Apply relevant technology to workplace scenarios to aid productivity.</a>
06.01	<a href="#">Use technology.</a>
07.0	<a href="#">Interpret and express interpersonal communication.</a>
07.01	<a href="#">Communicate verbally.</a>
07.02	<a href="#">Listen actively.</a>
07.03	<a href="#">Comprehend written material.</a>
07.04	<a href="#">Convey information in writing.</a>
07.05	<a href="#">Communicate nonverbally.</a>
07.06	<a href="#">Interpret nonverbal communication.</a>
08.0	<a href="#">Interact with others to accomplish workplace goals.</a>
08.01	<a href="#">Collaborate with others in a team.</a>
08.02	<a href="#">Respond to customer needs.</a>
08.03	<a href="#">Exercise leadership.</a>
08.04	<a href="#">Negotiate to resolve conflict.</a>
08.05	<a href="#">Respect others.</a>
09.0	<a href="#">Manage personal behavior to maximize productivity and professional growth.</a>
09.01	<a href="#">Demonstrate responsibility and self-discipline.</a>
09.02	<a href="#">Adapt and show flexibility.</a>
09.03	<a href="#">Work independently.</a>
09.04	<a href="#">Demonstrate a willingness to learn.</a>
09.05	<a href="#">Demonstrate integrity.</a>
09.06	<a href="#">Demonstrate professionalism.</a>
09.07	<a href="#">Take initiative.</a>
09.08	<a href="#">Display positive attitude.</a>
09.09	<a href="#">Take responsibility for professional growth.</a>

## Career Exploration & Planning

- 10.0 Explain career opportunities aligned with the regional economy and personal aspirations.
- 10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.
- 10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.
- 11.0 Explain postsecondary pathways aligned with his or her career aspirations.
- 11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).
- 11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.
- 11.03 Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.
- 11.04 Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.
- 12.0 Develop a personalized career and academic plan.
- 12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.
- 12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.
- 12.03 Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.
- 12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.
- 12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.

## Job Attainment

- 13.0 Find, assess and apply to job opportunities.
- 13.01 Identify online job posts relevant to his or her career aspirations.
- 13.02 Compare and contrast the job posts’ required qualifications, job duties, compensation, benefits and employers.
- 13.03 Define what information, documentation and writing prompts are required for the positions.
- 14.0 Communicate personal competence, character and fit for a job opportunity.
- 14.01 Develop a resume.
- 14.02 Write a cover letter.
- 14.03 Curate a professional portfolio that includes work products.
- 14.04 Prepare for and experience a mock job interview.

15.0	<u>Cultivate and leverage relationships to professionally advance.</u>
15.01	<u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
15.02	<u>Develop a plan to cultivate a professional digital footprint.</u>
15.03	<u>Develop a networking plan for a specific industry of interest.</u>

Standards

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

- 01.0 Explain an industry problem that was prioritized through research, group/instructor feedback, and/or industry feedback.
- 02.0 Prioritize a solution to the identified industry problem.
- 03.0 Create a project plan.
- 04.0 Assess the project's progress and quality.
- 05.0 Present the project's results to industry.
- 06.0 Reflect on their work-based learning opportunity and what they have gained from the experience.

**Florida Department of Education**  
**Student Performance Standards**

**Course Title:**        **Mentored Industry Project**  
**Course Number:**   **9601200**  
**Course Credit:**     **Variable**

**Course Description:**

This course aims to immerse students in a real-world industry project. Through a project-based learning approach, students will cultivate essential professional skills by identifying and analyzing industry challenges, collaborating with industry partners to refine their problem definition, and developing comprehensive project plans. Students will then execute their plans, gaining practical experience in applying theoretical knowledge to solve tangible problems. The course culminates in a formal presentation to industry professionals, fostering critical feedback and reflection, ultimately enabling students to bridge the gap between academic learning and professional practice, and develop a deeper understanding of industry dynamics. This course will help students simultaneously develop employability, technical and project management skills.

<b><u>CTE Standards and Benchmarks</u></b>	
01.0	<u>Explain an industry problem that was prioritized through research, group/instructor feedback and/or industry feedback. The student will be able to:</u>
01.01	<u>Identify three real-world industry problems faced by customers, businesses, or organizations through research and/or industry representative feedback.</u>
01.02	<u>Prioritize one of the real-world industry problems for solution development based on research and group/instructor feedback.</u>
01.03	<u>Present a summary of the real-world problem to an industry representative for feedback related to feasibility and industry accuracy.</u>
01.04	<u>Write a problem summary that accounts for the feedback received from the group/instructor, industry and cites relevant sources.</u>
02.0	<u>Prioritize a solution to the identified industry problem. The student will be able to:</u>
02.01	<u>Create a list of five possible solutions to the identified industry problem based on brainstorming, group/instructor discussion and research.</u>
02.02	<u>Assess the feasibility and anticipated effectiveness of each possible solution.</u>
02.03	<u>Write a project proposal that defines the proposed solution.</u>
02.04	<u>Edit the project proposal based on group, industry and/or instructor feedback.</u>
03.0	<u>Create a project plan. The student will be able to:</u>
03.01	<u>Define the scope of the project, including the deliverables and measures of success.</u>
03.02	<u>Create a breakdown of the project’s tasks, how many hours the tasks are estimated to take, who is responsible for each task, what resources are needed, deliverable quality standards and the due date for the tasks.</u>
03.03	<u>Determine how communication on the tasks will take place amongst project collaborators.</u>

03.04	<a href="#"><u>Identify risks that could affect the project’s outcomes and propose mitigation strategies.</u></a>
03.05	<a href="#"><u>Present the project plan to classmates, the instructor, and/or industry representatives for feedback and improvement.</u></a>
04.0	<a href="#"><u>Assess the project’s progress and quality. The student will be able to:</u></a>
04.01	<a href="#"><u>Carry out tasks according to the schedule and project plan.</u></a>
04.02	<a href="#"><u>Monitor deliverables to ensure they meet quality standards.</u></a>
04.03	<a href="#"><u>Compare actual progress against the project plan.</u></a>
05.0	<a href="#"><u>Present the project’s results to industry. The student will be able to:</u></a>
05.01	<a href="#"><u>Summarize the project’s process and outcomes in a clear and concise manner suitable for presentation.</u></a>
05.02	<a href="#"><u>Create engaging visual aids (e.g., slides, charts, or demonstrations) that effectively communicate the project’s results.</u></a>
05.03	<a href="#"><u>Respond to industry stakeholders’ questions with clarity, accuracy and relevance, showcasing a deep understanding of the project.</u></a>
06.0	<a href="#"><u>Reflect on their project. The student will be able to:</u></a>
06.01	<a href="#"><u>Create or update a resume to list accomplishments achieved during the project that may be valued by future employers.</u></a>
06.02	<a href="#"><u>Curate content from the project into a professional portfolio of work products.</u></a>
06.03	<a href="#"><u>Explain the personal and industry insights gained from the experience.</u></a>
06.04	<a href="#"><u>Explain how the experience has influenced his or her future academic and career plans.</u></a>
06.05	<a href="#"><u>Describe how the project could be improved for future students.</u></a>

## 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.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at SALA@fldoe.org.

### Accommodations

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

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

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

Florida Department of Education  
Curriculum Framework

**Course Title:** School-Based Enterprise  
**Course Type:** Non-Career Preparatory  
**Career Cluster:** Additional CTE Programs/Courses

<u>Secondary – Non-Career Preparatory</u>	
<u>Course Number</u>	<u>9601300</u>
<u>CIP Number</u>	<u>1052070100</u>
<u>Grade Level</u>	<u>9-12</u>
<u>Course Length</u>	<u>Multiple</u>
<u>Teacher Certification</u>	<u>Refer to the <b>Course Structure</b> section.</u>
<u>CTSO</u>	<u>N/A</u>
<u>CTE Program Resources</u>	<u><a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a></u>

**Purpose**

The purpose of this course is to provide students with a hands-on, experiential learning opportunity by actively participating in the operation of a campus-based business. The businesses may be in collaboration with an established, external company that sets up operations on campus or can be a home-grown entrepreneurial endeavor led by one or more students, the school, or the district. Through this immersive approach, students develop essential skills in business fundamentals, marketing, financial literacy, operations and management, and customer service. Additionally, they acquire technical skills relevant to the business and engage in reflective practices to deepen their understanding of the work-based learning experience, fostering both personal and professional growth in a real-world context.

This course is differentiated from other work-based learning courses in that:

- The work is required to attempt to financially benefit the students involved, either by providing wages or by raising funds for school activities, such as but not limited to Career and Technical Student Organization (CTSO) participation. It is acknowledged and acceptable that not all business ventures will prove to be profitable in either the short- or long-term.
- Work is completed on-campus (though related off-campus excursions are encouraged).
- Does not require co- or pre-requisite enrollment in a career and technical education program, though this course may appropriately be used as a capstone experience for concentrators in a career and technical education program.

**Course Requirements**

- Before Work Starts
  - Students may engage in a mix of multiple entrepreneurial pursuits.

- The entrepreneurial pursuits may be group- or individual-led.
- If the business is an outside entity seeking to establish an on-campus presence, ensure that the employer is registered with Florida's Department of State's Division of Corporations: <https://dos.fl.gov/sunbiz/search/>.
- While a variety of legal and safe employment opportunities are permissible, priority should be given to securing a school-based enterprise opportunity within the Career Cluster, industry or career field aligned with the student's aspirations.
- If the business is an outside entity seeking to establish an on-campus presence, develop a training agreement and plan that is signed by the employer supervisor, the student and, for students younger than 18 years of age, a parent or legal guardian. Visit the FDOE's Work-Based Learning website for voluntary, editable templates: <https://www.fldoe.org/academics/career-adult-edu/work-based-learning.stm>
- To meet the definition of 'work-based learning opportunity' under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Public Law 115-224 section 7(55), the experience must involve "sustained interactions with industry or community professionals." This work-based learning course must involve two or more industry and community professionals that are not the instructor. This helps expand the students' industry network, guides the project specifications and development of the projects(s) as well as provides real-world feedback on the students' work products. Interactions can be virtual or correspondence and should be overseen by the teacher of record.
- Ensure that students with disabilities are provided all legally required and reasonable work accommodations.
- Determine how many credits the students work will earn. Notwithstanding Full-Time Equivalency requirements for the Florida Education Finance Program, a minimum of 135 hours of work must be completed for the awarding of one high school credit or 67.5 hours of work for 0.5 high school credit (see s. 1003.436(1)(a), F.S.). A student may earn multiple credits in this course. Seat time for classroom instruction beyond the required 135 hours of work per high school credit is encouraged but not required, including for training agreement/plan development and finalization, assessment results coaching, resume and/or portfolio development and feedback, and reflection review.
- After the Work Experience
  - Ensure that the student has reflected on their experience.
  - Engage the employer to receive student performance assessment results and feedback to improve future work-based learning opportunities.

### **Examples of Student School-Based and Entrepreneurial Work**

The guidance below is not to limit the types of entrepreneurial work pursued by students. Instead, view the below as a list that can be used to brainstorm and investigate opportunities. Examples of school-based and student entrepreneurship include:

- Service-Based Businesses
  - School IT help desk
  - Creative design (banners, signs and digital art)
  - Financial services (e.g., on-campus credit union)
  - Video and music production
  - Tutoring
  - Social media management
  - Photography and videography
  - Content creation

- o [Coding and app development \(including through no-code platforms\)](#)
- o [Web design](#)
- o [Tech support for seniors](#)
- o [Babysitting](#)
- o [Pet sitting and dog walking](#)
- o [Lawn care and landscaping](#)
- o [Car washing and detailing](#)
- o [Freelance writing and editing](#)
- o [Repair and maintenance work](#)
- o [Event planning](#)
- [Product-Based Businesses](#)
  - o [Retail operations, such as a school store \(e.g., school supplies, spirit wear, snacks and novelty items\) or online merchandise store](#)
  - o [Food and beverages, such as a coffee shop or restaurant \(e.g., beverages, light food or meal options\)](#)
  - o [E-commerce store owner](#)
  - o [Handmade crafts, art, jewelry, woodworking, metal work, soaps](#)
  - o [Print-on-demand products](#)
  - o [Reselling items for profit](#)
  - o [Pet treats](#)
  - o [Food or drinks \(subject to district, state and federal regulations\)](#)

[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 secondary course structure:](#)

<a href="#">Course Number</a>	<a href="#">Course Title</a>	<a href="#">Teacher Certification</a>	<a href="#">Length</a>	<a href="#">Level</a>	<a href="#">Graduation Requirement</a>
<a href="#">9601300</a>	<a href="#">School-Based Enterprise</a>	<a href="#">ANY FIELD</a>	<a href="#">Variable</a>	<a href="#">2</a>	<a href="#">CT</a>

[\(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy\)](#)

Florida’s Career Readiness Skills for CTE Programs

<u>Employability Skills</u>	
01.0	<u>Apply academic skills to workplace scenarios.</u>
01.01	<u>Use reading skills.</u>
01.02	<u>Use writing skills.</u>
01.03	<u>Use mathematical strategies and procedures.</u>
01.04	<u>Use scientific principles and procedures.</u>
02.0	<u>Design a solution to an industry problem.</u>
02.01	<u>Use critical thinking.</u>
02.02	<u>Use creativity.</u>
02.03	<u>Make sound decisions.</u>
02.04	<u>Solve problems.</u>
02.05	<u>Reason.</u>
02.06	<u>Plan and organize.</u>
03.0	<u>Manage resources within an industry project</u>
03.01	<u>Manage time.</u>
03.02	<u>Manage money or resources.</u>
03.03	<u>Manage materials.</u>
03.04	<u>Manage personnel.</u>
04.0	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
04.01	<u>Manage systems.</u>
04.02	<u>Monitor systems.</u>
04.03	<u>Improve systems.</u>
05.0	<u>Use information for decision making.</u>
05.01	<u>Locate information.</u>
05.02	<u>Organize information.</u>
05.03	<u>Use information.</u>

05.04	<a href="#">Analyze information.</a>
05.05	<a href="#">Communicate information.</a>
06.0	<a href="#">Apply relevant technology to workplace scenarios to aid productivity.</a>
06.01	<a href="#">Use technology.</a>
07.0	<a href="#">Interpret and express interpersonal communication.</a>
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07.02	<a href="#">Listen actively.</a>
07.03	<a href="#">Comprehend written material.</a>
07.04	<a href="#">Convey information in writing.</a>
07.05	<a href="#">Communicate nonverbally.</a>
07.06	<a href="#">Interpret nonverbal communication.</a>
08.0	<a href="#">Interact with others to accomplish workplace goals.</a>
08.01	<a href="#">Collaborate with others in a team.</a>
08.02	<a href="#">Respond to customer needs.</a>
08.03	<a href="#">Exercise leadership.</a>
08.04	<a href="#">Negotiate to resolve conflict.</a>
08.05	<a href="#">Respect others.</a>
09.0	<a href="#">Manage personal behavior to maximize productivity and professional growth.</a>
09.01	<a href="#">Demonstrate responsibility and self-discipline.</a>
09.02	<a href="#">Adapt and show flexibility.</a>
09.03	<a href="#">Work independently.</a>
09.04	<a href="#">Demonstrate a willingness to learn.</a>
09.05	<a href="#">Demonstrate integrity.</a>
09.06	<a href="#">Demonstrate professionalism.</a>
09.07	<a href="#">Take initiative.</a>
09.08	<a href="#">Display positive attitude.</a>
09.09	<a href="#">Take responsibility for professional growth.</a>

## Career Exploration & Planning

10.0 Explain career opportunities aligned with the regional economy and personal aspirations.

10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.

10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.

11.0 Explain postsecondary pathways aligned with his or her career aspirations.

11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).

11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.

11.03 Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.

11.04 Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.

12.0 Develop a personalized career and academic plan.

12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.

12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.

12.03 Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.

12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.

12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.

## Job Attainment

13.0 Find, assess and apply to job opportunities.

13.01 Identify online job posts relevant to his or her career aspirations.

13.02 Compare and contrast the job posts’ required qualifications, job duties, compensation, benefits and employers.

13.03 Define what information, documentation and writing prompts are required for the positions.

14.0 Communicate personal competence, character and fit for a job opportunity.

14.01 Develop a resume.

14.02 Write a cover letter.

14.03 Curate a professional portfolio that includes work products.

14.04 Prepare for and experience a mock job interview.

15.0	<u>Cultivate and leverage relationships to professionally advance.</u>
15.01	<u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
15.02	<u>Develop a plan to cultivate a professional digital footprint.</u>
15.03	<u>Develop a networking plan for a specific industry of interest.</u>

Standards

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

- 01.0 Design a business proposal and plan.
- 02.0 Manage the operations of the business.
- 03.0 Manage business finances to optimize profitability.
- 04.0 Market the goods or services.
- 05.0 Reflect on the entrepreneurial experience.

**Florida Department of Education**  
**Student Performance Standards**

**Course Title:**        **School-Based Enterprise**  
**Course Number:**   **9601300**  
**Course Credit:**     **Variable**

**Course Description:**

The purpose of this course is to provide students with a hands-on, experiential learning opportunity by actively participating in the operation of a campus-based business. The businesses may be in collaboration with an established, external company that sets up operations on campus or can be a home-grown entrepreneurial endeavor led by one or more students, the school, or the district. Through this immersive approach, students develop essential skills in business fundamentals, marketing, financial literacy, operations and management, and customer service. Additionally, they acquire technical skills relevant to the business and engage in reflective practices to deepen their understanding of the work-based learning experience, fostering both personal and professional growth in a real-world context.

**CTE Standards and Benchmarks**

- |       |  |
|-------|--|
| 01.0  | <u>Design a business proposal and plan. The student will be able to:</u>   |
| 01.01 | <u>Identify and evaluate potential business opportunities based on market needs and trends as well as personal interests and skills.</u>   |
| 01.02 | <u>Conduct market research to assess the demand and feasibility of his or her business idea.</u>   |
| 01.03 | <u>Write a proposal outlining a business idea, target market, value proposition and mission statement.</u>   |
| 01.04 | <u>Research the resources and requirements needed to start and operate their business.</u>   |
| 01.05 | <u>Describe the key differences between the main types of business ownership, including sole proprietorship, partnership, limited liability corporation, and corporation.</u>                                    |
| 01.06 | <u>Determine the form of ownership best suited for the proposed business.</u>  |
| 01.07 | <u>Identify the steps required to establish various types of businesses (e.g., licenses, special permits, bank accounts, etc.).</u>  |
| 01.08 | <u>Present a business proposal pitch to classmates, industry or community professionals, potential investors and/or instructor for feedback.</u>   |
| 01.09 | <u>Develop a comprehensive business plan (or lean canvas) outlining their venture's mission, target market, products/services, marketing strategy, operational plan, and projections of income and expenses.</u> |
| 01.10 | <u>Modify the business proposal and plan based on feedback from classmates, industry or community professionals, potential investors and/or instructor feedback.</u>   |
| 02.0  | <u>Manage the operations of the business. The student will be able to:</u>   |
| 02.01 | <u>Establish procedures and policies for their business operations, including any relevant job descriptions and roles.</u>   |
| 02.02 | <u>Identify potential suppliers, partners and/or manufacturers for the business's inventory and the operation of the business.</u>   |

<b>CTE Standards and Benchmarks</b>	
02.03	<a href="#"><u>Identify legal requirements and ethical considerations for the business, its income and liability.</u></a>
02.04	<a href="#"><u>Identify required and beneficial insurance coverages related to the business, if any.</u></a>
02.05	<a href="#"><u>Create a workflow and production schedule for their products or services.</u></a>
02.06	<a href="#"><u>Develop pricing strategies for their products or services.</u></a>
02.07	<a href="#"><u>Manage inventory, supplies, orders and fulfillment effectively.</u></a>
02.08	<a href="#"><u>Implement quality control measures for their products or services.</u></a>
02.09	<a href="#"><u>Maintain a weekly log of activities, challenges, and mentor meetings.</u></a>
02.10	<a href="#"><u>Create customer evaluation forms to gather feedback on their product/service.</u></a>
02.11	<a href="#"><u>Improve sales and/or profitability through data analysis and feedback from classmates, industry or community professionals and/or the instructor.</u></a>
02.12	<a href="#"><u>Describe how to protect intellectual property rights.</u></a>
03.0	<a href="#"><u>Manage business finances to optimize profitability. The student will be able to:</u></a>
03.01	<a href="#"><u>Describe the concepts of revenue, expenses, profit, assets, and liabilities.</u></a>
03.02	<a href="#"><u>Establish a system for handling money and processing transactions.</u></a>
03.03	<a href="#"><u>Maintain records of financial transactions.</u></a>
03.04	<a href="#"><u>Identify tax reporting requirements and relevant forms related to the business.</u></a>
03.05	<a href="#"><u>Record and report sales tax.</u></a>
03.06	<a href="#"><u>Track revenue, expenses, and profit margins using spreadsheet software.</u></a>
03.07	<a href="#"><u>Apply basic financial principles to create budgets, forecast revenue and expenses, and determine profitability.</u></a>
03.08	<a href="#"><u>Determine the business’s current profitability status and estimate the anticipated timeline for achieving profitability.</u></a>
04.0	<a href="#"><u>Market the goods or services. The student will be able to:</u></a>
04.01	<a href="#"><u>Develop a brand name and logo for the business.</u></a>
04.02	<a href="#"><u>Create marketing materials, both written and digital, to promote their business.</u></a>
04.03	<a href="#"><u>Identify and use appropriate marketing channels to reach his or her target market.</u></a>
04.04	<a href="#"><u>Implement promotional strategies to attract customers.</u></a>
04.05	<a href="#"><u>Develop an sales “elevator pitch.”</u></a>
04.06	<a href="#"><u>Analyze data for a promotional campaign’s impact, such as sales/views/clicks and customer rating/feedback.</u></a>

**CTE Standards and Benchmarks**

04.07	<u>Develop communication and change management strategies to deal with common customer complaints or requests.</u>
05.0	<u>Reflect on the entrepreneurial experience. The student will be able to:</u>
05.01	<u>Present to classmates, industry and community professionals, the instructor and/or invited stakeholders summarizing the business journey, results, and lessons learned, including visuals and financial outcomes.</u>
05.02	<u>Create or update a resume to list accomplishments achieved during the work-based learning opportunity that may be valued by future employers.</u>
05.03	<u>Curate content from the work-based learning experience into a professional portfolio of work products.</u>
05.04	<u>Explain the personal and industry insights gained from the experience.</u>
05.05	<u>Explain how the experience has influenced his or her future academic and career plans.</u>
05.06	<u>Describe how the work-based learning opportunity could be improved for future students.</u>
05.07	<u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>

## 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.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at SALA@fldoe.org.

### Accommodations

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

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

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

Florida Department of Education  
Curriculum Framework

**This program is a replacement/substitute for Career and Technical Education Internship 8300430 (10988630CP).**

Course Title:        **Guided Workplace Learning (Internship)**  
Course Type:        **Career Preparatory**  
Career Cluster:     **Additional CTE Programs/Courses**

<u>Secondary – Career Preparatory</u>	
<u>Course Number</u>	<u>9601400</u>
<u>CIP Number</u>	<u>1032011102</u>
<u>Grade Level</u>	<u>9-12</u>
<u>Course Length</u>	<u>Multiple Credits</u>
<u>Teacher Certification</u>	<u>Refer to the <b>Course Structure</b> section.</u>
<u>CTSO</u>	<u>BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA</u>
<u>SOC Codes (all applicable)</u>	<u>N/A</u>
<u>CTE Program Resources</u>	<u><a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a></u>

**Purpose**

This work-based learning course provides students with structured professional experience that bridges academic knowledge with real-world workplace skills. Students learn to understand their role within an organization's mission and values while developing awareness of workplace safety protocols and risk management procedures. Throughout the experience, they work toward clearly defined technical and employability skill objectives with regular performance evaluations and feedback. The course emphasizes professional development through portfolio creation, including resume updates, work sample curation, and reflective analysis of how the experience shapes their career trajectory. By combining hands-on work experience with systematic documentation of achievements and securing professional references, students gain practical skills, industry insights, and professional connections essential for successful career advancement.

This course is differentiated from other work-based learning courses in that it:

- May be paid or unpaid
- Work is completed off-campus (though accompanying on-campus instruction and activities are permissible)
- Does not require co- or pre-requisite enrollment in other CTE coursework.

## Course Requirements Overview

- Before Work Starts
  - Research if the employer is registered with Florida’s Department of State’s Division of Corporations: <https://dos.fl.gov/sunbiz/search/>. While a variety of legal and safe employment opportunities are permissible, priority should be given to securing placement in a position within the Career Cluster or industry aligned with the student’s aspirations.
  - Develop a training agreement and plan that is signed by the employer supervisor, the student, the teacher of record, and, for students younger than 18 years of age, a parent or legal guardian (see Rule 6A-23.0042(3)(a)1., F.A.C., for required training agreement content). Visit the FDOE’s Work-Based Learning website for voluntary use templates: <https://www.fldoe.org/academics/career-adult-edu/work-based-learning.stml>
  - Ensure, prior to a student engaging in a work-based learning opportunity, that the student is covered by the employer’s workers’ compensation insurance coverage or has medical insurance coverage for injury or illness related to the work-based learning opportunity (see Rule 6A-23.0042(4)(a)8., F.A.C.).
  - Define local policies related to employer supervisor background checks, student and employer orientation, student reflection, student performance assessment and work hours documentation (see Rule 6A-23.0042(4)(a)1., F.A.C.).
  - Ensure that students with disabilities are provided all legally required and reasonable work accommodations.
  - Determine how many credits the students work will earn. Notwithstanding Full-Time Equivalency requirements for the Florida Education Finance Program, a minimum of 135 hours of work must be completed for the awarding of one high school credit or 67.5 hours of work for 0.5 high school credit (see s. 1003.436(1)(a), F.S.). A student may earn multiple credits in this course. Seat time for classroom instruction beyond the required 135 hours of work per high school credit is encouraged but not required, including for training agreement/plan development and finalization, assessment results coaching, resume and/or portfolio development and feedback, and reflection review. If a student’s employment status changes, the student must receive classroom instructional hours equal to or greater than the anticipated work hours. These instructional hours must support the student’s attainment of employment and mastery of this framework’s and the training agreement/plan’s learning objectives. Documentation of this instruction is maintained in the student’s file.
  - Identify the locally-determined enrollment capacity limit per class section. Ensure that the teacher of record is able to adequately oversee the student’s skill development and the course’s compliance.
- During Work
  - Work with the student and employer on assessing skill development and providing coaching to ensure the experience meets the goals and outcomes of the training agreement and plan.
  - Maintain channels of communication both with the employer and the student as well as perform site visits (in-person or virtually) to ensure both the needs of the employer and student are being met. The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student’s progress in attaining the competencies listed in the training plan.
  - Collect proof of work hours for FEFP auditing purposes. Maintain documentation on file for at least 5 years. Each timecard must include:
    - Student name
    - Business name
    - Hours worked with dates
    - Supervisor name

- [Supervisor dated signature \(can be digital\)](#)
- [After the Work Experience](#)
  - [Ensure that the student has reflected on their experience.](#)
  - [Engage the employer to receive student performance assessment results and feedback to improve future work-based learning opportunities.](#)

[Visit the FDOE’s Work-Based Learning site and the FDOE’s OJT Manual sites for more information and resources.](#)

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

**[Program Structure](#)**

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

[The following table illustrates the secondary program structure:](#)

<a href="#">Course Number</a>	<a href="#">Course Title</a>	<a href="#">Teacher Certification</a>	<a href="#">Length</a>	<a href="#">SOC Code</a>	<a href="#">Level</a>	<a href="#">Graduation Requirement</a>
<a href="#">9601400</a>	<a href="#">Guided Workplace Learning (Internship)</a>	<a href="#">ANY FIELD</a>	<a href="#">Multiple Credits</a>	<a href="#">N/A</a>	<a href="#">2</a>	<a href="#">CT</a>

[\(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy\)](#)

Florida’s Career Readiness Skills for CTE Programs

<u>Employability Skills</u>	
01.0	<u>Apply academic skills to workplace scenarios.</u>
01.01	<u>Use reading skills.</u>
01.02	<u>Use writing skills.</u>
01.03	<u>Use mathematical strategies and procedures.</u>
01.04	<u>Use scientific principles and procedures.</u>
02.0	<u>Design a solution to an industry problem.</u>
02.01	<u>Use critical thinking.</u>
02.02	<u>Use creativity.</u>
02.03	<u>Make sound decisions.</u>
02.04	<u>Solve problems.</u>
02.05	<u>Reason.</u>
02.06	<u>Plan and organize.</u>
03.0	<u>Manage resources within an industry project.</u>
03.01	<u>Manage time.</u>
03.02	<u>Manage money or resources.</u>
03.03	<u>Manage materials.</u>
03.04	<u>Manage personnel.</u>
04.0	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
04.01	<u>Manage systems.</u>
04.02	<u>Monitor systems.</u>
04.03	<u>Improve systems.</u>
05.0	<u>Use information for decision making.</u>
05.01	<u>Locate information.</u>
05.02	<u>Organize information.</u>
05.03	<u>Use information.</u>

05.04	<a href="#">Analyze information.</a>
05.05	<a href="#">Communicate information.</a>
06.0	<a href="#">Apply relevant technology to workplace scenarios to aid productivity.</a>
06.01	<a href="#">Use technology.</a>
07.0	<a href="#">Interpret and express interpersonal communication.</a>
07.01	<a href="#">Communicate verbally.</a>
07.02	<a href="#">Listen actively.</a>
07.03	<a href="#">Comprehend written material.</a>
07.04	<a href="#">Convey information in writing.</a>
07.05	<a href="#">Communicate nonverbally.</a>
07.06	<a href="#">Interpret nonverbal communication.</a>
08.0	<a href="#">Interact with others to accomplish workplace goals.</a>
08.01	<a href="#">Collaborate with others in a team.</a>
08.02	<a href="#">Respond to customer needs.</a>
08.03	<a href="#">Exercise leadership.</a>
08.04	<a href="#">Negotiate to resolve conflict.</a>
08.05	<a href="#">Respect others.</a>
09.0	<a href="#">Manage personal behavior to maximize productivity and professional growth.</a>
09.01	<a href="#">Demonstrate responsibility and self-discipline.</a>
09.02	<a href="#">Adapt and show flexibility.</a>
09.03	<a href="#">Work independently.</a>
09.04	<a href="#">Demonstrate a willingness to learn.</a>
09.05	<a href="#">Demonstrate integrity.</a>
09.06	<a href="#">Demonstrate professionalism.</a>
09.07	<a href="#">Take initiative.</a>
09.08	<a href="#">Display positive attitude.</a>
09.09	<a href="#">Take responsibility for professional growth.</a>

<b><u>Career Exploration &amp; Planning</u></b>	
10.0	<u>Explain career opportunities aligned with the regional economy and personal aspirations.</u>
10.01	<u>Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u>
10.02	<u>Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</u>
11.0	<u>Explain postsecondary pathways aligned with his or her career aspirations.</u>
11.01	<u>Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u>
11.02	<u>Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u>
11.03	<u>Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u>
11.04	<u>Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</u>
12.0	<u>Develop a personalized career and academic plan.</u>
12.01	<u>Prioritize an occupation, credential and postsecondary training provider for plan formation.</u>
12.02	<u>Self-assess progress toward meeting graduation requirements and skill-development goals.</u>
12.03	<u>Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</u>
12.04	<u>Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u>
12.05	<u>Develop a postsecondary training budget that is inclusive of living and school expenses.</u>
<b><u>Job Attainment</u></b>	
13.0	<u>Find, assess and apply to job opportunities.</u>
13.01	<u>Identify online job posts relevant to his or her career aspirations.</u>
13.02	<u>Compare and contrast the job posts’ required qualifications, job duties, compensation, benefits and employers.</u>
13.03	<u>Define what information, documentation and writing prompts are required for the positions.</u>
14.0	<u>Communicate personal competence, character and fit for a job opportunity.</u>
14.01	<u>Develop a resume.</u>
14.02	<u>Write a cover letter.</u>
14.03	<u>Curate a professional portfolio that includes work products.</u>
14.04	<u>Prepare for and experience a mock job interview.</u>

15.0	<u>Cultivate and leverage relationships to professionally advance.</u>
15.01	<u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
15.02	<u>Develop a plan to cultivate a professional digital footprint.</u>
15.03	<u>Develop a networking plan for a specific industry of interest.</u>

Standards

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

- 01.0 Define the position's role, responsibilities, safety procedures and how the position fits within the employer's larger mission, vision and values.
- 02.0 Define the skill learning objectives, how he or she will be assessed on those skills, and when those assessments will take place.
- 03.0 Curate a professional portfolio with a resume, work product examples, references/endorsements (if available) and a reflection on the work-based learning experience.

**Florida Department of Education**  
**Student Performance Standards**

**Course Title:**        **Guided Workplace Learning (Internship)**  
**Course Number:**   **9601400**  
**Course Credit:**     **Multiple**

**Course Description:**

This work-based learning course provides students with structured professional experience that bridges academic knowledge with real-world workplace skills. Students learn to understand their role within an organization's mission and values while developing awareness of workplace safety protocols and risk management procedures. Throughout the experience, they work toward clearly defined technical and employability skill objectives with regular performance evaluations and feedback. The course emphasizes professional development through portfolio creation, including resume updates, work sample curation, and reflective analysis of how the experience shapes their career trajectory. By combining hands-on work experience with systematic documentation of achievements and securing professional references, students gain practical skills, industry insights, and professional connections essential for successful career advancement.

<b><u>CTE Standards and Benchmarks</u></b>	
01.0	<u>Define the position's role, responsibilities, safety procedures and how the position fits within the employer's larger mission, vision and values. The student will be able to:</u>
01.01	<u>Define the position's role and responsibilities.</u>
01.02	<u>Explain the employer's mission, vision and values.</u>
01.03	<u>Explain workplace safety risks, risk mitigation strategies, and reporting procedures for the position.</u>
02.0	<u>Define the skill learning objectives, how he or she will be assessed on those skills, and when those assessments will take place. The student will be able to:</u>
02.01	<u>Describe what employability and technical skills he or she will learn.</u>
02.02	<u>Describe employee performance review standards and timelines for employee evaluations.</u>
02.03	<u>Describe how and when time sheets are to be submitted to the school.</u>
03.0	<u>Curate a professional portfolio with a resume, work product examples, references/endorsements (if available) and a reflection on the work-based learning experience. The student will be able to:</u>
03.01	<u>Create or update a resume to list accomplishments achieved during the work-based learning opportunity that may be valued by future employers.</u>
03.02	<u>Curate content from the work-based learning experience into a professional portfolio of work products.</u>
03.03	<u>Explain the personal and industry insights gained from the experience.</u>

**CTE Standards and Benchmarks**

03.04 Explain how the experience has influenced his or her future academic and career plans.

03.05 Describe how the work-based learning opportunity could be improved for future students.

03.06 Request a signed reference letter, letter of recommendation, and/or an online skill/professionalism endorsement from one or more supervisors or coworkers.

## 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.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at sala@fldoe.org .

### Career and Technical Student Organization (CTSO)

CTSOs are co-curricular career and technical student organizations 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. Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### Cooperative Training – OJT

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

### Accommodations

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

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

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

Florida Department of Education  
Curriculum Framework

Course Title:        Cooperative Education On-the-Job Training (OJT)  
Course Type:        Career Preparatory  
Career Cluster:    Additional CTE Programs/Courses

Secondary

<u>Course Number</u>	<u>9601500</u>
<u>CIP Number</u>	<u>1032011103</u>
<u>Grade Level</u>	<u>9-12</u>
<u>Course Length</u>	<u>Multiple credits</u>
<u>Teacher Certification</u>	<u>Refer to the <b>Course Structure</b> section.</u>
<u>CTSO</u>	<u>BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA</u>
<u>CTE Program Resources</u>	<u><a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a></u>

Purpose

This course is designed to equip students with essential tools for professional success by focusing on employability and technical skill development, as well as structured student reflection on the work-based learning experience. Through on-the-job training and structured guidance, students will refine critical workplace competencies while exploring potential career paths that align with their aspirations. The course is designed to serve as the culminating capstone experience of a CTE program sequence.

This course is differentiated from other work-based learning courses in that it:

- Must be paid.
- Work is completed off-campus (though accompanying on-campus instruction and activities are permissible).
- Requires co- or pre-requisite enrollment in a career and technical education program. Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.

Course Requirements Overview

- Before Work Starts
  - Research if the employer is registered with Florida’s Department of State’s Division of Corporations: <https://dos.fl.gov/sunbiz/search/>. While a variety of legal and safe employment opportunities are permissible, priority should be given to securing placement in a position within the Career Cluster or industry aligned with the student’s aspirations.

- Develop a training agreement and plan that is signed by the employer supervisor, the student, the teacher of record, and, for students younger than 18 years of age, a parent or legal guardian (see Rule 6A-23.0042(3)(a)1., F.A.C., for required training agreement content). Visit the FDOE’s Work-Based Learning website for voluntary use templates: <https://www.fldoe.org/academics/career-adult-edu/work-based-learning.stml>
- Ensure, prior to a student engaging in a work-based learning opportunity, that the student is covered by the employer’s workers’ compensation insurance coverage or has medical insurance coverage for injury or illness related to the work-based learning opportunity (see Rule 6A-23.0042(4)(a)8., F.A.C.).
- Define local policies related to employer supervisor background checks, student and employer orientation, student reflection, student performance assessment and work hours documentation (see Rule 6A-23.0042(4)(a)1., F.A.C.).
- Ensure that students with disabilities are provided all legally required and reasonable work accommodations.
- Determine how many credits the students work will earn. Notwithstanding Full-Time Equivalency requirements for the Florida Education Finance Program, a minimum of 135 hours of work must be completed for the awarding of one high school credit or 67.5 hours of work for 0.5 high school credit (see s. 1003.436(1)(a), F.S.). A student may earn multiple credits in this course. Seat time for classroom instruction beyond the required 135 hours of work per high school credit is encouraged but not required, including for training agreement/plan development and finalization, assessment results coaching, resume and/or portfolio development and feedback, and reflection review. If a student’s employment status changes, the student must receive classroom instructional hours equal to or greater than the anticipated work hours. These instructional hours must support the student’s attainment of employment and mastery of this framework’s and the training agreement/plan’s learning objectives. Documentation of this instruction is maintained in the student’s file.
- Identify the locally-determined enrollment capacity limit per class section. Ensure that the teacher of record is able to adequately oversee the student’s skill development and the course’s compliance.
- During Work
  - Work with the student and employer on assessing skill development and providing coaching to ensure the experience meets the goals and outcomes of the training agreement and plan.
  - Maintain channels of communication both with the employer and the student as well as perform site visits (in-person or virtually) to ensure both the needs of the employer and student are being met. The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student’s progress in attaining the competencies listed in the training plan.
  - Collect proof of work hours for FEFP auditing purposes. Maintain documentation on file for at least 5 years. Each timecard must include:
    - Student name
    - Business name
    - Hours worked with dates
    - Supervisor name
    - Supervisor dated signature (can be digital)
- After the Work Experience
  - Ensure that the student has reflected on their experience.
  - Engage the employer to receive student performance assessment results and feedback to improve future work-based learning opportunities.

[Visit the FDOE’s Work-Based Learning site and the FDOE’s OJT Manual sites for more information and resources.](#)

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

**Course Structure**

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

[The following table illustrates the secondary course structure:](#)

<u>Course Number</u>	<u>Course Title</u>	<u>Teacher Certification</u>	<u>Length</u>	<u>Level</u>	<u>Graduation Requirement</u>
<u>9601500</u>	<u>Cooperative Education On-the-Job Training (OJT)</u>	<u>ANY FIELD BA OR HIGHER</u> <u>ANY VOC FIELD OR COV</u> <u>COOP TEACH @7</u> <u>COOR DCT @4 @7</u> <u>COOR WK EXP @7 7G</u> <u>MKTG 1@2</u>	<u>Multiple Credits</u>	<u>2</u>	<u>CT</u>

[\(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy\)](#)

Florida’s Career Readiness Skills for CTE Programs

<u>Employability Skills</u>	
01.0	<u>Apply academic skills to workplace scenarios.</u>
01.01	<u>Use reading skills.</u>
01.02	<u>Use writing skills.</u>
01.03	<u>Use mathematical strategies and procedures.</u>
01.04	<u>Use scientific principles and procedures.</u>
02.0	<u>Design a solution to an industry problem.</u>
02.01	<u>Use critical thinking.</u>
02.02	<u>Use creativity.</u>
02.03	<u>Make sound decisions.</u>
02.04	<u>Solve problems.</u>
02.05	<u>Reason.</u>
02.06	<u>Plan and organize.</u>
03.0	<u>Manage resources within an industry project</u>
03.01	<u>Manage time.</u>
03.02	<u>Manage money or resources.</u>
03.03	<u>Manage materials.</u>
03.04	<u>Manage personnel.</u>
04.0	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
04.01	<u>Manage systems.</u>
04.02	<u>Monitor systems.</u>
04.03	<u>Improve systems.</u>
05.0	<u>Use information for decision making.</u>
05.01	<u>Locate information.</u>
05.02	<u>Organize information.</u>
05.03	<u>Use information.</u>

05.04	<a href="#">Analyze information.</a>
05.05	<a href="#">Communicate information.</a>
06.0	<a href="#">Apply relevant technology to workplace scenarios to aid productivity.</a>
06.01	<a href="#">Use technology.</a>
07.0	<a href="#">Interpret and express interpersonal communication.</a>
07.01	<a href="#">Communicate verbally.</a>
07.02	<a href="#">Listen actively.</a>
07.03	<a href="#">Comprehend written material.</a>
07.04	<a href="#">Convey information in writing.</a>
07.05	<a href="#">Communicate nonverbally.</a>
07.06	<a href="#">Interpret nonverbal communication.</a>
08.0	<a href="#">Interact with others to accomplish workplace goals.</a>
08.01	<a href="#">Collaborate with others in a team.</a>
08.02	<a href="#">Respond to customer needs.</a>
08.03	<a href="#">Exercise leadership.</a>
08.04	<a href="#">Negotiate to resolve conflict.</a>
08.05	<a href="#">Respect others.</a>
09.0	<a href="#">Manage personal behavior to maximize productivity and professional growth.</a>
09.01	<a href="#">Demonstrate responsibility and self-discipline.</a>
09.02	<a href="#">Adapt and show flexibility.</a>
09.03	<a href="#">Work independently.</a>
09.04	<a href="#">Demonstrate a willingness to learn.</a>
09.05	<a href="#">Demonstrate integrity.</a>
09.06	<a href="#">Demonstrate professionalism.</a>
09.07	<a href="#">Take initiative.</a>
09.08	<a href="#">Display positive attitude.</a>
09.09	<a href="#">Take responsibility for professional growth.</a>

## Career Exploration & Planning

10.0	<u>Explain career opportunities aligned with the regional economy and personal aspirations.</u>
10.01	<u>Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u>
10.02	<u>Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</u>
11.0	<u>Explain postsecondary pathways aligned with his or her career aspirations.</u>
11.01	<u>Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u>
11.02	<u>Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u>
11.03	<u>Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u>
11.04	<u>Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</u>
12.0	<u>Develop a personalized career and academic plan.</u>
12.01	<u>Prioritize an occupation, credential and postsecondary training provider for plan formation.</u>
12.02	<u>Self-assess progress toward meeting graduation requirements and skill-development goals.</u>
12.03	<u>Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</u>
12.04	<u>Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u>
12.05	<u>Develop a postsecondary training budget that is inclusive of living and school expenses.</u>

## Job Attainment

13.0	<u>Find, assess and apply to job opportunities.</u>
13.01	<u>Identify online job posts relevant to his or her career aspirations.</u>
13.02	<u>Compare and contrast the job posts’ required qualifications, job duties, compensation, benefits and employers.</u>
13.03	<u>Define what information, documentation and writing prompts are required for the positions.</u>
14.0	<u>Communicate personal competence, character and fit for a job opportunity.</u>
14.01	<u>Develop a resume.</u>
14.02	<u>Write a cover letter.</u>
14.03	<u>Curate a professional portfolio that includes work products.</u>
14.04	<u>Prepare for and experience a mock job interview.</u>

15.0	<u>Cultivate and leverage relationships to professionally advance.</u>
15.01	<u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
15.02	<u>Develop a plan to cultivate a professional digital footprint.</u>
15.03	<u>Develop a networking plan for a specific industry of interest.</u>

Standards

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

- 01.0 Define the position's role, responsibilities, safety procedures and how the position fits within the employer's larger mission, vision and values.
- 02.0 Define the skill learning objectives, how he or she will be assessed on those skills, and when those assessments will take place.
- 03.0 Curate a professional portfolio with a resume, work product examples, references/endorsements (if available) and a reflection on the work-based learning experience.

Florida Department of Education  
Student Performance Standards

Course Title:            Cooperative Education On-the-Job Training (OJT)  
Secondary Course Number:    9601500

<u>Standards and Benchmarks</u>	
01.0	<u>Define the position’s role, responsibilities, safety procedures and how the position fits within the employer’s larger mission, vision and values. The student will be able to:</u>
	<u>01.01 Define the position’s role and responsibilities.</u>
	<u>01.02 Explain the employer’s mission, vision and values.</u>
	<u>01.03 Explain workplace safety risks, risk mitigation strategies, and reporting procedures for the position.</u>
02.0	<u>Define the skill learning objectives, how he or she will be assessed on those skills, and when those assessments will take place. The student will be able to:</u>
	<u>02.01 Describe what employability and technical skills he or she will learn.</u>
	<u>02.02 Describe employee performance review standards and timelines for employee evaluations.</u>
	<u>02.03 Describe how and when time sheets are to be submitted to the school.</u>
03.0	<u>Curate a professional portfolio with a resume, work product examples, references/endorsements (if available) and a reflection on the work-based learning experience. The student will be able to:</u>
	<u>03.01 Create or update a resume to list accomplishments achieved during the work-based learning opportunity that may be valued by future employers.</u>
	<u>03.02 Curate content from the work-based learning experience into a professional portfolio of work products.</u>
	<u>03.03 Explain the personal and industry insights gained from the experience.</u>
	<u>03.04 Explain how the experience has influenced his or her future academic and career plans.</u>
	<u>03.05 Describe how the work-based learning opportunity could be improved for future students.</u>
	<u>03.06 Request a signed reference letter, letter of recommendation, and/or an online skill/professionalism endorsement from one or more supervisors or coworkers.</u>

## Additional Information

### Special Notes

The **Cooperative Education Manual** is available on-line and has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the FDOE Website at <http://fldoe.org/academics/career-adult-edu/career-tech-edu/additional-cte-programs-courses/diversified-edu.stml>

### Career and Technical Student Organization (CTSO)

CTSOs are co-curricular career and technical student organizations 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. Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### Accommodations

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

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

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

Florida Department of Education  
Curriculum Framework

No new students may be enrolled in this program starting 2026-27. The last year to report any enrollment is 2028-29. This program was replaced/substituted by Career Education Foundations 9603200 (1032011104).

**Program Title:** Career Education Services for Students with Disabilities  
**Program Type:** Career Preparatory  
**Career Cluster:** Additional CTE Programs/Courses

Secondary – Career Preparatory	
Program Number	9603100
CIP Number	S9900005SN
Grade Level	6-12
Program Length	8 Credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	CTSO Applicable to related CTE program
SOC Codes (all applicable)	SOC applicable to related CTE program
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

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

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

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

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

**Program Structure**

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

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

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
9603110	Career Education Services for Students with Disabilities 1	ANY CTE FIELD OR COVERAGE	1 Credit	SOC applicable to related CTE program	N/A	CT
9603120	Career Education Services for Students with Disabilities 2		1 Credit	SOC applicable to related CTE program	N/A	CT
9603130	Career Education Services for Students with Disabilities 3		1 Credit	SOC applicable to related CTE program	N/A	CT
9603140	Career Education Services for Students with Disabilities 4		1 Credit	SOC applicable to related CTE program	N/A	CT
9603150	Career Education Services for Students with Disabilities 5		1 Credit	SOC applicable to related CTE program	N/A	CT
9603160	Career Education Services for Students with Disabilities 6		1 Credit	SOC applicable to related CTE program	N/A	CT
9603170	Career Education Services for Students with Disabilities 7		1 Credit	SOC applicable to related CTE program	N/A	CT

9603180	Career Education Services for Students with Disabilities 8		1 Credit	SOC applicable to related CTE program	N/A	CT
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*(Graduation Requirement Codes: CT=Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA=Mathematics, PL=Personal Financial Literacy)*

Common Florida's Career Technical Core—Career Ready Practices Readiness Skills for CTE Programs

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

<u>Employability Skills</u>	
<u>01.0</u>	<u>Apply academic skills to workplace scenarios.</u>
<u>01.01</u>	<u>Use reading skills.</u>
<u>01.02</u>	<u>Use writing skills.</u>
<u>01.03</u>	<u>Use mathematical strategies and procedures.</u>
<u>01.04</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>

<a href="#"><u>02.01 Use critical thinking.</u></a>
<a href="#"><u>02.02 Use creativity.</u></a>
<a href="#"><u>02.03 Make sound decisions.</u></a>
<a href="#"><u>02.04 Solve problems.</u></a>
<a href="#"><u>02.05 Reason.</u></a>
<a href="#"><u>02.06 Plan and organize.</u></a>
<a href="#"><u>03.0 Manage resources within an industry project</u></a>
<a href="#"><u>03.01 Manage time.</u></a>
<a href="#"><u>03.02 Manage money or resources.</u></a>
<a href="#"><u>03.03 Manage materials.</u></a>
<a href="#"><u>03.04 Manage personnel.</u></a>
<a href="#"><u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u></a>
<a href="#"><u>04.01 Manage systems.</u></a>
<a href="#"><u>04.02 Monitor systems.</u></a>
<a href="#"><u>04.03 Improve systems.</u></a>
<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><a href="#"><u>Career Exploration &amp; Planning</u></a></b>
<a href="#"><u>10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</u></a>
<a href="#"><u>10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u></a>
<a href="#"><u>10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.</u></a>
<a href="#"><u>11.0 Explain postsecondary pathways aligned with his or her career aspirations.</u></a>
<a href="#"><u>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u></a>
<a href="#"><u>11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u></a>

11.03	<u>Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u>
11.04	<u>Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.</u>
12.0	<u>Develop a personalized career and academic plan.</u>
12.01	<u>Prioritize an occupation, credential and postsecondary training provider for plan formation.</u>
12.02	<u>Self-assess progress toward meeting graduation requirements and skill-development goals.</u>
12.03	<u>Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.</u>
12.04	<u>Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u>
12.05	<u>Develop a postsecondary training budget that is inclusive of living and school expenses.</u>
<b><u>Job Attainment</u></b>	
13.0	<u>Find, assess and apply to job opportunities.</u>
13.01	<u>Identify online job posts relevant to his or her career aspirations.</u>
13.02	<u>Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
13.03	<u>Define what information, documentation and writing prompts are required for the positions.</u>
14.0	<u>Communicate personal competence, character and fit for a job opportunity.</u>
14.01	<u>Develop a resume.</u>
14.02	<u>Write a cover letter.</u>
14.03	<u>Curate a professional portfolio that includes work products.</u>
14.04	<u>Prepare for and experience a mock job interview.</u>
15.0	<u>Cultivate and leverage relationships to professionally advance.</u>
15.01	<u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
15.02	<u>Develop a plan to cultivate a professional digital footprint.</u>
15.03	<u>Develop a networking plan for a specific industry of interest.</u>

## **Standards**

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

### **Career Education Services for Students with Disabilities 1**

- 01.0 Demonstrate realistic employment goals.
- 02.0 Describe human relations skills necessary for success in the workforce.
- 03.0 Develop a familiarity with the information technology.
- 04.0 Develop individualized education and career plans.

### **Career Education Services for Students with Disabilities 2**

- 01.0 Demonstrate realistic employment goals.
- 05.0 Develop a familiarity with the information technology.
- 06.0 Identify the educational requirements, tasks performed, and employment opportunities for individuals who wish to enter occupations related to the field of study in which the student is enrolled.
- 07.0 Practice quality performance.
- 08.0 Demonstrate and incorporate workplace safety procedures.
- 09.0 Identify and demonstrate processes for making short and long term goals.

### **Career Education Services for Students with Disabilities 3**

- 04.0 Develop individualized education and career plans.
- 10.0 Explain the impact of technology on occupations related to the field of study in which the student is enrolled.
- 11.0 Demonstrate proper and safe procedures while working with tools, equipment, systems and materials.
- 12.0 Identify terminology related to the chosen occupation.
- 13.0 Demonstrate job seeking and employability skills.

### **Career Education Services for Students with Disabilities 4**

- 14.0 Demonstrate an understanding of workplace safety.
- 15.0 Demonstrate an understanding of workplace organization.
- 16.0 Describe leadership and organizational skills.
- 17.0 Describe the roles within teams, work units, departments, organizations and the larger environment.
- 18.0 Discuss individual interests, aptitudes, and opportunities as they relate to the chosen career.
- 19.0 Identify career and employment opportunities.
- 20.0 Demonstrate personal productivity.
- 21.0 Describe the duties and responsibilities of a successful employee.

### **Career Education Services for Students with Disabilities 5**

- 22.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 23.0 Identify types of mathematical skills necessary for successful employment.
- 24.0 Demonstrate industry related mathematical skills based on CTE competencies.

- 25.0 Demonstrate industry related science knowledge and skills based on CTE competencies.
- 26.0 Demonstrate industry related language arts skills based on CTE competencies.
- 27.0 Identify types of communication skills necessary for successful employment.
- 28.0 Solve problems using critical thinking skills, creativity and innovation.
- 29.0 Use information technology tools.
- 30.0 Identify a career cluster and related pathways that match career and education goals.

**Career Education Services for Students with Disabilities 6**

- 31.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 32.0 Apply leadership and communication skills.
- 33.0 Exhibit positive human relations and leadership skills.
- 34.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 35.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

**Career Education Services for Students with Disabilities 7**

- 36.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
- 37.0 Demonstrate the competencies of employability and career development.
- 38.0 Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
- 39.0 Describe the importance of professional ethics and legal responsibilities.
- 40.0 Use appropriate equipment and supplies safely and correctly.
- 41.0 Demonstrate competencies identified for a specific program component.

**Career Education Services for Students with Disabilities 8**

- 42.0 Demonstrate knowledge of job accommodations and apply skills related to self-determination and self-advocacy.
- 43.0 Demonstrate personal money-management concepts, procedures and strategies.
- 44.0 Research and discuss career and employment opportunities.
- 45.0 Describe the rights, responsibilities and benefits of employment.
- 46.0 Understand the benefits of disclosure.
- 47.0 Understand how to request job accommodations.
- 48.0 Demonstrate a knowledge of self-advocacy.
- 49.0 Develop skills to locate, evaluate, and interpret career information.

Listed below are the standards that Career and Education Planning [these must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.]

50.0 Explain his or her career interests, skills and values.

~~50.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.~~

~~51.0—Develop skills to locate, evaluate, occupations and interpret career information.~~

~~52.0—Identify and demonstrate processes for making short and long term goals.~~

~~51.0 Demonstrate employability skills such as working industries in his or her region.~~

~~53.0—Describe a group, problem solving and organizational skills, and the importance variety of entrepreneurship.~~

~~54.0—Understand the relationship between educational achievement and career choices/postsecondary options.~~

~~55.0~~52.0~~ Identify a career cluster and related pathways that match career and education goals.~~

~~56.0—Develop a career and education plan that includes short and long term goals, high school program of study, and postsecondary/career goals.~~

~~57.0—Demonstrate knowledge of technology and its application in the chosen career fields/clusters.~~

53.0 Create a personalized career and academic plan.

**OPTIONAL**

~~58.0~~54.0 Demonstrate acquired skills through On-The-Job training.

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

<b>CTE Standards and Benchmarks</b>	
01.0	Demonstrate realistic employment goals. The student will be able to:
01.01	Express personal strengths and weaknesses, including social adjustments and cognitive abilities.
01.02	Match interests and abilities with potential careers.
02.0	Describe human relations skills necessary for success in the workforce. The student will be able to:
02.01	Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.
02.02	Identify and discuss the role of an employee as a team member in the workplace.
02.03	Describe the use of teams in the workplace to increase productivity and product quality.
02.04	Discuss the importance of human relations to success in the workplace.
02.05	Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.
03.0	Develop a familiarity with information technology. The student will be able to:
03.01	Develop keyboarding skills to enter and manipulate text and data.
03.02	Use reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.
04.0	Develop individualized education and career plans. The student will be able to:
04.01	Describe the steps involved in planning for education, career, and life goals.
04.02	Use a variety of sources and methods to determine career interests and abilities.

**CTE Standards and Benchmarks**

04.03 Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.

04.04 Identify non-traditional career options.

04.05 Develop a career plan to include training/education requirements, tasks/responsibilities, employment prospects, and career/advancement opportunities.

**Competencies from one or more CTE programs must be included in this coursework.**

Florida Department of Education  
Student Performance Standards

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

**Course Description:**

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

<b>CTE Standards and Benchmarks</b>	
01.0	Demonstrate realistic employment goals. The student will be able to:
01.03	Identify knowledge and additional skills necessary for job or career of interest
01.04	Determine time-frame for achieving necessary skills for desired job or career of interest
05.0	Develop a familiarity with information technology. The student will be able to:
05.01	Demonstrate proper work-related internet use and security.
05.02	Select and use appropriate devices, services, and applications for telecommunications.
05.03	Utilize presentation software to communicate ideas to a group.
05.04	Utilize word processing software to produce workplace documents.
05.05	Utilize spreadsheet software to create meaningful workplace records.
05.06	Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources.
05.07	Use different types of web search engines effectively to locate information.
05.08	Demonstrate ways to communicate effectively using Internet technology.
05.09	Employ computer operations applications to access, create, manage, integrate, and store information.
05.10	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
06.0	Identify the educational requirements, tasks performed, and employment opportunities for individuals who wish to enter occupations related to the field of study in which the student is enrolled. The student will be able to:

<b>CTE Standards and Benchmarks</b>	
06.01	Identify the career area of study in which they wish to enroll.
06.02	Research and identify the educational requirements of the occupation in which they wish to work.
06.03	Identify the job tasks that the occupation will require.
07.0	Practice quality performance. The student will be able to:
07.01	Maintains an organized work area.
07.02	Uses equipment, technology, and work strategies to improve workflow.
07.03	Carries out written and verbal directions accurately.
07.04	Completes work efficiently and effectively.
07.05	Adheres to worksite regulations and practices.
08.0	Demonstrate and incorporate workplace safety procedures. The student will be able to:
08.01	Describe how to follow workplace procedures for hazards and incidents.
08.02	Describe the procedure for identifying, dealing with, or reporting a hazard.
08.03	Describe how to assess and control risks.
09.0	Identify and demonstrate processes for making short and long term goals. The student will be able to:
09.01	Identify short term goals and how to reach them.
09.02	Identify long-term goals and set up a time line to meet the goals.
09.03	Demonstrate the ability to categorize goals into area of importance and urgency.
<b>Competencies from one or more CTE programs must be included in this coursework.</b>	

Florida Department of Education  
Student Performance Standards

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

**Course Description:**

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

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

<b>CTE Standards and Benchmarks</b>	
12.01	Identify vocabulary specific to their career field.
12.02	Use the proper vocabulary when discussing their chosen career.
13.0	Demonstrate job seeking and employability skills. The student will be able to:
13.01	Identify resources used in a job search (e.g., newspaper, Internet, networking).
13.02	Discuss importance of drug tests and criminal background checks in identifying possible employment opportunities.
13.03	Identify steps of the job application process including arranging for references and proper documentation (e.g., green card).
13.04	Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
13.05	Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
13.06	Demonstrate appropriate dress and grooming for employment.
13.07	Demonstrate effective interviewing skills (behavioral).
13.08	Describe methods for handling illegal interview and application questions.
13.09	Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).
13.10	Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
13.11	Describe importance of producing quality work and meeting performance standards.
13.12	Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
13.13	Identify how to prepare for job separation and re-employment.
13.14	Write a job description that includes the responsibilities of an entry-level position.
13.15	Prepare a classified ad for an entry-level position.
13.16	Create a list of interview questions for an entry-level position.
<b>Competencies from one or more CTE programs must be included in this coursework.</b>	

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

<b>CTE Standards and Benchmarks</b>	
14.0	Demonstrate an understanding of workplace safety. The student will be able to:
14.01	Communicate that workers must follow instruction and act in a way that does not place at risk their own health or safety or that of any other person.
14.02	Design a chart that illustrates safety guidelines.
15.0	Demonstrate an understanding of workplace organization. The student will be able to:
15.01	Identify role in family, circle of friends, school, and other groups/committees.
15.02	Illustrate the hierarchy of a company.
15.03	Define vision and mission statements.
16.0	Describe leadership and organizational skills. The student will be able to:
16.01	Employ leadership skills to accomplish organizational goals and objectives.
16.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
16.03	Conduct and participate in meetings to accomplish work tasks.
16.04	Employ mentoring skills to inspire and teach others.
17.0	Describe the roles within teams, work units, departments, organizations and the larger environment. The student will be able to:
17.01	Define teamwork.
17.02	Employ teamwork in working towards a common goal.

<b>CTE Standards and Benchmarks</b>	
17.03	Analyze how own actions impact the overall organization.
18.0	Discuss individual interests, aptitudes, and opportunities as they relate to the chosen career. The student will be able to:
18.01	Use a variety of sources and methods to determine career interests and abilities.
18.02	Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.
18.03	Identify non-traditional career options.
18.04	Debate how educational level affects career choice.
18.05	Explain importance of networking when researching occupations.
18.06	Identify advantages of attending a trade or technical school.
18.07	Identify career training available in the military services.
19.0	Identify career and employment opportunities. The student will be able to:
19.01	Research and identify job opportunities in their chosen career.
19.02	Research and identify starting and average salaries for their chosen career.
20.0	Demonstrate personal productivity. The student will be able to:
20.01	Models behaviors that demonstrate self-discipline, reliability, and dependability
20.02	Acts in a professional, respectful, and non-offensive manner while under pressure
20.03	Employs critical thinking skills to determine the best options or outcomes when faced with a challenging situation
20.04	Respond to situations and/or requests in a timely manner
21.0	Describe the duties and responsibilities of a successful employee. The student will be able to:
21.01	Explain how to handle customer inquiries/complaints.
21.02	Explain how to handle difficult internal and external customers
21.03	Explain how to interpret policies to internal and external customers.
21.04	Classify customer services according to nature and characteristics of the activity.

**CTE Standards and Benchmarks**

21.05 Review methods to resolve customer problems through clarifying and explaining policies and procedures.

21.06 Explain the importance of stress management and relaxation techniques as they relate to job performance.

21.07 Demonstrate an understanding of gender, age, disability, and cultural courtesy.

21.08 Describe workplace codes of professional/business conduct.

21.09 Explain the concepts of integrity, credibility, reliability, and perseverance.

21.10 List the responsibilities an employer has for his/her employees (ethical, social, legal).

**Competencies from one or more CTE programs must be included in this coursework.**

Florida Department of Education  
Student Performance Standards

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

**Course Description:**

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

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

<b>CTE Standards and Benchmarks</b>	
22.15	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
22.16	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
23.0	Identify types of mathematical skills necessary for successful employment. The student will be able to:
23.01	Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.
23.02	Compute different methods of monetary compensation (e.g., annual salary, hourly wage, commission, piecework).
23.03	Calculate exemptions, deductions, and taxable income and use tax tables to prepare a federal income tax form.
23.04	Prepare a balanced budget based on income and expenses.
23.05	Describe importance of maintaining an accurate checkbook balance.
23.06	Identify mathematical skills used by employees in a variety of career fields (e.g., electricians and apply electrical formulas to calculate watts, amps, ohms, or volts).
24.0	Demonstrate industry related mathematics knowledge and skills based on CTE competencies. The student will be able to:
24.01	Demonstrate knowledge of arithmetic operations.
24.02	Analyze and apply data and measurements to solve problems and interpret documents.
24.03	Construct charts/tables/graphs using functions and data.
25.0	Demonstrate industry related science knowledge and skills based on CTE competencies. The student will be able to:
25.01	Discuss the role of creativity in constructing scientific questions, methods and explanations.
25.02	Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.
26.0	Demonstrate industry related language arts knowledge and skills based on CTE competencies. The student will be able to:
26.01	Locate, comprehend and evaluate key elements of oral and written information.
26.02	Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
26.03	Present information formally and informally for specific purposes and audiences.
27.0	Identify types of communication skills necessary for successful employment. The student will be able to:
27.01	Describe the importance of the proper use of grammar, vocabulary, and diction.

<b>CTE Standards and Benchmarks</b>	
27.02	Identify the appropriate way to address people.
27.03	Identify appropriate conversation for work related settings.
27.04	Describe listening, speaking, and nonverbal skills necessary to determine customer needs.
27.05	List professional vocabulary appropriate for the work environment
27.06	Demonstrate ability to communicate in a multicultural setting
27.07	Identify and define commonly used customer service terms such as complaints, internal and external customers.
27.08	Demonstrate the ability to listen to, follow, and provide directions
27.09	Demonstrate the placing/receiving of telephone calls in a businesslike manner.
27.10	Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.
28.0	Solve problems using critical thinking skills, creativity and innovation. The student will be able to:
28.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
28.02	Employ critical thinking and interpersonal skills to resolve conflicts.
28.03	Identify and document workplace performance goals and monitor progress toward those goals.
28.04	Conduct technical research to gather information necessary for decision-making.
29.0	Use information technology tools. The student will be able to:
29.01	Use personal information management (PIM) applications to increase workplace efficiency.
29.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
29.03	Employ computer operations applications to access, create, manage, integrate, and store information.
29.04	Employ collaborative/groupware applications to facilitate group work.
30.0	Identify a career cluster and related pathways that match career and education goals. The student will be able to:
30.01	List Florida's seventeen career clusters.
30.02	Research the national career clusters website <a href="http://www.careerclusters.org">http://www.careerclusters.org</a> .

**CTE Standards and Benchmarks**

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

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

**Competencies from one or more CTE programs must be included in this coursework.**

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

<b>CTE Standards and Benchmarks</b>	
31.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:
31.01	Employ leadership skills to accomplish organizational goals and objectives.
31.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
31.03	Conduct and participate in meetings to accomplish work tasks.
31.04	Employ mentoring skills to inspire and teach others.
32.0	Apply leadership and communication skills. The student will be able to:
32.01	Employ leadership skills to accomplish organizational goals and objectives.
32.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
32.03	Conduct and participate in meetings to accomplish work tasks.
32.04	Employ mentoring skills to inspire and teach others.
33.0	Exhibit positive human relations and leadership skills. The student will be able to:
33.01	Describe the basic nature of self-understanding.
33.02	Identify and demonstrate positive personality traits.
33.03	Using interpersonal skills, demonstrate the ability to appropriately express feelings, reactions, ideas, opinions, wants, and needs.
33.04	Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy, respect, responsibility, self-discipline, and trustworthiness.

<b>CTE Standards and Benchmarks</b>	
33.05	Role-play behaviors that will promote effective human relations.
34.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:
34.01	Employ leadership skills to accomplish organizational goals and objectives.
34.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
34.03	Conduct and participate in meetings to accomplish work tasks.
34.04	Employ mentoring skills to inspire and teach others.
35.0	Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship. The student will be able to:
35.01	Identify and demonstrate positive work behaviors needed to be employable.
35.02	Develop personal career plan that includes goals, objectives, and strategies.
35.03	Examine licensing, certification, and industry credentialing requirements.
35.04	Maintain a career portfolio to document knowledge, skills, and experience.
35.05	Evaluate and compare employment opportunities that match career goals.
35.06	Identify and exhibit traits for retaining employment.
35.07	Identify opportunities and research requirements for career advancement.
35.08	Research the benefits of ongoing professional development.
35.09	Examine and describe entrepreneurship opportunities as a career planning option.
<b>Competencies from one or more CTE programs must be included in this coursework.</b>	

Florida Department of Education  
Student Performance Standards

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

**Course Description:**

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

<b>CTE Standards and Benchmarks</b>	
36.0	Develop an awareness of management functions and organizational structures as they relate to today’s workplace and employer/employee roles. The student will be able to:
36.01	Describe roles, functions, levels, and types of managers.
36.02	Discuss evolution of management from the Industrial Revolution to current philosophies and theories.
36.03	Identify a variety of management styles.
36.04	Cite examples of how workers adjust to different management styles.
36.05	Identify a variety of corporate organizational structures.
36.06	Identify how a corporate “chain of command” works.
36.07	Describe significance of a company's “corporate culture.”
36.08	Describe importance of achieving internal and external customer satisfaction.
36.09	Identify examples of how cultural diversity can affect the workplace.
36.10	List reasons why written policies are needed in the workplace.
36.11	Discuss role of ethics and morality in management.
36.12	Describe how a company's marketing efforts can affect employees and customers.
37.0	Demonstrate the competencies of employability and career development. The student will be able to:
37.01	Participation in required career-related training and/or education program

**CTE Standards and Benchmarks**

37.02	Passing certification tests to qualify for licensure and/or certification
37.03	Participation in company training or orientation
38.0	Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance. The student will be able to:
38.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
38.02	Explain emergency procedures to follow in response to workplace accidents.
38.03	Create a disaster and/or emergency response plan.
39.0	Describe the importance of professional ethics and legal responsibilities. The student will be able to:
39.01	Evaluate and justify decisions based on ethical reasoning.
39.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
39.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
39.04	Interpret and explain written organizational policies and procedures.
40.0	Use appropriate equipment and supplies safely and correctly. The student will be able to:
40.01	These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.
41.0	Demonstrate competencies identified for a specific program component. The student will be able to:
41.01	These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.
<b>Competencies from one or more CTE programs must be included in this coursework.</b>	

Florida Department of Education  
Student Performance Standards

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

**Course Description:**

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

<b>CTE Standards and Benchmarks</b>	
42.0	Demonstrate knowledge of job accommodations and apply skills related to self-determination and self-advocacy. The student will be able to:
42.01	Describe the definition of job accommodations.
42.02	Identify basic duties that an employee must be able to perform with or without reasonable accommodations.
42.03	Identify the tasks and job functions that a person with a disability cannot fully perform without some type of accommodation.
42.04	Identify the modification that will solve the problem.
42.05	Describe who is responsible for identifying an appropriate accommodation and when to request it.
42.06	Describe options if employer refuses to provide a reasonable accommodation.
43.0	Demonstrate personal money-management concepts, procedures and strategies. The student will be able to:
43.01	Identify and describe the services and legal responsibilities of financial institutions.
43.02	Describe the effect of money management on personal and career goals.
43.03	Develop a personal budget and financial goals.
43.04	Complete financial instruments for making deposits and withdrawals.
43.05	Maintain financial records.
43.06	Read and reconcile financial statements
43.07	Research, compare and contrast investment opportunities.

<b>CTE Standards and Benchmarks</b>	
44.0	Research and discuss career and employment opportunities. The student will be able to:
44.01	Explain importance of staying up-to-date on social, technical, and economic changes.
44.02	Evaluate and compare employment opportunities that match career goals
44.03	Identify opportunities and research requirements for career advancement.
45.0	Describe the rights, responsibilities and benefits of employment. The student will be able to:
45.01	Communicate his/her responsibilities as an employee.
45.02	Explain the benefits related to of employment, such as health insurance, leave time, worker’s compensation, retirement plans and Social Security.
45.03	Describe legal rights that apply to persons with disabilities in school, community, and workplace, including the Americans with Disabilities Act, the Rehabilitation Act, the Fair Labor Standards Act (FLSA), and child labor laws.
45.04	Understand steps that may be taken when rights have been violated.
46.0	Understand the benefits of disclosure. The student will be able to:
46.01	Communicate the definition of disclosure.
46.02	Identify appropriateness of disclosing disability in some situations and not others.
46.03	Evaluate the pros and cons when considering disclosure.
46.04	Communicate how disclosure provides legal protection against discrimination
47.0	Understand how to request job accommodations. The student will be able to:
47.01	Identify and describe the legal responsibilities of employers and employees in the work place.
47.02	Identify work-related reasonable accommodations.
47.03	Demonstrate ability to communicate necessary job accommodations to perspective employers.
47.04	Employ technological tools to research federal, state and local job accommodation resources.
47.05	Understand disability discrimination and harassment in the workplace.
48.0	Demonstrate a knowledge of self-advocacy. The student will be able to:

**CTE Standards and Benchmarks**

48.01	Communicate disability, needs, skills, and abilities.
48.02	Communicate legal rights as a person with a disability.
48.03	Analyze work space, method of communication with others, and tasks
48.04	Research the range of accommodations and choose one.
49.0	Develop skills to locate, evaluate, and interpret career information. The student will be able to:
49.01	Use a variety of sources and methods to determine career interests and abilities.
49.02	Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.
49.03	Identify non-traditional career options.
49.04	Debate how educational level affects career choice.
49.05	Explain importance of networking when researching occupations.
49.06	Identify advantages of attending a trade or technical school.
49.07	Identify sources of financial assistance for postsecondary education and training.
49.08	Describe the requirements and procedures for obtaining different types of financial assistance.
49.09	Develop an education and career plan.
49.10	Select an occupational area and identify its career opportunities, employment prospects, educational requirements, and advancement opportunities
49.11	Evaluate personal strengths and weaknesses in relation to the selected occupational area.
49.12	Explain the influence of life roles on career choice.
49.13	Review the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.
49.14	Demonstrate job performance skills.
49.15	Display expected level of productivity.
49.16	Use evaluations to improve own performance.

**CTE Standards and Benchmarks**

49.17 Identify, organize, plan and allocate resources.
49.18 Work cooperatively with others
49.19 Acquire and use information including using computers.
49.20 Work effectively within the context of complex interrelationships.
49.21 Work with a variety of technologies.
49.22 Perform basic computer operations.

**Competencies from one or more CTE programs must be included in this coursework.**

Listed below are the standards that Career and Education Planning [these must be met to satisfy the requirements of Section 1003.4156, Florida Statutes:

The student will be able to:

**Standards and Benchmarks**

50.0 Explain his or her career interests, skills and values. The student will be able to:
50.01 Describe his or her career interests based on a career interest assessment, personal experience, career informational interviews, research and/or reflection.
<del>50.04</del> 50.02 Describe the influences that societal, economic, and technological changes have on employment trends and future training. Describe what career-related skills are his or her current strengths or could become strengths in the future with practice and training based on a career skill assessment, personal experience and/or reflection.
<del>50.02</del> 50.03 Develop skills to locate, evaluate, and interpret career information. Describe what lifestyle and workplace values are most important to them to consider during career decision making, such as salary and benefits, work environment, the nature of the work and work/life balance.
50.04 Describe what values that relate to positively impacting others and the world are most important to them to weigh during career decision making.
51.0 Describe occupations and industries in his or her region. The student will be able to:
51.01 Define Career Clusters, industries and occupations.
51.02 Define regional poverty, average and family-sustaining wage thresholds.
51.03 Review local labor market data to identify the top five regional occupations as relates to each of the following: employment, growth and salary.

51.04	<u>List three occupations that align with his or her personal career interests, skills and values.</u>
51.05	<u>List the regional salary, employment and growth of three occupations they are most interested in learning more about.</u>
51.06	<u>Summarize occupational content learned through a career informational interview, career fair, job shadowing, service learning, guest speaker, project-based learning, work-based learning, worksite visit or other firsthand experience.</u>
52.0	<u>Describe a variety of postsecondary pathways. The student will be able to:</u>
52.01	<u>Evaluate the pros and cons of pursuing education, employment, entrepreneurship or enlistment immediately following high school.</u>
<del>50.03</del> 52.02	<del>Identify and demonstrate processes for making short and long term goals.</del> <u>Define postsecondary training provider options and their admissions requirements, including apprenticeships, technical colleges, state or community colleges, universities and industry-recognized certification providers.</u>
52.03	<u>Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees</u>
52.04	<u>Explain training options aligned with his or her career assessment results and occupational exploration.</u>
52.05	<u>Review postsecondary training data and list the total cost, average debt after graduation and median earnings and job placement rates of students who completed the student's preferred postsecondary training option.</u>
52.06	<u>Summarize what they learned about his or her preferred postsecondary training provider through online research; virtual or in-person tours; a college fair; and/or interviewing a current student, alumni or staff member.</u>
53.0	<u>Create a personalized career and academic plan. The student will be able to:</u>
53.01	<u>Prioritize an occupation for plan formation using one or more decision making techniques, such as a decision matrix, pros and cons analysis or other means</u>
53.02	<u>Explain the reasoning for choosing to pursue his or her preferred occupation</u>
<del>50.04</del> 53.03	<del>Demonstrate</del> <u>Identify which credentials, technical skills, and employability skills such as working in a group, problem-solving and organizational skills, and the importance of</u> <del>or entrepreneurship-</del> <u>skills are relevant to his or her preferred career pathway.</u>
53.04	<u>Prioritize a recognized postsecondary credential (industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees) aligned with his or her chosen occupation using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.</u>
<del>50.05</del> 53.05	<del>Understand the relationship between educational achievement and career choices/postsecondary options.</del> <u>Prioritize a postsecondary training provider aligned with his or her recognized postsecondary credential goal using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.</u>
53.06	<u>Define means of paying for postsecondary training, including scholarships (must include State scholarships), grants, savings, work, work-study programs, private loans and Federal loans.</u>
<del>50.06</del> 53.07	<del>Identify a career cluster and related pathways that match career and education goals.</del> <u>Describe ways of meeting the requirements of Florida's graduation pathways and obtaining accelerated credit, work-based learning experience, career and technical education credit and industry-recognized certifications in high school.</u>
<del>50.07</del> 53.08	<del>Develop a career and education plan</del> <u>freshman year course schedule</u> <del>that includes short and long term goals,</del> <u>meets</u> <del>high school program of study, and postsecondary/</del> <u>graduation requirements and that provides academic and career preparation aligned with the student's career goals.</u>

~~50.08~~53.09 ~~Demonstrate knowledge of technology and its application in the chosen career fields/clusters.~~ Identify extracurricular activities aligned with his or her occupational and postsecondary training goals.

**OPTIONAL**

~~51.0~~54.0 Demonstrate acquired skills through On-The-Job training.

## Additional Information

### **Laboratory Activities**

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

### **Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at [sala@fldoe.org](mailto:sala@fldoe.org).

### **Cooperative Training – OJT**

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

### **Accommodations**

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical

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

Florida Department of Education  
Curriculum Framework

**This program is a replacement/substitute for Career Education Services for Students with Disabilities (9603100) (S9900005SN).**

**Program Title:**        **Career Education Foundations**  
**Program Type:**      **Career Preparatory**  
**Career Cluster:**     **Additional CTE Programs/Courses**

<u>Secondary – Career Preparatory</u>	
<u>Program Number</u>	<u>9603200</u>
<u>CIP Number</u>	<u>1032011104</u>
<u>Grade Level</u>	<u>9-12</u>
<u>Program Length</u>	<u>2 credits</u>
<u>Teacher Certification</u>	<u>Refer to the <b>Program Structure</b> section.</u>
<u>CTSO</u>	<u>SkillsUSA</u>
<u>CTE Program Resources</u>	<u><a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a></u>

**Purpose**

This program develops foundational career readiness knowledge and skills for students with disabilities. The courses within this program can be used to compliment the workforce credential badges of s. 1003.5171, F.S. The program is individualized for each student through the Individual Educational Plan (IEP) process and includes selected competencies from one or more of the career areas. This allows the student with disability the opportunity to prepare for an industry certification as stated in the IEP. This program is only to be used with students with a disability and have an IEP or 504 plan.

Visit the FDOE’s Exceptional Student Education Secondary Transition page for more information on Workforce Credential Program for Students with Disabilities at: <https://www.fldoe.org/academics/exceptional-student-edu/secondary-transition.stml>.

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

**Program Structure**

This program is a planned sequence of instruction consisting of multiple courses that are completed as specified on an individual plan for each student. The courses are designed to reflect the wide range of abilities within the population of students with disabilities. The courses integrate

selected program standards from one or more Career and Technical Education Programs. The particular outcomes and student performance standards which the secondary student must master to earn credit must be specified on an individual basis. A student earns credit when the student performance standards stated on the IEP are mastered. The career or careers for which the student is being trained should be reflected in the student’s desired post-school outcome statement on the Transition Individual Educational Plan (Transition IEP). Documentation of mastery of the student performance standards must be maintained.

The following table illustrates the secondary program structure:

<u>Course Number</u>	<u>Course Title</u>	<u>Teacher Certification</u>	<u>Length</u>	<u>Graduation Requirement</u>
<u>9603210</u>	<u>Self-Advocacy and Career Planning</u>	<u>ANY CTE FIELD OR COVERAGE</u>	<u>0.5 credits</u>	<u>CT</u>
<u>9603220</u>	<u>Employability Skills and Resiliency in the Workplace</u>		<u>0.5 credits</u>	<u>CT</u>
<u>9603230</u>	<u>Workplace Safety</u>		<u>0.5 credits</u>	<u>CT</u>
<u>9603240</u>	<u>Job Attainment Skills</u>		<u>0.5 credits</u>	<u>CT</u>

(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)

Standards

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

- 01.0 Explain his or her career interests, skills and values.
- 02.0 Describe occupations and industries in his or her region.
- 03.0 Describe a variety of postsecondary pathways.
- 04.0 Create or update a personalized career and academic plan.
- 05.0 Explain his or her abilities, disabilities and accommodation needs.
- 06.0 Define his or her role, responsibilities and rights in requesting classroom or workplace accommodations.
- 07.0 Communicate effectively.
- 08.0 Convey professionalism.
- 09.0 Promote teamwork and collaboration.
- 10.0 Think critically and solve problems.
- 11.0 Define workplace safety rights, responsibilities, resources, and incident reporting protocol related to the Occupational Safety and Health Administration (OSHA).
- 12.0 Define the most common reason for workplace falling injuries and strategies to mitigate the risks.
- 13.0 Define the most common struck-by and caught-in/between workplace injuries as well as mitigation strategies.
- 14.0 Define common electrical hazards and mitigation strategies.
- 15.0 Define common fire hazards, fire avoidance, fire extinguishing and evacuation strategies.
- 16.0 Define common workplace muscle and skeletal strain injuries and mitigation strategies.
- 17.0 List common workplace exposure injuries and mitigation strategies.
- 18.0 Find, assess and apply to job opportunities.
- 19.0 Communicate personal competence, character and fit for a job opportunity.
- 20.0 Cultivate and leverage relationships to professionally advance.

Florida Department of Education  
Student Performance Standards

Course Title:        Self-Advocacy and Career Planning  
Course Number:    9603210  
Course Credit:     0.5 credits

Course Description:

A career planning course designed to help students map their postsecondary goals while developing the essential self-advocacy skills needed to navigate disability rights and accommodations in higher education and employment.

<u>CTE Standards and Benchmarks</u>	
01.0	<u>Explain his or her career interests, skills and values.</u>
01.01	<u>Describe his or her career interests based on a career interest assessment, personal experience, career informational interviews, research and/or reflection.</u>
01.02	<u>Describe what career-related skills are his or her current strengths or could become strengths in the future with practice and training based on a career skill assessment, personal experience and/or reflection.</u>
01.03	<u>Describe what lifestyle and workplace values are most important to them to consider during career decision making, such as salary and benefits, work environment, the nature of the work and work/life balance.</u>
01.04	<u>Describe what values that relate to positively impacting others and the world are most important to them to weigh during career decision making.</u>
02.0	<u>Describe occupations and industries in his or her region.</u>
02.01	<u>Define Career Clusters, industries and occupations.</u>
02.02	<u>Define regional poverty, average and family-sustaining wage thresholds.</u>
02.03	<u>Analyze local labor market data to identify the top five regional occupations based on employment, growth, and salary.</u>
02.04	<u>List three occupations that align with his or her personal career interests, skills and values.</u>
02.05	<u>List the regional salary, employment and growth of three occupations they are most interested in learning more about.</u>
02.06	<u>Summarize occupational content learned through a career informational interview, career fair, job shadowing, service learning, guest speaker, project-based learning, work-based learning, worksite visit or other firsthand experience.</u>
03.0	<u>Describe a variety of postsecondary pathways.</u>
03.01	<u>Evaluate the pros and cons of pursuing education, employment, entrepreneurship or enlistment immediately following high school.</u>
03.02	<u>Define postsecondary training provider options and their admissions requirements, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u>

<b>CTE Standards and Benchmarks</b>	
03.03	<u>Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u>
03.04	<u>Compare training options aligned with his or her career assessment results and occupational exploration.</u>
03.05	<u>Review postsecondary training data and list the total cost, average debt after graduation and median earnings and job placement rates of students who completed the student's preferred postsecondary training option.</u>
03.06	<u>Summarize what they learned about his or her preferred postsecondary training provider through online research; virtual or in-person tours; a college fair; and/or interviewing a current student, alumni or staff member.</u>
04.0	<u>Create or update a personalized career and academic plan.</u>
04.01	<u>Prioritize one or more occupations for plan formation using a decision making techniques, such as a decision matrix, pros and cons analysis or other means.</u>
04.02	<u>Explain the reasoning for choosing to pursue his or her preferred occupation.</u>
04.03	<u>Identify which credentials, technical skills, and employability or entrepreneurship skills are relevant to his or her preferred career pathway.</u>
04.04	<u>Prioritize one or more recognized postsecondary credential (industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees) aligned with his or her chosen occupation using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.</u>
04.05	<u>Prioritize one or more postsecondary training provider aligned with his or her recognized postsecondary credential goal using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.</u>
04.06	<u>Describe ways of meeting the requirements of Florida's graduation pathways and obtaining accelerated credit, work-based learning experience, career and technical education credit and industry-recognized certifications in high school.</u>
04.07	<u>Develop a high school course schedule that meets high school graduation requirements and that provides academic and career preparation aligned with the student's career goals.</u>
04.08	<u>Identify extracurricular activities, including Career and Technical Student Organizations (CTSOs), at your school or within your local community aligned with his or her occupational and postsecondary training goals.</u>
04.09	<u>Research the specific application requirements for the student's selected postsecondary training or national service opportunity.</u>
04.10	<u>Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts, and examinations.</u>
04.11	<u>Define means of paying for postsecondary training, including scholarships (must include State scholarships), grants, savings, work, work-study programs, private loans and Federal loans.</u>
04.12	<u>Identify a variety of financial aid opportunities for the student's prioritized postsecondary training option(s), including scholarships, grants, savings, work and work-study programs, private loans, and Federal loans.</u>
05.0	<u>Explain his or her abilities, disabilities and accommodation needs.</u>
05.01	<u>Articulate at least three specific strengths they possess and provide examples of how these strengths have helped them succeed in academic or personal situations.</u>
05.02	<u>Describe their disability in their own words and explain how it affects their learning, work, or daily activities in specific contexts.</u>

<b>CTE Standards and Benchmarks</b>	
05.03	<u>Distinguish between accommodations, modifications, and supports.</u>
05.04	<u>Identify and explain at least three accommodations, modifications or supports that help them perform at their best, including why each accommodation is beneficial.</u>
05.05	<u>Identify appropriate times and ways to disclose a disability or request accommodations.</u>
05.06	<u>Request needed accommodations from teachers, employers, or other authority figures using clear, respectful language.</u>
05.07	<u>Create and practice a 30-60 second introduction that highlights their skills, interests, and goals without focusing solely on their disability.</u>
05.08	<u>Request needed accommodations from teachers, employers, or other authority figures using clear, respectful language.</u>
06.0	<u>Define his or her role, responsibilities and rights in requesting classroom or workplace accommodations.</u>
06.01	<u>Identify key protections under the Americans with Disabilities Act (ADA), Americans with Disabilities Act, and Individuals with Disabilities Education Act (IDEA), and explain how these laws apply to educational and employment settings.</u>
06.02	<u>Compare and contrast the accommodation process in high school versus college or workplace settings, including who is responsible for initiating requests.</u>
06.03	<u>Research and compile a list of disability services, support organizations, and resources available at their target colleges, vocational programs, or in their community.</u>
06.04	<u>Identify key information they may need to share with requesting accommodations, such as from their IEP, 504 Plan, or relevant diagnostic documentation.</u>
06.05	<u>Identify common accommodations used in educational and workplace settings.</u>
06.06	<u>Develop a written plan outlining their accommodation needs across different environments (classroom, workplace, independent living) and strategies for communicating these needs.</u>
06.07	<u>Analyze scenarios where accommodations are denied or inadequate and develop appropriate responses, including when and how to escalate concerns.</u>

Florida Department of Education  
Student Performance Standards

**Course Title:** Employability Skills and Resiliency in the Workplace  
**Course Number:** 9603220  
**Course Credit:** 0.5 credits

**Course Description:**

Students develop core employability skills for career success, including effective written and verbal communication, professional conduct (integrity and accountability), collaborative teamwork, and the ability to think critically and solve workplace problems. The standards and benchmarks within this course are from the soft skills training within the Florida Ready to Work program, which is administered by the Florida Department of Commerce. Visit <https://www.floridareadytowork.com/> to learn more.

<u>Employability Skills</u>	
07.0	<u>Communicate effectively.</u>
07.01	<u>Understand the elements of effective listening, speaking, and writing.</u>
07.02	<u>Consider the purpose, audience, and medium of communication, including email etiquette, texting, and social media.</u>
07.03	<u>Understand the role of the customer and develop positive customer relationships.</u>
07.04	<u>Adopt a growth mindset and become an active learner.</u>
07.05	<u>Demonstrate strategies for conflict resolution.</u>
08.0	<u>Convey professionalism.</u>
08.01	<u>Build trust through punctuality, dependability, and accountability.</u>
08.02	<u>Demonstrate integrity, initiative, and a strong work ethic.</u>
08.03	<u>Represent the organization in the workplace and beyond with pride and professionalism.</u>
08.04	<u>Develop organizational skills and effective work habits.</u>
08.05	<u>Manage time effectively and prioritize tasks.</u>
08.06	<u>Use common technology and choose tools to fit tasks.</u>
08.07	<u>Develop basic business acumen.</u>
09.0	<u>Promote teamwork and collaboration.</u>
09.01	<u>Recognize the characteristics of an effective team member.</u>
09.02	<u>Develop leadership skills.</u>

09.03	<a href="#">Recognize, celebrate, and incorporate individual diversity.</a>
10.0	<a href="#">Think critically and solve problems.</a>
10.01	<a href="#">Adapt to new information and circumstances.</a>
10.02	<a href="#">Make decisions with logic and reason.</a>
10.03	<a href="#">Demonstrate awareness of systems and design for improvement.</a>
10.04	<a href="#">Use a cycle of inquiry to investigate a problem.</a>
10.05	<a href="#">Evaluate and interpret data sources and visual displays.</a>

Florida Department of Education  
Student Performance Standards

Course Title:        Workplace Safety  
Course Number:    9603230  
Course Credit:     0.5 credits

Course Description:

This course provides comprehensive instruction on workplace safety, covering employee OSHA rights and employer responsibilities, and hazard mitigation for the "Fatal Four" injuries (falls, struck-by, caught-in/between, and electrocution). Students learn proper techniques for fire avoidance, safe lifting, and minimizing exposure to chemical and environmental hazards.

<u>CTE Standards and Benchmarks</u>	
11.0	<u>Define workplace safety rights, responsibilities, resources, and incident reporting protocol related to the Occupational Safety and Health Administration (OSHA).</u>
11.01	<u>Define workers' rights under OSHA, including a safe workplace, requesting an inspection, reporting injuries, and to be free from reporting retaliation.</u>
11.02	<u>Define employer and employee responsibilities under OSHA, including providing personal protective equipment (PPE), training, hazard communication, and record keeping.</u>
11.03	<u>Describe workplace safety resources, including safety data sheets (SDS), the OSHA website, and the OSHA hotline.</u>
12.0	<u>Define the most common reason for workplace falling injuries and strategies to mitigate the risks.</u>
12.01	<u>List common reasons for falling at work, including slipping, tripping, and falling from heights.</u>
12.02	<u>Describe slip, trip, and fall mitigation strategies, including cleaning up spills, reducing/eliminating trip hazards, safe ladder usage, fall protection plans, active vs. passive fall protection systems, guardrails, handrails, personal fall arrest systems, and training.</u>
13.0	<u>Define the most common struck-by and caught-in/between workplace injuries as well as mitigation strategies.</u>
13.01	<u>List common struck-by and caught-in/between workplace injuries, including by vehicles, equipment, machinery, shelving, trenches, elevated heavy objects, power tools, etc.</u>
13.02	<u>Describe strategies to mitigate struck-by and caught-in/between injuries, including hard hats, high-visibility vests, safety glasses, gloves, proper distancing from machinery and vehicles, properly storing materials on shelving, and lockout/tagout (LOTO) procedures.</u>
14.0	<u>Define common electrical hazards and mitigation strategies.</u>
14.01	<u>List common electrical hazards, including operating electrical equipment in dry, damp, and wet environments; using equipment with damaged cords; overloading circuit breakers, fuses, and power strips; and making contact with downed power lines.</u>

<b>CTE Standards and Benchmarks</b>	
14.02	<u>Describe common electrical hazard mitigation strategies, including protection from accidental contact, guarding methods, de-energizing, lockout/tagout (LOTO), protecting electrical sources from damage or overloading, extension cord safety, grounding, GFCI protection, avoiding damaged and downed electrical lines, and reporting.</u>
15.0	<u>Define common fire hazards, fire avoidance, fire extinguishing and evacuation strategies.</u>
15.01	<u>Define the components of the fire triangle (fuel, heat, and oxygen).</u>
15.02	<u>List common fire hazards, including overloaded power strips, unattended cooking, improper storage of flammables, and space heaters.</u>
15.03	<u>Demonstrate the proper use of a portable fire extinguisher using the P.A.S.S. technique (Pull, Aim, Squeeze, Sweep).</u>
15.04	<u>Identify when to fight a fire versus when to evacuate immediately (e.g., "Only attempt to extinguish a fire if it is small, contained, and you have a clear exit path.").</u>
15.05	<u>Define the steps of fire evacuation including, activating a fire alarm or recognizing a fire alarm/emergency notification, following evacuation routes, identifying exit signs, avoiding elevators and using stairs instead, and assembling for headcount.</u>
16.0	<u>Define common workplace muscle and skeletal strain injuries and mitigation strategies.</u>
16.01	<u>List common workplace injuries to muscles and bones, including lifting heavy objects, repetitive motions, and strained posture.</u>
16.02	<u>Demonstrate proper lifting techniques, including assessing the load, planning your route, avoiding twisting, using mechanical aids (e.g., hand truck), and lifting with your legs and a straightened back.</u>
17.0	<u>List common workplace exposure injuries and mitigation strategies.</u>
17.01	<u>List common exposure injuries, including hazardous chemicals, particulate inhalation, loud noises, and extreme temperatures.</u>
17.02	<u>Describe exposure injury mitigation techniques, including gloves, safety glasses, respirators, proper ventilation, earplugs/earmuffs, and hydration and rest protocol.</u>

**Florida Department of Education**  
**Student Performance Standards**

**Course Title:**        **Job Attainment Skills**  
**Course Number:**   **9603240**  
**Course Credit:**     **0.5 credits**

**Course Description:**

This course teaches students how to find, apply for, and secure employment. Key topics include resume/cover letter writing, professional portfolio curation, interview preparation, and building a strategic professional network for career growth.

<b><u>CTE Standards and Benchmarks</u></b>	
18.0	<u>Find, assess and apply to job opportunities.</u>
18.01	<u>Identify online job posts relevant to his or her career aspirations.</u>
18.02	<u>Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
18.03	<u>Define what information, documentation and writing prompts are required for the positions.</u>
19.0	<u>Communicate personal competence, character and fit for a job opportunity.</u>
19.01	<u>Develop a resume that includes contact information, professional summary, experiences (e.g., extracurriculars, volunteering, courses, trainings, leadership roles, sports), skills, and achievements (e.g., certifications, honors, awards).</u>
19.02	<u>Write a cover letter.</u>
19.03	<u>Curate a professional portfolio that includes work products.</u>
19.04	<u>Prepare for and experience a mock job interview.</u>
20.0	<u>Cultivate and leverage relationships to professionally advance.</u>
20.01	<u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
20.02	<u>Develop a plan to cultivate a professional digital footprint.</u>
20.03	<u>Develop a networking plan for a specific industry of interest.</u>

## 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.

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at SALA@fldoe.org.

### Career and Technical Student Organization (CTSO)

CTSOs are co-curricular career and technical student organizations 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. Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

### Cooperative Training – OJT

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

### Accommodations

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

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

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

Florida Department of Education  
Curriculum Framework

**Course Title:** Career and Postsecondary Planning  
**Course Type:** Non-Career Preparatory  
**Career Cluster:** Additional CTE Programs/Courses

<u>Secondary – Non-Career Preparatory</u>	
<u>Course Number</u>	<u>9605100</u>
<u>CIP Number</u>	<u>1032010700</u>
<u>Grade Level</u>	<u>11-12</u>
<u>Course Length</u>	<u>0.5 credits</u>
<u>Teacher Certification</u>	<u>Refer to the <b>Course Structure</b> section.</u>
<u>CTSO</u>	<u>N/A</u>
<u>CTE Program Resources</u>	<u><a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a></u>

**Purpose**

This course provides a systematic opportunity for students to develop or update their personalized career and academic plan. Upon completing the course, students will have examined career and postsecondary information, data, and experiential learning that will help inform their decision making. Then, students will formulate a plan that is aligned with their values, interests, skills, graduation requirements, and the Florida labor market. In addition, students will prepare to meet or exceed the admissions requirements of their chosen postsecondary training pathway while maximizing their financial aid opportunities.

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

**Course Structure**

This course may be paired with other half-credit courses for scheduling purposes, such as Employability and Job Attainment Skills or Personal Financial Literacy.

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

The following table illustrates the secondary course structure:

<u>Course Number</u>	<u>Course Title</u>	<u>Teacher Certification</u>	<u>Length</u>	<u>Level</u>	<u>Graduation Requirement</u>
<u>9605100</u>	<u>Career and Postsecondary Planning</u>	<u>ANY FIELD</u>	<u>0.5</u>	<u>2</u>	<u>CT</u>

(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)

Florida’s Career Readiness Skills for CTE Programs

<u>Employability Skills</u>	
01.0	<u>Apply academic skills to workplace scenarios.</u>
01.01	<u>Use reading skills.</u>
01.02	<u>Use writing skills.</u>
01.03	<u>Use mathematical strategies and procedures.</u>
01.04	<u>Use scientific principles and procedures.</u>
02.0	<u>Design a solution to an industry problem.</u>
02.01	<u>Use critical thinking.</u>
02.02	<u>Use creativity.</u>
02.03	<u>Make sound decisions.</u>
02.04	<u>Solve problems.</u>
02.05	<u>Reason.</u>
02.06	<u>Plan and organize.</u>
03.0	<u>Manage resources within an industry project</u>
03.01	<u>Manage time.</u>
03.02	<u>Manage money or resources.</u>
03.03	<u>Manage materials.</u>
03.04	<u>Manage personnel.</u>
04.0	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
04.01	<u>Manage systems.</u>
04.02	<u>Monitor systems.</u>
04.03	<u>Improve systems.</u>
05.0	<u>Use information for decision making.</u>
05.01	<u>Locate information.</u>
05.02	<u>Organize information.</u>
05.03	<u>Use information.</u>

05.04	<a href="#">Analyze information.</a>
05.05	<a href="#">Communicate information.</a>
06.0	<a href="#">Apply relevant technology to workplace scenarios to aid productivity.</a>
06.01	<a href="#">Use technology.</a>
07.0	<a href="#">Interpret and express interpersonal communication.</a>
07.01	<a href="#">Communicate verbally.</a>
07.02	<a href="#">Listen actively.</a>
07.03	<a href="#">Comprehend written material.</a>
07.04	<a href="#">Convey information in writing.</a>
07.05	<a href="#">Communicate nonverbally.</a>
07.06	<a href="#">Interpret nonverbal communication.</a>
08.0	<a href="#">Interact with others to accomplish workplace goals.</a>
08.01	<a href="#">Collaborate with others in a team.</a>
08.02	<a href="#">Respond to customer needs.</a>
08.03	<a href="#">Exercise leadership.</a>
08.04	<a href="#">Negotiate to resolve conflict.</a>
08.05	<a href="#">Respect others.</a>
09.0	<a href="#">Manage personal behavior to maximize productivity and professional growth.</a>
09.01	<a href="#">Demonstrate responsibility and self-discipline.</a>
09.02	<a href="#">Adapt and show flexibility.</a>
09.03	<a href="#">Work independently.</a>
09.04	<a href="#">Demonstrate a willingness to learn.</a>
09.05	<a href="#">Demonstrate integrity.</a>
09.06	<a href="#">Demonstrate professionalism.</a>
09.07	<a href="#">Take initiative.</a>
09.08	<a href="#">Display positive attitude.</a>
09.09	<a href="#">Take responsibility for professional growth.</a>

## Career Exploration & Planning

- 10.0 Explain career opportunities aligned with the regional economy and personal aspirations.
- 10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.
- 10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.
- 11.0 Explain postsecondary pathways aligned with his or her career aspirations.
- 11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).
- 11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.
- 11.03 Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.
- 11.04 Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.
- 12.0 Develop a personalized career and academic plan.
- 12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.
- 12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.
- 12.03 Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.
- 12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.
- 12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.

## Job Attainment

- 13.0 Find, assess and apply to job opportunities.
- 13.01 Identify online job posts relevant to his or her career aspirations.
- 13.02 Compare and contrast the job posts’ required qualifications, job duties, compensation, benefits and employers.
- 13.03 Define what information, documentation and writing prompts are required for the positions.
- 14.0 Communicate personal competence, character and fit for a job opportunity.
- 14.01 Develop a resume.
- 14.02 Write a cover letter.
- 14.03 Curate a professional portfolio that includes work products.
- 14.04 Prepare for and experience a mock job interview.

15.0	<u>Cultivate and leverage relationships to professionally advance.</u>
15.01	<u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
15.02	<u>Develop a plan to cultivate a professional digital footprint.</u>
15.03	<u>Develop a networking plan for a specific industry of interest.</u>

Standards

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

- 01.0 Explain their career interests, skills and values.
- 02.0 Describe occupations and industries in their region.
- 03.0 Describe a variety of postsecondary pathways.
- 04.0 Create or update a personalized career and academic plan.

Florida Department of Education  
Student Performance Standards

Course Title:        **Career and Postsecondary Planning**  
Course Number:    **9605100**  
Course Credit:     **0.5 Credits**

Course Description:

This course provides a systematic opportunity for students to develop or update their personalized career and academic plan. Upon completing the course, students will have examined career and postsecondary information, data, and experiential learning that will help inform their decision making. Then, students will formulate a plan that is aligned with their values, interests, skills, graduation requirements, and the Florida labor market. In addition, students will prepare to meet or exceed the admissions requirements of their chosen postsecondary training pathway while maximizing their financial aid opportunities.

<u>CTE Standards and Benchmarks</u>	
01.0	<u>Explain his or her career interests, skills and values. The student will be able to:</u>
01.01	<u>Describe his or her career interests based on a career interest assessment, personal experience, career informational interviews, research and/or reflection.</u>
01.02	<u>Describe what career-related skills are his or her current strengths or could become strengths in the future with practice and training based on a career skill assessment, personal experience and/or reflection.</u>
01.03	<u>Describe what lifestyle and workplace values are most important to them to consider during career decision making, such as salary and benefits, work environment, the nature of the work and work/life balance.</u>
01.04	<u>Describe what values that relate to positively impacting others and the world are most important to them to weigh during career decision making.</u>
02.0	<u>Describe occupations and industries in his or her region. The student will be able to:</u>
02.01	<u>Define Career Clusters, industries and occupations.</u>
02.02	<u>Define regional poverty, average and family-sustaining wage thresholds.</u>
02.03	<u>Analyze local labor market data to identify the top five regional occupations based on employment, growth, and salary.</u>
02.04	<u>List three occupations that align with his or her personal career interests, skills and values.</u>
02.05	<u>List the regional salary, employment and growth of three occupations they are most interested in learning more about.</u>
02.06	<u>Summarize occupational content learned through a career informational interview, career fair, job shadowing, service learning, guest speaker, project-based learning, work-based learning, worksite visit or other firsthand experience.</u>
03.0	<u>Describe a variety of postsecondary pathways. The student will be able to:</u>
03.01	<u>Evaluate the pros and cons of pursuing education, employment, entrepreneurship or enlistment immediately following high school.</u>

<b>CTE Standards and Benchmarks</b>	
03.02	<u>Define postsecondary training provider options and their admissions requirements, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u>
03.03	<u>Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.</u>
03.04	<u>Compare training options aligned with his or her career assessment results and occupational exploration.</u>
03.05	<u>Review postsecondary training data and list the total cost, average debt after graduation and median earnings and job placement rates of students who completed the student's preferred postsecondary training option.</u>
03.06	<u>Summarize what they learned about his or her preferred postsecondary training provider through online research; virtual or in-person tours; a college fair; and/or interviewing a current student, alumni or staff member.</u>
04.0	<u>Create or update a personalized career and academic plan. The student will be able to:</u>
04.01	<u>Prioritize one or more occupations for plan formation using a decision making techniques, such as a decision matrix, pros and cons analysis or other means.</u>
04.02	<u>Explain the reasoning for choosing to pursue his or her preferred occupation.</u>
04.03	<u>Identify which credentials, technical skills, and employability or entrepreneurship skills are relevant to his or her preferred career pathway.</u>
04.04	<u>Prioritize one or more recognized postsecondary credential (industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees) aligned with his or her chosen occupation using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.</u>
04.05	<u>Prioritize one or more postsecondary training provider aligned with his or her recognized postsecondary credential goal using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.</u>
04.06	<u>Describe ways of meeting the requirements of Florida's graduation pathways and obtaining accelerated credit, work-based learning experience, career and technical education credit and industry-recognized certifications in high school.</u>
04.07	<u>Develop a high school course schedule that meets high school graduation requirements and that provides academic and career preparation aligned with the student's career goals.</u>
04.08	<u>Identify extracurricular activities at your school or within your local community aligned with his or her occupational and postsecondary training goals.</u>
04.09	<u>Research the specific application requirements for the student's selected postsecondary training or national service opportunity.</u>
04.10	<u>Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts, and examinations.</u>
04.11	<u>Define means of paying for postsecondary training, including scholarships (must include State scholarships), grants, savings, work, work-study programs, private loans and Federal loans.</u>
04.12	<u>Identify a variety of financial aid opportunities for the student's prioritized postscondary training option(s), including scholarships, grants, savings, work and work-study programs, private loans, and Federal loans.</u>

## Additional Information

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at SALA@fldoe.org.

### Accommodations

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

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

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

Florida Department of Education  
Curriculum Framework

**Course Title:** Employability and Job Attainment Skills  
**Course Type:** Non-Career Preparatory  
**Career Cluster:** Additional CTE Programs/Courses

<u>Secondary – Non-Career Preparatory</u>	
<u>Course Number</u>	<u>9605200</u>
<u>CIP Number</u>	<u>1032011105</u>
<u>Grade Level</u>	<u>9-12</u>
<u>Course Length</u>	<u>0.5 credits</u>
<u>Teacher Certification</u>	<u>Refer to the <b>Course Structure</b> section.</u>
<u>CTSO</u>	<u>N/A</u>
<u>CTE Program Resources</u>	<u><a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a></u>

**Purpose**

This course is designed to equip high school students with essential skills for workplace success. Through hands-on activities, real-world scenarios and project-based learning, students develop applied academics and technology skills, critical thinking, problem-solving, decision-making, and professionalism. The course also emphasizes job attainment skills, including effective job search strategies, resume and cover letter writing, mock interview practice, and maintaining online professionalism. Offered as a standalone course or as an optional prerequisite for work-based learning programs, this course prepares students to confidently transition into the workforce with the skills and mindset to be successful. Cross-curricular academic skill development and collaboration on project-based learning are strongly encouraged.

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

**Course Structure**

This course may be paired with other half-credit courses for scheduling purposes, such as Career Exploration and Planning or Personal Financial Literacy.

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

The following table illustrates the secondary course structure:

<u>Course Number</u>	<u>Course Title</u>	<u>Teacher Certification</u>	<u>Length</u>	<u>Level</u>	<u>Graduation Requirement</u>
<u>9605200</u>	<u>Employability and Job Attainment Skills</u>	<u>ANY FIELD</u>	<u>0.5</u>	<u>2</u>	<u>CT</u>

(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)

Florida’s Career Readiness Skills for CTE Programs

<u>Employability Skills</u>	
01.0	<u>Apply academic skills to workplace scenarios.</u>
01.01	<u>Use reading skills.</u>
01.02	<u>Use writing skills.</u>
01.03	<u>Use mathematical strategies and procedures.</u>
01.04	<u>Use scientific principles and procedures.</u>
02.0	<u>Design a solution to an industry problem.</u>
02.01	<u>Use critical thinking.</u>
02.02	<u>Use creativity.</u>
02.03	<u>Make sound decisions.</u>
02.04	<u>Solve problems.</u>
02.05	<u>Reason.</u>
02.06	<u>Plan and organize.</u>
03.0	<u>Manage resources within an industry project</u>
03.01	<u>Manage time.</u>
03.02	<u>Manage money or resources.</u>
03.03	<u>Manage materials.</u>
03.04	<u>Manage personnel.</u>
04.0	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
04.01	<u>Manage systems.</u>
04.02	<u>Monitor systems.</u>
04.03	<u>Improve systems.</u>
05.0	<u>Use information for decision making.</u>
05.01	<u>Locate information.</u>
05.02	<u>Organize information.</u>
05.03	<u>Use information.</u>

05.04	<a href="#">Analyze information.</a>
05.05	<a href="#">Communicate information.</a>
06.0	<a href="#">Apply relevant technology to workplace scenarios to aid productivity.</a>
06.01	<a href="#">Use technology.</a>
07.0	<a href="#">Interpret and express interpersonal communication.</a>
07.01	<a href="#">Communicate verbally.</a>
07.02	<a href="#">Listen actively.</a>
07.03	<a href="#">Comprehend written material.</a>
07.04	<a href="#">Convey information in writing.</a>
07.05	<a href="#">Communicate nonverbally.</a>
07.06	<a href="#">Interpret nonverbal communication.</a>
08.0	<a href="#">Interact with others to accomplish workplace goals.</a>
08.01	<a href="#">Collaborate with others in a team.</a>
08.02	<a href="#">Respond to customer needs.</a>
08.03	<a href="#">Exercise leadership.</a>
08.04	<a href="#">Negotiate to resolve conflict.</a>
08.05	<a href="#">Respect others.</a>
09.0	<a href="#">Manage personal behavior to maximize productivity and professional growth.</a>
09.01	<a href="#">Demonstrate responsibility and self-discipline.</a>
09.02	<a href="#">Adapt and show flexibility.</a>
09.03	<a href="#">Work independently.</a>
09.04	<a href="#">Demonstrate a willingness to learn.</a>
09.05	<a href="#">Demonstrate integrity.</a>
09.06	<a href="#">Demonstrate professionalism.</a>
09.07	<a href="#">Take initiative.</a>
09.08	<a href="#">Display positive attitude.</a>
09.09	<a href="#">Take responsibility for professional growth.</a>

## Career Exploration & Planning

- 10.0 Explain career opportunities aligned with the regional economy and personal aspirations.
- 10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.
- 10.02 Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.
- 11.0 Explain postsecondary pathways aligned with his or her career aspirations.
- 11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).
- 11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.
- 11.03 Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.
- 11.04 Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.
- 12.0 Develop a personalized career and academic plan.
- 12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.
- 12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.
- 12.03 Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.
- 12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.
- 12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.

## Job Attainment

- 13.0 Find, assess and apply to job opportunities.
- 13.01 Identify online job posts relevant to his or her career aspirations.
- 13.02 Compare and contrast the job posts’ required qualifications, job duties, compensation, benefits and employers.
- 13.03 Define what information, documentation and writing prompts are required for the positions.
- 14.0 Communicate personal competence, character and fit for a job opportunity.
- 14.01 Develop a resume.
- 14.02 Write a cover letter.
- 14.03 Curate a professional portfolio that includes work products.
- 14.04 Prepare for and experience a mock job interview.

15.0	<u>Cultivate and leverage relationships to professionally advance.</u>
15.01	<u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
15.02	<u>Develop a plan to cultivate a professional digital footprint.</u>
15.03	<u>Develop a networking plan for a specific industry of interest.</u>

Standards

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

- 01.0 Apply academic skills to workplace scenarios.
- 02.0 Design a solution to an industry problem.
- 03.0 Manage resources within an industry project.
- 04.0 Oversee the subcomponents, operations and output of a technical or organizational system.
- 05.0 Use information for decision making.
- 06.0 Apply relevant technology to workplace scenarios to aid productivity.
- 07.0 Interpret and express interpersonal communication.
- 08.0 Interact with others to accomplish workplace goals.
- 09.0 Manage personal behavior to maximize productivity and professional growth.
- 10.0 Find, assess and apply to job opportunities.
- 11.0 Communicate personal competence, character and fit for a job opportunity.
- 12.0 Cultivate and leverage relationships to professionally advance.

Florida Department of Education  
Student Performance Standards

**Course Title:** Employability and Job Attainment Skills  
**Course Number:** 9605200  
**Course Credit:** 0.5 Credits

**Course Description:**

This course is designed to equip high school students with essential skills for workplace success. Through hands-on activities, real-world scenarios and project-based learning, students develop applied academics and technology skills, critical thinking, problem-solving, decision-making, and professionalism. The course also emphasizes job attainment skills, including effective job search strategies, resume and cover letter writing, mock interview practice, and maintaining online professionalism. Offered as a standalone course or as an optional prerequisite for work-based learning programs, this course prepares students to confidently transition into the workforce with the skills and mindset to be successful. Cross-curricular academic skill development and collaboration on project-based learning are strongly encouraged.

<b><u>CTE Standards and Benchmarks</u></b>	
01.0	<u>Apply academic skills to workplace scenarios. The student will be able to:</u>
01.01	<u>Use reading skills.</u>
01.02	<u>Use writing skills.</u>
01.03	<u>Use mathematical strategies and procedures.</u>
01.04	<u>Use scientific principles and procedures.</u>
02.0	<u>Design a solution to an industry problem. The student will be able to:</u>
02.01	<u>Use critical thinking.</u>
02.02	<u>Use creativity.</u>
02.03	<u>Make sound decisions.</u>
02.04	<u>Solve problems.</u>
02.05	<u>Reason.</u>
02.06	<u>Plan and organize.</u>
03.0	<u>Manage resources within an industry project. The student will be able to:</u>
03.01	<u>Manage time.</u>
03.02	<u>Manage money or resources.</u>
03.03	<u>Manage materials.</u>

**CTE Standards and Benchmarks**

03.04	<u>Manage personnel.</u>
04.0	<u>Oversee the subcomponents, operations and output of a technical or organizational system. The student will be able to:</u>
04.01	<u>Manage systems.</u>
04.02	<u>Monitor systems.</u>
04.03	<u>Improve systems.</u>
05.0	<u>Use information for decision making. The student will be able to:</u>
05.01	<u>Locate information.</u>
05.02	<u>Organize information.</u>
05.03	<u>Use information.</u>
05.04	<u>Analyze information.</u>
05.05	<u>Communicate information.</u>
06.0	<u>Apply relevant technology to workplace scenarios to aid productivity. The student will be able to:</u>
06.01	<u>Use technology.</u>
07.0	<u>Interpret and express interpersonal communication. The student will be able to:</u>
07.01	<u>Communicate verbally.</u>
07.02	<u>Listen actively.</u>
07.03	<u>Comprehend written material.</u>
07.04	<u>Convey information in writing.</u>
07.05	<u>Communicate nonverbally.</u>
07.06	<u>Interpret nonverbal communication.</u>
08.0	<u>Interact with others to accomplish workplace goals. The student will be able to:</u>
08.01	<u>Collaborate with others in a team.</u>
08.02	<u>Respond to customer needs.</u>
08.03	<u>Exercise leadership.</u>
08.04	<u>Negotiate to resolve conflict.</u>
08.05	<u>Respect others.</u>

<b><u>CTE Standards and Benchmarks</u></b>	
09.0	<u>Manage personal behavior to maximize productivity and professional growth. The student will be able to:</u>
09.01	<u>Demonstrate responsibility and self-discipline.</u>
09.02	<u>Adapt and show flexibility.</u>
09.03	<u>Work independently.</u>
09.04	<u>Demonstrate a willingness to learn.</u>
09.05	<u>Demonstrate integrity.</u>
09.06	<u>Demonstrate professionalism.</u>
09.07	<u>Take initiative.</u>
09.08	<u>Display positive attitude.</u>
09.09	<u>Take responsibility for professional growth.</u>
10.0	<u>Find, assess and apply to job opportunities. The student will be able to:</u>
10.01	<u>Identify online job posts relevant to his or her career aspirations.</u>
10.02	<u>Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
10.03	<u>Define what information, documentation and writing prompts that are required for the positions.</u>
11.0	<u>Communicate personal competence, character and fit for a job opportunity. The student will be able to:</u>
11.01	<u>Develop a resume.</u>
11.02	<u>Write a cover letter.</u>
11.03	<u>Curate a professional portfolio that includes work products.</u>
11.04	<u>Prepare for and experience a mock job interview.</u>
12.0	<u>Cultivate and leverage relationships to professionally advance. The student will be able to:</u>
12.01	<u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
12.02	<u>Develop a plan to cultivate a professional digital footprint.</u>
12.03	<u>Develop a networking plan for a specific industry of interest.</u>

## Additional Information

### Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.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 at SALA@fldoe.org.

### Accommodations

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

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

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

Florida Department of Education  
Curriculum Framework

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

PSAV	
Program Number	E91010A , E91010M , E91010H, E91010B, E91010C , E91010K, E91010E, E91010X, E91010F, E91010G, E91010N, E91010D, E91010Y, E91010L, E91010J, E91010T, E91010S
CIP Number	1691011001, 16910110002, 1691011003, 1691011005, 1691011008, 1691011009, 1691011010, 1691011011, 1691011012, 1691011013, 1691011014, 1691011015, 1691011016, 1691011017, 1691011018, 1691011019, 1691011020
Grade Level	30, 31
Program Length	Multiple hours
Teacher Certification	N/A
SOC Codes (all applicable)	Discipline Specific/ Please see the CIP to SOC Crosswalk located at the link below.
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

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

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

**Note:** According to Section (s.)1011.80(1)(a), Florida Statutes (F.S.), continuing workforce education courses and programs are exempt from certain requirements and are not eligible for performance funding. Expenditures must be fully supported by fees, except for preapprenticeship and apprenticeship programs as defined in in Section (s.)446.021(5) and (6), Florida Statutes (F.S). Enrollments shall not be counted for purposes of funding full-time equivalent enrollment, except for preapprenticeship and apprenticeship programs as defined in s. 446.021(5) and (6), F.S.

**Program Structure**

This program is a planned sequence of instruction consisting of:

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

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

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

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

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

The following table illustrates the postsecondary program structure:

OCP	Course/Program Number	Course Title	Length	Grade Level
A	E91010A	CWE – Agriculture and Natural Resources* Name will change to CWE-Agriculture, Food & Natural Resources	Multiple Hours	30, 31
A	E91010C	CWE – Architecture and Construction	Multiple Hours	30, 31
A	E91010K	CWE – Arts, A/V Technology and Communication	Multiple Hours	30, 31
A	E91010B	CWE – Business Technology* Name will change to CWE – Business, Management and Administration	Multiple Hours	30, 31
A	E91010E	CWE – Education and Training	Multiple Hours	30, 31
A	E91010X	CWE – Energy	Multiple Hours	30, 31
A	E91010S	CWE – Engineering and Technology	Multiple Hours	30, 31
A	E91010F	CWE – Finance	Multiple Hours	30, 31
A	E91010G	CWE – Government and Public Administration	Multiple Hours	30, 31

OCP	Course/Program Number	Course Title	Length	Grade Level
A	E91010H	CWE – Health Science	Multiple Hours	30, 31
A	E91010N	CWE – Hospitality and Tourism	Multiple Hours	30, 31
A	E91010D	CWE – Human Services	Multiple Hours	30, 31
A	E91010Y	CWE – Information Technology	Multiple Hours	30, 31
A	E91010L	CWE – Law, Public Safety and Service	Multiple Hours	30, 31
A	E91010J	CWE – Manufacturing	Multiple Hours	30, 31
A	E91010M	CWE – Marketing* Name will change to CWE – Marketing Sales and Services	Multiple Hours	30, 31
A	E91010T	CWE – Transportation, Distribution and Logistics	Multiple Hours	30, 31

Common Florida's Career Technical Core—Career Ready Practices Readiness Skills for CTE Programs

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

<u>Employability Skills</u>	
<u>01.0</u>	<u>Apply academic skills to workplace scenarios.</u>
<u>01.01</u>	<u>Use reading skills.</u>
<u>01.02</u>	<u>Use writing skills.</u>
<u>01.03</u>	<u>Use mathematical strategies and procedures.</u>
<u>01.04</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>

<a href="#"><u>02.01 Use critical thinking.</u></a>
<a href="#"><u>02.02 Use creativity.</u></a>
<a href="#"><u>02.03 Make sound decisions.</u></a>
<a href="#"><u>02.04 Solve problems.</u></a>
<a href="#"><u>02.05 Reason.</u></a>
<a href="#"><u>02.06 Plan and organize.</u></a>
<a href="#"><u>03.0 Manage resources within an industry project</u></a>
<a href="#"><u>03.01 Manage time.</u></a>
<a href="#"><u>03.02 Manage money or resources.</u></a>
<a href="#"><u>03.03 Manage materials.</u></a>
<a href="#"><u>03.04 Manage personnel.</u></a>
<a href="#"><u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u></a>
<a href="#"><u>04.01 Manage systems.</u></a>
<a href="#"><u>04.02 Monitor systems.</u></a>
<a href="#"><u>04.03 Improve systems.</u></a>
<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><u>Job Attainment</u></b>
<a href="#"><u>10.0 Find, assess and apply to job opportunities.</u></a>
<a href="#"><u>10.01 Identify online job posts relevant to his or her career aspirations.</u></a>
<a href="#"><u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u></a>
<a href="#"><u>10.03 Define what information, documentation and writing prompts are required for the positions.</u></a>
<a href="#"><u>11.0 Communicate personal competence, character and fit for a job opportunity.</u></a>
<a href="#"><u>11.01 Develop a resume.</u></a>
<a href="#"><u>11.02 Write a cover letter.</u></a>

<a href="#"><u>11.03 Curate a professional portfolio that includes work products.</u></a>
<a href="#"><u>11.04 Prepare for and experience a mock job interview.</u></a>
<a href="#"><u>12.0 Cultivate and leverage relationships to professionally advance.</u></a>
<a href="#"><u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
<a href="#"><u>12.02 Develop a plan to cultivate a professional digital footprint.</u></a>
<a href="#"><u>12.03 Develop a networking plan for a specific industry of interest.</u></a>

## Standards

The intended standards of this course will be locally developed.

## Additional Information

### Laboratory Activities

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

### Career and Technical Student Organization (CTSO)

Applicable [CTSOs are co-curricular career and technical student](#) organizations ~~if any are discipline specific for~~ providing leadership training and reinforcing specific career and technical skills.- Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. [-Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.](#)

### Cooperative Training – OJT

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

### Accommodations

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

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

Florida Department of Education  
Curriculum Framework

**Program Title:** Specialized Career Education, Extended  
**Program Type:** Career Preparatory  
**Career Cluster:** Additional CTE Programs/Courses

Career Certificate Program	
Program Number	R300001
CIP Number	1330000100
Grade Level	30, 31
Program Length	1800 hours
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	CTSO applicable to related CTE program
SOC Codes (all applicable)	SOC applicable to related CTE program. Please see the Master Credential List for this program’s assigned SOC codes. <a href="https://careersourceflorida.com/boardroom/florida-credentials-review-committee-draft/master-credentials-list/">https://careersourceflorida.com/boardroom/florida-credentials-review-committee-draft/master-credentials-list/</a>
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

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

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

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

**Program Structure**

This program is a planned sequence of instruction consisting of five occupational completion points. Each course includes standards and benchmarks (selected on an individual basis) from one or more of the Career and Technical Education Programs. **These standards and benchmarks must be taught in an industry certified environment or using industry standard equipment.** Course content includes but is not limited to: determining employment goals; demonstrating employability and self-advocacy skills; using technology, tools, equipment, and supplies safely and correctly; and, demonstrating personal productivity. Each course may include Job Shadowing, OJT, and Internships to further strengthen the student’s learning experience throughout the career decision-making and job preparation process.

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

Once the individualized standards and benchmarks are met for a course, the student is reported as a completer. After completion, the student may either enter employment or move to the next course with a new set of individualized performance standards listed in the IPS. The IPS should be reviewed on a regular basis to determine student progress and/or the need for revision. This is a terminal program; therefore, once all nine courses are completed, the OCPs are awarded and the student would: enroll in a CTE program of his or her choice; or, transition to employment.

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length		
A	SLS0460	Specialized Career Education, Basic 1	ANY CTE FIELD OR COVERAGE	150 hours		
	SLS0461	Specialized Career Education, Basic 2		150 hours		
	SLS0462	Specialized Career Education, Basic 3		150 hours		
B	SLS0463	Specialized Career Education, Advanced 1		ANY CTE FIELD OR COVERAGE	150 hours	
	SLS0464	Specialized Career Education, Advanced 2			150 hours	
	SLS0944	Specialized Career Education Internship			150 hours	
C	SLS0465	Specialized Career Education, Extension 1			ANY CTE FIELD OR COVERAGE	300 Hours
D	SLS0466	Specialized Career Education, Extension 2				300 Hours
E	SLS0467	Specialized Career Education, Extension 3				300 Hours

Common Florida's Career Technical Core — Career Ready Practices Readiness Skills for CTE Programs

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

<u>Employability Skills</u>	
<u>01.0</u>	<u>Apply academic skills to workplace scenarios.</u>
<u>01.01</u>	<u>Use reading skills.</u>
<u>01.02</u>	<u>Use writing skills.</u>
<u>01.03</u>	<u>Use mathematical strategies and procedures.</u>
<u>01.04</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>

<a href="#"><u>02.01 Use critical thinking.</u></a>
<a href="#"><u>02.02 Use creativity.</u></a>
<a href="#"><u>02.03 Make sound decisions.</u></a>
<a href="#"><u>02.04 Solve problems.</u></a>
<a href="#"><u>02.05 Reason.</u></a>
<a href="#"><u>02.06 Plan and organize.</u></a>
<a href="#"><u>03.0 Manage resources within an industry project</u></a>
<a href="#"><u>03.01 Manage time.</u></a>
<a href="#"><u>03.02 Manage money or resources.</u></a>
<a href="#"><u>03.03 Manage materials.</u></a>
<a href="#"><u>03.04 Manage personnel.</u></a>
<a href="#"><u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u></a>
<a href="#"><u>04.01 Manage systems.</u></a>
<a href="#"><u>04.02 Monitor systems.</u></a>
<a href="#"><u>04.03 Improve systems.</u></a>
<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><u>Job Attainment</u></b>
<a href="#"><u>10.0 Find, assess and apply to job opportunities.</u></a>
<a href="#"><u>10.01 Identify online job posts relevant to his or her career aspirations.</u></a>
<a href="#"><u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u></a>
<a href="#"><u>10.03 Define what information, documentation and writing prompts are required for the positions.</u></a>
<a href="#"><u>11.0 Communicate personal competence, character and fit for a job opportunity.</u></a>
<a href="#"><u>11.01 Develop a resume.</u></a>
<a href="#"><u>11.02 Write a cover letter.</u></a>

<a href="#"><u>11.03 Curate a professional portfolio that includes work products.</u></a>
<a href="#"><u>11.04 Prepare for and experience a mock job interview.</u></a>
<a href="#"><u>12.0 Cultivate and leverage relationships to professionally advance.</u></a>
<a href="#"><u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
<a href="#"><u>12.02 Develop a plan to cultivate a professional digital footprint.</u></a>
<a href="#"><u>12.03 Develop a networking plan for a specific industry of interest.</u></a>

## Standards

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

- 01.0 Demonstrate self-advocacy and self-determination skills.
- 02.0 Discuss individual interests, aptitudes, and opportunities.
- 03.0 Review and discuss career and employment opportunities.
- 04.0 Determine realistic employment goals.
- 05.0 Demonstrate work-related skills.
- 06.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- 07.0 Describe the rights, responsibilities and benefits of employment.
- 08.0 Manage interpersonal relationships.
- 09.0 Demonstrate job seeking and employability skills.
- 10.0 Demonstrate personal productivity.
- 11.0 Demonstrate employability and work-related skills appropriate to the workplace.
- 12.0 Demonstrate proper and safe procedures while working with tools, equipment, systems, and materials.
- 13.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- 14.0 Describe the duties and responsibilities of a successful employee.
- 15.0 Demonstrate how to request job accommodations.
- 16.0 Define key terms related to the chosen occupation.
- 17.0 Demonstrate oral and written communication skills in creating, expressing and interpreting information and ideas.
- 18.0 Demonstrate industry related mathematical skills.
- 19.0 Demonstrate industry related science knowledge and skills based on CTE standards and benchmarks.
- 20.0 Demonstrate industry related language arts knowledge and skills based on CTE standards and benchmarks.
- 21.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- 22.0 Create an employment plan.
- 23.0 Explain job accommodations as they relate to the workplace.
- 24.0 Demonstrate communication skills necessary for successful employment.
- 25.0 Demonstrate employability skills.
- 26.0 Demonstrate a familiarity with information technology.
- 27.0 Demonstrate workplace safety practices.
- 28.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- 29.0 Demonstrate an understanding of workplace organization.
- 30.0 Describe the roles within teams, work units, departments, organizations, and the larger environment.
- 31.0 Explain the impact of technology on occupations related to the field of study in which the student is enrolled.
- 32.0 Demonstrate positive human relations and leadership skills.
- 33.0 Explain the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
- 34.0 Solve problems using critical thinking skills, creativity, and innovation.
- 35.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- 36.0 Demonstrate employability skills.

- 37.0 Use information technology tools.
- 38.0 Practice quality performance.
- 39.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 40.0 Describe the importance of professional ethics and legal responsibilities.
- 41.0 Demonstrate skills acquired through On-the-Job-Training (OJT).
- 42.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- 43.0 Demonstrate workplace skills.
- 44.0 Demonstrate job attainment skills.
- 45.0 Demonstrate career planning skills.
- 46.0 Demonstrate life skills.
- 47.0 Demonstrate technical skills.

Florida Department of Education  
Student Performance Standards

Program Title: Specialized Career Education, Extended  
Career Certificate Program Number: R300001

<b>Course Number: SLS0460</b>	
<b>Occupational Completion Point: A</b>	
<b>Specialized Career Education, Basic 1 – 150 Hours</b>	
01.0	Demonstrate self-advocacy and self-determination skills. The student will be able to:
01.01	Identify and evaluate personal needs, interests, and goals.
01.02	Describe abilities, skills, and individual needs related to disability.
01.03	Make plans based on personal and career choices.
01.04	Carry out plans and adjust to changing circumstances.
01.05	Explain legal rights as a person with a disability.
01.06	Define the term disclosure.
01.07	Identify appropriateness of disclosing disability in some situations and not others.
01.08	Evaluate the advantages and disadvantages of disclosure.
01.09	Explain how disclosure provides legal protection against discrimination.
01.10	Analyze work space, method of communication with others, and tasks.
01.11	Review the range of accommodations and choose the best one based on individual needs.
02.0	Discuss individual interests, aptitudes, and opportunities. The student will be able to:
02.01	Use a variety of resources and methods to determine career interests and abilities.
02.02	Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.
02.03	Identify non-traditional career options.
02.04	Describe how educational level affects career choice.
02.05	Explain the importance of networking when exploring occupations.
02.06	Identify advantages of attending a career or technical center or college.
02.07	Explain the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.
03.0	Review and discuss career and employment opportunities. The student will be able to:

03.01	Explain the importance of staying up-to-date on social, technical, and economic changes.
03.02	Evaluate and compare employment opportunities that match career goals.
03.03	Identify opportunities and requirements for career advancement.
03.04	Identify what courses of study will be needed to reach his/her educational goal.
04.0	Determine realistic employment goals. The student will be able to:
04.01	Match interests and abilities with potential careers.
04.02	Compare personal strengths and weaknesses, including physical and cognitive abilities, to specific job requirements.
04.03	Collect information needed to determine realistic employment goals.
04.04	Identify potential careers available in the community.
04.05	Develop a career and education plan that includes short and long-term goals and postsecondary/career goals.
05.0	Demonstrate work-related skills. The student will be able to:
05.01	Demonstrate the ability to follow directions.
05.02	Demonstrate appropriate behaviors related to task completion.
05.03	Explain individual rights and responsibilities in the workplace.
05.04	Respond appropriately to constructive criticism.
05.05	Work cooperatively with others.
06.0	Demonstrate mastery of selected benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
06.01	Perform tasks as they relate to specific job training performance.
06.02	Demonstrate safety standards and benchmarks related to specific job training.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	
<b>Course Number: SLS0461</b>	
<b>Occupational Completion Point: A</b>	
<b>Specialized Career Education, Basic 2 – 150 Hours</b>	
07.0	Describe the rights, responsibilities and benefits of employment. The student will be able to:
07.01	Describe his/her responsibilities as an employee.
07.02	Explain the benefits of employment, such as health insurance, leave time, worker’s compensation, retirement plans and Social Security.

07.03	Describe legal rights that apply to persons with disabilities in school, community, and workplace, including the Americans with Disabilities Act, the Rehabilitation Act, and the Fair Labor Standards Act (FLSA).
07.04	Describe steps that may be taken when rights have been violated.
08.0	Manage interpersonal relationships. The student will be able to:
08.01	Demonstrate appropriate relationships with peers.
08.02	Participate as a member of a team.
08.03	Demonstrate positive work attitudes.
08.04	Demonstrate characteristics of a good employee.
08.05	Maintain positive relationships with co-workers.
08.06	Maintain a positive relationship with a supervisor.
09.0	Demonstrate job seeking and employability skills. The student will be able to:
09.01	Identify resources used in a job search (e.g., newspaper, Internet, networking).
09.02	Discuss the importance of drug tests and criminal background checks when identifying possible employment opportunities.
09.03	Identify steps of the job application process, including arranging for references and proper documentation (e.g., green card, birth certificate, social security card).
09.04	Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
09.05	Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
09.06	Demonstrate appropriate dress and grooming for employment.
10.0	Demonstrate personal productivity. The student will be able to:
10.01	Demonstrate self-discipline, reliability, and dependability.
10.02	Act in a professional, respectful, and non-offensive manner while under pressure.
10.03	Determine the best options or outcomes when faced with a challenging situation.
10.04	Respond to situations and/or requests in a timely manner.
11.0	Demonstrate employability and work-related skills appropriate to the workplace. The student will be able to:
11.01	Participate in job search activities.
11.02	Complete an accurate job application.
11.03	Demonstrate effective job interviewing skills.
11.04	Demonstrate the ability to follow directions.

11.05	Demonstrate time management practices.
11.06	Access various modes of transportation.
12.0	Demonstrate proper and safe procedures while working with tools, equipment, systems and materials. The student will be able to:
12.01	Inspect personal protective equipment (PPE) to determine if it is safe to use.
12.02	Inspect tools or equipment to determine if they are safe to use.
12.03	Identify technology, tools, equipment, and supplies necessary for a specific work task.
12.04	Demonstrate how to keep work area tidy with equipment properly stored.
12.05	Locate technology, tools, equipment, and supplies required to complete a specific work task.
12.06	Use technology, tools, equipment, and supplies safely and correctly for a specific work task.
12.07	Clean and maintain technology, tools, and equipment.
12.08	Store technology, tools, equipment, and supplies correctly.
13.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
13.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	
<b>Course Number: SLS0462</b>	
<b>Occupational Completion Point: A</b>	
<b>Specialized Career Education, Basic 3 – 150 Hours</b>	
14.0	Describe the duties and responsibilities of a successful employee. The student will be able to:
14.01	Demonstrate how to handle customer inquiries/complaints.
14.02	Demonstrate how to handle difficult internal and external customers.
14.03	Demonstrate how to interpret policies to internal and external customers.
14.04	Classify customer services according to nature and characteristics of the activity.
14.05	Describe ways of resolving customer problems.
14.06	Explain the importance of stress management and relaxation techniques as they relate to job performance.
14.07	Describe workplace codes of professional/business conduct.
14.08	Explain the concepts of integrity, credibility, reliability, and perseverance.

15.0	Demonstrate how to request job accommodations. The student will be able to:
15.01	Identify and describe the legal responsibilities of employers and employees in the work place.
15.02	Identify work-related reasonable accommodations.
15.03	Request necessary job accommodations from prospective employers.
15.04	Employ technological tools to identify federal, state and local job accommodation resources.
15.05	Explain disability discrimination and harassment in the workplace.
16.0	Define key terms related to the chosen occupation. The student will be able to:
16.01	Identify vocabulary specific to his/her career field.
16.02	Use the proper vocabulary when discussing his/her chosen career.
17.0	Demonstrate oral and written communication skills in creating, expressing, and interpreting information and ideas. The student will be able to:
17.01	Describe the importance of the proper use of grammar, vocabulary, and diction.
17.02	Demonstrate appropriate oral and written communication techniques to communicate clearly and effectively in the workplace.
17.03	Identify appropriate conversation for work related settings.
17.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
17.05	Describe listening, speaking, and nonverbal skills necessary to determine customer needs.
17.06	Apply active listening skills to obtain and clarify information.
17.07	Demonstrate the appropriate way to address people.
17.08	List professional vocabulary appropriate for the work environment.
17.09	Demonstrate the ability to communicate in a multicultural setting.
17.10	Design, develop and deliver formal and informal presentations using appropriate media.
17.11	Develop and interpret tables and charts to support written and oral communication.
17.12	Identify and define commonly used customer service terms (e.g., complaints, internal and external customers).
17.13	Demonstrate the placing/receiving of telephone calls in a businesslike manner.
17.14	Demonstrate the ability to locate, understand, and interpret information from various sources (e.g., trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, Internet resources).
18.0	Demonstrate industry related mathematical skills. The student will be able to:
18.01	Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.
18.02	Compute different methods of monetary compensation (e.g., annual salary, hourly wage, commission, piecework).

18.03	Prepare a balanced budget based on income and expenses.
18.04	Describe the importance of maintaining an accurate checkbook balance.
18.05	Identify mathematical skills used by employees in various career fields.
18.06	Demonstrate arithmetic operations to complete work tasks.
18.07	Use data to solve problems and interpret documents.
19.0	Demonstrate industry related science knowledge and skills based on CTE standards and benchmarks . The student will be able to:
19.01	Discuss the role of creativity in constructing scientific questions, methods and explanations as it relates to the chosen career.
20.0	Demonstrate industry related language arts knowledge and skills based on CTE standards and benchmarks. The student will be able to:
20.01	Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary.
20.02	Present information formally and informally for specific purposes and audiences.
21.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
21.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the student’s chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	
<b>Course Number: SLS0463</b>	
<b>Occupational Completion Point: B</b>	
<b>Specialized Career Education, Advanced 1 – 150 Hours</b>	
22.0	Create an employment plan. The student will be able to:
22.01	Describe entrepreneurship opportunities as a career planning option.
22.02	Identify the advantages and disadvantages of traditional employment with entrepreneurship.
22.03	Identify career pathways within the chosen career.
22.04	Utilize strategies to create employment plan.
23.0	Explain job accommodations as they relate to the workplace. The student will be able to:
23.01	Define the term job accommodations.
23.02	Identify basic duties that an employee must be able to perform with or without reasonable accommodations.
23.03	Identify examples of tasks and the related accommodation(s) that might be needed by a person with a specific disability.
23.04	Describe who is responsible for identifying an appropriate accommodation and when to request it.

23.05	Describe an employee's options if an employer refuses to provide a reasonable accommodation
24.0	Demonstrate communication skills necessary for successful employment. The student will be able to:
24.01	Describe the importance of the proper use of grammar, vocabulary, and diction.
24.02	Demonstrate the appropriate way to address people.
24.03	Identify appropriate conversation for work-related settings.
24.04	Describe listening, speaking, and nonverbal skills necessary to determine customer needs.
24.05	List professional vocabulary appropriate for the work environment.
24.06	Demonstrate the ability to communicate in a multicultural setting.
24.07	Identify and define commonly used customer service terms (e.g., complaints, internal and external customers).
24.08	Demonstrate the ability to listen to, follow, and provide directions.
24.09	Demonstrate the placing/receiving of telephone calls in a businesslike manner.
24.10	Demonstrate the ability to locate, understand, and interpret information from various sources (e.g., trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, Internet resources).
25.0	Demonstrate employability skills. The student will be able to:
25.01	Describe methods for handling illegal interview and application questions.
25.02	Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).
25.03	Identify positive work attitudes and behaviors (e.g., honesty, compassion, respect, responsibility, fairness, trustworthiness, caring).
25.04	Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
25.05	Explain how to prepare for job separation and re-employment.
25.06	Write a job description that includes the responsibilities of an entry-level position.
25.07	Prepare a classified ad for an entry-level position.
25.08	Create a list of interview questions for an entry-level position.
25.09	Complete various employment forms (application, W-4, insurance forms).
25.10	Create a resume.
26.0	Demonstrate a familiarity with information technology. The student will be able to:
26.01	Select and use appropriate devices, services, and applications for telecommunications.
26.02	Utilize presentation software to communicate ideas to a group.
26.03	Demonstrate proper work-related Internet use and security.

26.04	Utilize word processing software to produce workplace documents.
26.05	Utilize spreadsheet software to create meaningful workplace records.
26.06	Utilize web browsers to access the World Wide Web and other computer resources.
26.07	Use different types of web search engines effectively to locate information.
27.0	Demonstrate workplace safety practices. The student will be able to:
27.01	Identify technology, tools, equipment, and supplies necessary for a specific work task.
27.02	Locate technology, tools, equipment, and supplies required to complete a specific task.
27.03	Explain why workers must follow instructions and act in a way to promote safety.
27.04	Demonstrate required safety procedures related to the chosen career.
28.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
28.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	
<b>Course Number: SLS0464</b>	
<b>Occupational Completion Point: B</b>	
<b>Specialized Career Education, Advanced 2 – 150 Hours</b>	
29.0	Demonstrate an understanding of workplace organization. The student will be able to:
29.01	Identify his/her role in family, circle of friends, school, and other groups/committees.
29.02	Illustrate the hierarchy of a company.
29.03	Define vision and mission statements.
30.0	Describe the roles within teams, work units, departments, organizations, and the larger environment. The student will be able to:
30.01	Define teamwork.
30.02	Employ teamwork in working towards a common goal.
30.03	Analyze and explain how one's own actions impact the overall organization.
31.0	Explain the impact of technology on occupations related to the field of study in which the student is enrolled. The student will be able to:
31.01	Describe a specific company's policy for ensuring security and protection of computerized data.
31.02	Demonstrate uses of equipment to process information (e.g., 10-key, electronic cash register, OCR scanner, financial calculator, computer).

32.0	Demonstrate positive human relations and leadership skills. The student will be able to:
32.01	Identify and demonstrate positive personality traits.
32.02	Demonstrate interpersonal skills to appropriately express feelings, reactions, ideas, opinions, wants, and needs.
32.03	Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy, respect, responsibility, self-discipline, and trustworthiness.
32.04	Role-play behaviors that will promote effective human relations.
33.0	Explain the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance The student will be able to:
33.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
33.02	Explain emergency procedures to follow in response to workplace accidents.
33.03	Create a disaster and/or emergency response plan.
34.0	Solve problems using critical thinking skills, creativity, and innovation. The student will be able to:
34.01	Use critical thinking skills independently and in teams to solve problems and make decisions.
34.02	Demonstrate the use of critical thinking and interpersonal skills to resolve conflicts.
34.03	Identify and document workplace performance goals and monitor progress toward those goals.
34.04	Identify and gather information necessary for decision-making.
35.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
35.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	
<b>Course Number: SLS0944</b>	
<b>Occupational Completion Point: B</b>	
<b>Specialized Career Education Internship – 150 Hours</b>	
36.0	Demonstrate employability skills. The student will be able to:
36.01	Identify and demonstrate positive work behaviors needed to be employable.
36.02	Develop a personal career plan that includes strategies to reach personal goals and objectives.
36.03	Review licensing, certification, and industry credentialing requirements of chosen career.
36.04	Maintain a career portfolio to document knowledge, skills, and experience.

36.05	Explore and compare employment opportunities that match career goals.
36.06	Identify and exhibit traits for retaining employment.
36.07	Identify opportunities and requirements for career advancement.
36.08	Explain the benefits of ongoing professional development.
37.0	Use information technology tools. The student will be able to:
37.01	Use personal information management (PIM) applications to increase workplace efficiency.
37.02	Use technological tools to expedite workflow (e.g., word processing, electronic calendar, email, Internet applications).
37.03	Use computer operations applications to manage and store information.
37.04	Use collaborative/groupware applications to facilitate group work.
38.0	Practice quality performance. The student will be able to:
38.01	Maintain an organized work area.
38.02	Use equipment, technology, and work strategies to improve workflow.
38.03	Carry out written and verbal directions accurately.
38.04	Complete work efficiently and effectively.
38.05	Adhere to worksite regulations and practices.
39.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:
39.01	Demonstrate leadership skills to accomplish goals and objectives.
39.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
39.03	Conduct and participate in meetings to accomplish work tasks.
39.04	Demonstrate mentoring skills to inspire and teach others.
40.0	Describe the importance of professional ethics and legal responsibilities. The student will be able to:
40.01	Evaluate and justify decisions based on ethical reasoning.
40.02	Evaluate alternative responses to workplace situations based on ethical and legal responsibilities, and employer policies.
40.03	Identify and explain consequences of unethical or illegal behaviors in the workplace.
40.04	Explain written organizational policies and procedures.
41.0	Demonstrate skills acquired through On-the-Job-Training (OJT). The student will be able to:
41.01	Maintain a positive attitude towards a job.

41.02	Demonstrate appropriate job performance skills.
41.03	Maintain a level of productivity required by the job.
41.04	Use evaluations to improve performance.
41.05	Comply with employee rules, regulations, and procedures.
41.06	Apply effective communication appropriate to the job.
41.07	Apply problem solving strategies to real life situations.
42.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
42.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Job Shadowing and/or OJT.</b>	

<b>Course Number: SLS0465</b>	
<b>Occupational Completion Point: C</b>	
<b>Specialized Career Education, Extension 1 – 300 Hours</b>	
43.0	Demonstrate workplace skills. The student will be able to:
43.01	Perform job-specific duties required to maintain employment.
43.02	Demonstrate effective work habits, ethical behavior, and appropriate attire and personal care skills required to maintain employment.
43.03	Follow personal practices and safety rules and regulations to maintain a safe and healthy work environment.
43.04	Use decision-making and problem-solving skills required to maintain employment.
43.05	Use oral and written communication skills needed in the workplace.
43.06	Use technological tools needed in the workplace.
44.0	Demonstrate job attainment skills. The student will be able to:
44.01	Identify online job posts relevant to his or her career aspirations.
44.02	Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.
44.03	Define what information, documentation and writing prompts that are required for the positions.
44.04	Develop a resume.
44.05	Curate a professional portfolio that includes work products.
44.06	Prepare for and experience a mock job interview.

44.07	Obtain a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.
44.08	Develop a networking plan for a specific industry of interest.
45.0	Demonstrate career planning skills. The student will be able to:
45.01	Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.
45.02	Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four E’s”).
45.03	Self-assess progress toward meeting graduation requirements and skill-development goals.
45.04	Develop and complete a chronological checklist of steps and deadlines related to his or her career pathway next steps.
46.0	Demonstrate life skills. The student will be able to:
46.01	Apply skills of self-advocacy and self-determination in the community and workplace.
46.02	Use various community resources and agencies, to meet needs related to employment, transportation, healthcare and postsecondary education/training.
46.03	Explain the legal rights and responsibilities of employees in the workplace based on labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act.
46.04	Explain the legal responsibilities of employers in the workplace, including providing accommodations and grievance procedures, in compliance with labor laws and disability laws, such as Fair Labor Standards Act, Americans with Disabilities Act, and the Rehabilitation Act.
46.05	Follow procedures to access employment benefits, such as leave time, workers’ compensation, health insurance and retirement options.
46.06	Identify financial concepts and requirements related to employment, such as wages, withholding taxes, and employment forms (W4, W2).
46.07	Identify community resources and agencies that assist with employment, such as the Division of Vocational Rehabilitation, Agency for Persons with Disabilities, and service providers.
46.08	Describe sources and features of public and private transportation in the community.
46.09	Develop a budget with income, expenses and planning for emergencies, future expenses and retirement.
47.0	Demonstrate technical skills. The student will be able to:
47.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Job Shadowing and/or OJT.</b>	

**Course Number: SLS0466**  
**Occupational Completion Point: D**  
**Specialized Career Education, Extension 2 – 300 Hours**

43.0	Demonstrate workplace skills. The student will be able to:
43.01	Perform job-specific duties required to maintain employment.
43.02	Demonstrate effective work habits, ethical behavior, and appropriate attire and personal care skills required to maintain employment.
43.03	Follow personal practices and safety rules and regulations to maintain a safe and healthy work environment.
43.04	Use decision-making and problem-solving skills required to maintain employment.
43.05	Use oral and written communication skills needed in the workplace.
43.06	Use technological tools needed in the workplace.
44.0	Demonstrate job attainment skills. The student will be able to:
44.01	Identify online job posts relevant to his or her career aspirations.
44.02	Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.
44.03	Define what information, documentation and writing prompts that are required for the positions.
44.04	Develop a resume.
44.05	Curate a professional portfolio that includes work products.
44.06	Prepare for and experience a mock job interview.
44.07	Obtain a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.
44.08	Develop a plan to cultivate a professional digital footprint.
44.09	Develop a networking plan for a specific industry of interest.
45.0	Demonstrate career planning skills. The student will be able to:
45.01	Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.
45.02	Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the "Four E's").
45.03	Self-assess progress toward meeting graduation requirements and skill-development goals.
45.04	Develop and complete a chronological checklist of steps and deadlines related to his or her career pathway next steps.
46.0	Demonstrate life skills. The student will be able to:
46.01	Apply skills of self-advocacy and self-determination in the community and workplace.

46.02	Use various community resources and agencies, to meet needs related to employment, transportation, healthcare and postsecondary education/training.
46.03	Explain the legal rights and responsibilities of employees in the workplace based on labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act.
46.04	Explain the legal responsibilities of employers in the workplace, including providing accommodations and grievance procedures, in compliance with labor laws and disability laws, such as Fair Labor Standards Act, Americans with Disabilities Act, and the Rehabilitation Act.
46.05	Follow procedures to access employment benefits, such as leave time, workers' compensation, health insurance and retirement options.
46.06	Identify financial concepts and requirements related to employment, such as wages, withholding taxes, and employment forms (W4, W2).
46.07	Identify community resources and agencies that assist with employment, such as the Division of Vocational Rehabilitation, Agency for Persons with Disabilities, and service providers.
46.08	Describe sources and features of public and private transportation in the community.
46.09	Develop a budget with income, expenses and planning for emergencies, future expenses and retirement.
47.0	Demonstrate technical skills. The student will be able to:
47.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Job Shadowing and/or OJT.</b>	

<b>Course Number: SLS0467</b>	
<b>Occupational Completion Point: E</b>	
<b>Specialized Career Education, Extension 3 – 300 Hours</b>	
43.0	Demonstrate workplace skills. The student will be able to:
43.01	Perform job-specific duties required to maintain employment.
43.02	Demonstrate effective work habits, ethical behavior, and appropriate attire and personal care skills required to maintain employment.
43.03	Follow personal practices and safety rules and regulations to maintain a safe and healthy work environment.
43.04	Use decision-making and problem-solving skills required to maintain employment.
43.05	Use oral and written communication skills needed in the workplace.
43.06	Use technological tools needed in the workplace.
44.0	Demonstrate job attainment skills. The student will be able to:
44.01	Identify online job posts relevant to his or her career aspirations.

44.02	Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.
44.03	Define what information, documentation and writing prompts that are required for the positions.
44.04	Develop a resume.
44.05	Curate a professional portfolio that includes work products.
44.06	Prepare for and experience a mock job interview.
44.07	Obtain a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.
44.08	Develop a plan to cultivate a professional digital footprint.
44.09	Develop a networking plan for a specific industry of interest.
45.0	Demonstrate career planning skills. The student will be able to:
45.01	Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.
45.02	Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the "Four E's").
45.03	Self-assess progress toward meeting graduation requirements and skill-development goals.
45.04	Develop and complete a chronological checklist of steps and deadlines related to his or her career pathway next steps.
46.0	Demonstrate life skills. The student will be able to:
46.01	Apply skills of self-advocacy and self-determination in the community and workplace.
46.02	Use various community resources and agencies, to meet needs related to employment, transportation, healthcare and postsecondary education/training.
46.03	Explain the legal rights and responsibilities of employees in the workplace based on labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act.
46.04	Explain the legal responsibilities of employers in the workplace, including providing accommodations and grievance procedures, in compliance with labor laws and disability laws, such as Fair Labor Standards Act, Americans with Disabilities Act, and the Rehabilitation Act.
46.05	Follow procedures to access employment benefits, such as leave time, workers' compensation, health insurance and retirement options.
46.06	Identify financial concepts and requirements related to employment, such as wages, withholding taxes, and employment forms (W4, W2).
46.07	Identify community resources and agencies that assist with employment, such as the Division of Vocational Rehabilitation, Agency for Persons with Disabilities, and service providers.
46.08	Describe sources and features of public and private transportation in the community.
46.09	Develop a budget with income, expenses and planning for emergencies, future expenses and retirement.
47.0	Demonstrate technical skills. The student will be able to:

47.01 Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.

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

## Additional Information

### **Laboratory Activities**

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

### **Special Notes**

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

### **Career and Technical Student Organization (CTSO)**

CTSOs are the co-curricular 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. [Other CTOSs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.](#) A student should be encouraged to join the related CTOS.

### **Cooperative Training – OJT**

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

### **Accommodations**

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

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

Florida Department of Education  
Curriculum Framework

**Program Title:** Specialized Career Education, Basic  
**Program Type:** Career Preparatory  
**Career Cluster:** Additional CTE Programs/Courses

**Career Certificate Program**

Program Number	S990005
CIP Number	13990005SN
Grade Level	30, 31
Program Length	450 hours
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	CTSO applicable to related CTE program
SOC Codes (all applicable)	SOC applicable to related CTE program/ Please see the <a href="https://careersourceflorida.com/boardroom/florida-credentials-review-committee-draft/master-credentials-list/">CIP to Master Credential List for this program’s assigned SOC Crosswalk located at the link below: codes. https://careersourceflorida.com/boardroom/florida-credentials-review-committee-draft/master-credentials-list/</a>
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

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

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

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

**Program Structure**

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

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

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
A	SLS0460	Specialized Career Education, Basic 1	ANY CTE FIELD OR COVERAGE	150 hours
	SLS0461	Specialized Career Education, Basic 2		150 hours
	SLS0462	Specialized Career Education, Basic 3		150 hours

Common Florida's Career Technical Core — Career Ready Practices Readiness Skills for CTE Programs

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

<u>Employability Skills</u>	
<u>01.0</u>	<u>Apply academic skills to workplace scenarios.</u>
<u>01.01</u>	<u>Use reading skills.</u>
<u>01.02</u>	<u>Use writing skills.</u>
<u>01.03</u>	<u>Use mathematical strategies and procedures.</u>
<u>01.04</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>

<a href="#"><u>02.01 Use critical thinking.</u></a>
<a href="#"><u>02.02 Use creativity.</u></a>
<a href="#"><u>02.03 Make sound decisions.</u></a>
<a href="#"><u>02.04 Solve problems.</u></a>
<a href="#"><u>02.05 Reason.</u></a>
<a href="#"><u>02.06 Plan and organize.</u></a>
<a href="#"><u>03.0 Manage resources within an industry project</u></a>
<a href="#"><u>03.01 Manage time.</u></a>
<a href="#"><u>03.02 Manage money or resources.</u></a>
<a href="#"><u>03.03 Manage materials.</u></a>
<a href="#"><u>03.04 Manage personnel.</u></a>
<a href="#"><u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u></a>
<a href="#"><u>04.01 Manage systems.</u></a>
<a href="#"><u>04.02 Monitor systems.</u></a>
<a href="#"><u>04.03 Improve systems.</u></a>
<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><u>Job Attainment</u></b>
<a href="#"><u>10.0 Find, assess and apply to job opportunities.</u></a>
<a href="#"><u>10.01 Identify online job posts relevant to his or her career aspirations.</u></a>
<a href="#"><u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u></a>
<a href="#"><u>10.03 Define what information, documentation and writing prompts are required for the positions.</u></a>
<a href="#"><u>11.0 Communicate personal competence, character and fit for a job opportunity.</u></a>
<a href="#"><u>11.01 Develop a resume.</u></a>
<a href="#"><u>11.02 Write a cover letter.</u></a>

<a href="#"><u>11.03 Curate a professional portfolio that includes work products.</u></a>
<a href="#"><u>11.04 Prepare for and experience a mock job interview.</u></a>
<a href="#"><u>12.0 Cultivate and leverage relationships to professionally advance.</u></a>
<a href="#"><u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
<a href="#"><u>12.02 Develop a plan to cultivate a professional digital footprint.</u></a>
<a href="#"><u>12.03 Develop a networking plan for a specific industry of interest.</u></a>

## **Standards**

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

- 01.0 Demonstrate self-advocacy and self-determination skills.
- 02.0 Discuss individual interests, aptitudes, and opportunities.
- 03.0 Review and discuss career and employment opportunities.
- 04.0 Determine realistic employment goals.
- 05.0 Demonstrate work-related skills.
- 06.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- 07.0 Describe the rights, responsibilities and benefits of employment.
- 08.0 Manage interpersonal relationships.
- 09.0 Demonstrate job seeking and employability skills.
- 10.0 Demonstrate personal productivity.
- 11.0 Demonstrate employability and work-related skills appropriate to the workplace.
- 12.0 Demonstrate proper and safe procedures while working with tools, equipment, systems, and materials.
- 13.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- 14.0 Describe the duties and responsibilities of a successful employee.
- 15.0 Demonstrate how to request job accommodations.
- 16.0 Define key terms related to the chosen occupation.
- 17.0 Demonstrate oral and written communication skills in creating, expressing and interpreting information and ideas.
- 18.0 Demonstrate industry related mathematical skills.
- 19.0 Demonstrate industry related science knowledge and skills based on CTE standards and benchmarks.
- 20.0 Demonstrate industry related language arts knowledge and skills based on CTE standards and benchmarks.
- 21.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).

Florida Department of Education  
Student Performance Standards

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

<b>Course Number: SLS0460</b>	
<b>Occupational Completion Point: A</b>	
<b>Specialized Career Education, Basic 1 – 150 Hours</b>	
01.0	Demonstrate self-advocacy and self-determination skills. The student will be able to:
01.01	Identify and evaluate personal needs, interests, and goals.
01.02	Describe abilities, skills, and individual needs related to disability.
01.03	Make plans based on personal and career choices.
01.04	Carry out plans and adjust to changing circumstances.
01.05	Explain legal rights as a person with a disability.
01.06	Define the term disclosure.
01.07	Identify appropriateness of disclosing disability in some situations and not others.
01.08	Evaluate the advantages and disadvantages of disclosure.
01.09	Explain how disclosure provides legal protection against discrimination.
01.10	Analyze work space, method of communication with others, and tasks.
01.11	Review the range of accommodations and choose the best one based on individual needs.
02.0	Discuss individual interests, aptitudes, and opportunities. The student will be able to:
02.01	Use a variety of resources and methods to determine career interests and abilities.
02.02	Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.
02.03	Identify non-traditional career options.
02.04	Describe how educational level affects career choice.
02.05	Explain the importance of networking when exploring occupations.
02.06	Identify advantages of attending a career or technical center or college.
02.07	Explain the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.
03.0	Review and discuss career and employment opportunities. The student will be able to:

03.01	Explain the importance of staying up-to-date on social, technical, and economic changes.
03.02	Evaluate and compare employment opportunities that match career goals.
03.03	Identify opportunities and requirements for career advancement.
03.04	Identify what courses of study will be needed to reach his/her educational goal.
04.0	Determine realistic employment goals. The student will be able to:
04.01	Match interests and abilities with potential careers.
04.02	Compare personal strengths and weaknesses, including physical and cognitive abilities, to specific job requirements.
04.03	Collect information needed to determine realistic employment goals.
04.04	Identify potential careers available in the community.
04.05	Develop a career and education plan that includes short and long-term goals and postsecondary/career goals.
05.0	Demonstrate work-related skills. The student will be able to:
05.01	Demonstrate the ability to follow directions.
05.02	Demonstrate appropriate behaviors related to task completion.
05.03	Explain individual rights and responsibilities in the workplace.
05.04	Respond appropriately to constructive criticism.
05.05	Work cooperatively with others.
06.0	Demonstrate mastery of selected benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
06.01	Perform tasks as they relate to specific job training performance.
06.02	Demonstrate safety standards and benchmarks related to specific job training.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	
<b>Course Number: SLS0461</b>	
<b>Occupational Completion Point: A</b>	
<b>Specialized Career Education, Basic 2 – 150 Hours</b>	
07.0	Describe the rights, responsibilities and benefits of employment. The student will be able to:
07.01	Describe his/her responsibilities as an employee.
07.02	Explain the benefits of employment, such as health insurance, leave time, worker’s compensation, retirement plans and Social Security.

07.03	Describe legal rights that apply to persons with disabilities in school, community, and workplace, including the Americans with Disabilities Act, the Rehabilitation Act, and the Fair Labor Standards Act (FLSA).
07.04	Describe steps that may be taken when rights have been violated.
08.0	Manage interpersonal relationships. The student will be able to:
08.01	Demonstrate appropriate relationships with peers.
08.02	Participate as a member of a team.
08.03	Demonstrate positive work attitudes.
08.04	Demonstrate characteristics of a good employee.
08.05	Maintain positive relationships with co-workers.
08.06	Maintain a positive relationship with a supervisor.
09.0	Demonstrate job seeking and employability skills. The student will be able to:
09.01	Identify resources used in a job search (e.g., newspaper, Internet, networking).
09.02	Discuss the importance of drug tests and criminal background checks when identifying possible employment opportunities.
09.03	Identify steps of the job application process, including arranging for references and proper documentation (e.g., green card, birth certificate, social security card).
09.04	Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
09.05	Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
09.06	Demonstrate appropriate dress and grooming for employment.
10.0	Demonstrate personal productivity. The student will be able to:
10.01	Demonstrate self-discipline, reliability, and dependability.
10.02	Act in a professional, respectful, and non-offensive manner while under pressure.
10.03	Determine the best options or outcomes when faced with a challenging situation.
10.04	Respond to situations and/or requests in a timely manner.
11.0	Demonstrate employability and work-related skills appropriate to the workplace. The student will be able to:
11.01	Participate in job search activities.
11.02	Complete an accurate job application.
11.03	Demonstrate effective job interviewing skills.
11.04	Demonstrate the ability to follow directions.

11.05	Demonstrate time management practices.
11.06	Access various modes of transportation.
12.0	Demonstrate proper and safe procedures while working with tools, equipment, systems and materials. The student will be able to:
12.01	Inspect personal protective equipment (PPE) to determine if it is safe to use.
12.02	Inspect tools or equipment to determine if they are safe to use.
12.03	Identify technology, tools, equipment, and supplies necessary for a specific work task.
12.04	Demonstrate how to keep work area tidy with equipment properly stored.
12.05	Locate technology, tools, equipment, and supplies required to complete a specific work task.
12.06	Use technology, tools, equipment, and supplies safely and correctly for a specific work task.
12.07	Clean and maintain technology, tools, and equipment.
12.08	Store technology, tools, equipment, and supplies correctly.
13.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
13.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	
<b>Course Number: SLS0462</b>	
<b>Occupational Completion Point: A</b>	
<b>Specialized Career Education, Basic 3 – 150 Hours</b>	
14.0	Describe the duties and responsibilities of a successful employee. The student will be able to:
14.01	Demonstrate how to handle customer inquiries/complaints.
14.02	Demonstrate how to handle difficult internal and external customers.
14.03	Demonstrate how to interpret policies to internal and external customers.
14.04	Classify customer services according to nature and characteristics of the activity.
14.05	Describe ways of resolving customer problems.
14.06	Explain the importance of stress management and relaxation techniques as they relate to job performance.
14.07	Describe workplace codes of professional/business conduct.
14.08	Explain the concepts of integrity, credibility, reliability, and perseverance.

15.0	Demonstrate how to request job accommodations. The student will be able to:
15.01	Identify and describe the legal responsibilities of employers and employees in the work place.
15.02	Identify work-related reasonable accommodations.
15.03	Request necessary job accommodations from prospective employers.
15.04	Employ technological tools to identify federal, state and local job accommodation resources.
15.05	Explain disability discrimination and harassment in the workplace.
16.0	Define key terms related to the chosen occupation. The student will be able to:
16.01	Identify vocabulary specific to his/her career field.
16.02	Use the proper vocabulary when discussing his/her chosen career.
17.0	Demonstrate oral and written communication skills in creating, expressing, and interpreting information and ideas. The student will be able to:
17.01	Describe the importance of the proper use of grammar, vocabulary, and diction.
17.02	Demonstrate appropriate oral and written communication techniques to communicate clearly and effectively in the workplace.
17.03	Identify appropriate conversation for work related settings.
17.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
17.05	Describe listening, speaking, and nonverbal skills necessary to determine customer needs.
17.06	Apply active listening skills to obtain and clarify information.
17.07	Demonstrate the appropriate way to address people.
17.08	List professional vocabulary appropriate for the work environment.
17.09	Demonstrate the ability to communicate in a multicultural setting.
17.10	Design, develop and deliver formal and informal presentations using appropriate media.
17.11	Develop and interpret tables and charts to support written and oral communication.
17.12	Identify and define commonly used customer service terms (e.g., complaints, internal and external customers).
17.13	Demonstrate the placing/receiving of telephone calls in a businesslike manner.
17.14	Demonstrate the ability to locate, understand, and interpret information from various sources (e.g., trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, Internet resources).
18.0	Demonstrate industry related mathematical skills. The student will be able to:
18.01	Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.
18.02	Compute different methods of monetary compensation (e.g., annual salary, hourly wage, commission, piecework).

18.03	Prepare a balanced budget based on income and expenses.
18.04	Describe the importance of maintaining an accurate checkbook balance.
18.05	Identify mathematical skills used by employees in various career fields.
18.06	Demonstrate arithmetic operations to complete work tasks.
18.07	Use data to solve problems and interpret documents.
19.0	Demonstrate industry related science knowledge and skills based on CTE standards and benchmarks. The student will be able to:
19.01	Discuss the role of creativity in constructing scientific questions, methods and explanations as it relates to the chosen career.
20.0	Demonstrate industry related language arts knowledge and skills based on CTE standards and benchmarks. The student will be able to:
20.01	Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary.
20.02	Present information formally and informally for specific purposes and audiences.
21.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
21.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the student's chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	

## Additional Information

### **Laboratory Activities**

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

### **Special Notes**

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

### **Career and Technical Student Organization (CTSO)**

CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ [organizations](#) 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. [Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.](#) A student should be encouraged to join the related CTSO.

### **Cooperative Training – OJT**

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

### **Accommodations**

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

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



**Florida Department of Education  
Curriculum Framework**

**Program Title:** Specialized Career Education, Advanced  
**Program Type:** Career Preparatory  
**Career Cluster:** Additional CTE Programs/Courses

**Career Certificate Program**

Program Number	S990006
CIP Number	13990006SN
Grade Level	30, 31
Program Length	450 hours
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	CTSO applicable to related CTE program
SOC Codes (all applicable)	SOC applicable to related CTE program/ Please see the <del>CIP to</del> <a href="https://careersourceflorida.com/boardroom/florida-credentials-review-committee-draft/master-credentials-list/">Master Credential List for this program's assigned SOC</a> <del>Crosswalk located at the link below.</del> <a href="https://careersourceflorida.com/boardroom/florida-credentials-review-committee-draft/master-credentials-list/">codes. https://careersourceflorida.com/boardroom/florida-credentials-review-committee-draft/master-credentials-list/</a>
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

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

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

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

**Program Structure**

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

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

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
A	SLS0463	Specialized Career Education, Advanced 1	ANY CTE FIELD OR COVERAGE	150 hours
	SLS0464	Specialized Career Education, Advanced 2		150 hours
	SLS0944	Specialized Career Education Internship		150 hours

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

Common Florida's Career Technical Core — Career Ready Practices Readiness Skills for CTE Programs

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

<u>Employability Skills</u>	
<u>01.0</u>	<u>Apply academic skills to workplace scenarios.</u>
<u>01.01</u>	<u>Use reading skills.</u>
<u>01.02</u>	<u>Use writing skills.</u>
<u>01.03</u>	<u>Use mathematical strategies and procedures.</u>
<u>01.04</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>

<a href="#"><u>02.01 Use critical thinking.</u></a>
<a href="#"><u>02.02 Use creativity.</u></a>
<a href="#"><u>02.03 Make sound decisions.</u></a>
<a href="#"><u>02.04 Solve problems.</u></a>
<a href="#"><u>02.05 Reason.</u></a>
<a href="#"><u>02.06 Plan and organize.</u></a>
<a href="#"><u>03.0 Manage resources within an industry project</u></a>
<a href="#"><u>03.01 Manage time.</u></a>
<a href="#"><u>03.02 Manage money or resources.</u></a>
<a href="#"><u>03.03 Manage materials.</u></a>
<a href="#"><u>03.04 Manage personnel.</u></a>
<a href="#"><u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u></a>
<a href="#"><u>04.01 Manage systems.</u></a>
<a href="#"><u>04.02 Monitor systems.</u></a>
<a href="#"><u>04.03 Improve systems.</u></a>
<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><u>Job Attainment</u></b>
<a href="#"><u>10.0 Find, assess and apply to job opportunities.</u></a>
<a href="#"><u>10.01 Identify online job posts relevant to his or her career aspirations.</u></a>
<a href="#"><u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u></a>
<a href="#"><u>10.03 Define what information, documentation and writing prompts are required for the positions.</u></a>
<a href="#"><u>11.0 Communicate personal competence, character and fit for a job opportunity.</u></a>
<a href="#"><u>11.01 Develop a resume.</u></a>
<a href="#"><u>11.02 Write a cover letter.</u></a>

<a href="#"><u>11.03 Curate a professional portfolio that includes work products.</u></a>
<a href="#"><u>11.04 Prepare for and experience a mock job interview.</u></a>
<a href="#"><u>12.0 Cultivate and leverage relationships to professionally advance.</u></a>
<a href="#"><u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
<a href="#"><u>12.02 Develop a plan to cultivate a professional digital footprint.</u></a>
<a href="#"><u>12.03 Develop a networking plan for a specific industry of interest.</u></a>

## **Standards**

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

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

Florida Department of Education  
Student Performance Standards

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

<b>Course Number: SLS0463</b>	
<b>Occupational Completion Point: A</b>	
<b>Specialized Career Education, Advanced 1 – 150 Hours</b>	
01.0	Demonstrate self-advocacy and self-determination skills. The student will be able to:
01.01	Identify and evaluate personal needs, interests, and goals.
01.02	Make plans based on personal and career choices.
01.03	Describe entrepreneurship opportunities as a career planning option.
01.04	Carry out plans and adjust to changing circumstances.
01.05	Communicate disability, needs, skills, and abilities.
01.06	Communicate legal rights as a person with a disability.
01.07	Analyze work space, method of communication with others, and tasks.
01.08	Define the term <i>disclosure</i> .
01.09	Explain why disclosing disability may or may not be appropriate.
01.10	Evaluate the advantages and disadvantages of disclosure.
01.11	Explain how disclosure provides legal protection against discrimination.
02.0	Explain job accommodations as they relate to the workplace. The student will be able to:
02.01	Define the term job accommodations.
02.02	Identify basic duties that an employee must be able to perform with or without reasonable accommodations.
02.03	Identify examples of tasks and the related accommodation(s) that might be needed by a person with a specific disability.
02.04	Describe who is responsible for identifying an appropriate accommodation and when to request it.
02.05	Describe an employee’s options if an employer refuses to provide a reasonable accommodation.
03.0	Demonstrate communication skills necessary for successful employment. The student will be able to:
03.01	Describe the importance of the proper use of grammar, vocabulary, and diction.
03.02	Demonstrate the appropriate way to address people.

03.03	Identify appropriate conversation for work-related settings.
03.04	Describe listening, speaking, and nonverbal skills necessary to determine customer needs.
03.05	List professional vocabulary appropriate for the work environment.
03.06	Demonstrate the ability to communicate in a multicultural setting.
03.07	Identify and define commonly used customer service terms (e.g., complaints, internal and external customers).
03.08	Demonstrate the ability to listen to, follow, and provide directions.
03.09	Demonstrate the placing/receiving of telephone calls in a businesslike manner.
03.10	Demonstrate the ability to locate, understand, and interpret information from various sources (e.g., trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, Internet resources).
04.0	Demonstrate employability skills. The student will be able to:
04.01	Describe methods for handling illegal interview and application questions.
04.02	Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).
04.03	Identify positive work attitudes and behaviors (e.g., honesty, compassion, respect, responsibility, fairness, trustworthiness, caring).
04.04	Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
04.05	Explain how to prepare for job separation and re-employment.
04.06	Write a job description that includes the responsibilities of an entry-level position.
04.07	Prepare a classified ad for an entry-level position.
04.08	Create a list of interview questions for an entry-level position.
04.09	Complete various employment forms (application, W-4, insurance forms).
04.10	Create a resume.
05.0	Demonstrate a familiarity with information technology. The student will be able to:
05.01	Select and use appropriate devices, services, and applications for telecommunications.
05.02	Utilize presentation software to communicate ideas to a group.
05.03	Demonstrate proper work-related Internet use and security.
05.04	Utilize word processing software to produce workplace documents.
05.05	Utilize spreadsheet software to create meaningful workplace records.
05.06	Utilize web browsers to access the World Wide Web and other computer resources.
05.07	Use different types of web search engines effectively to locate information.

06.0	Demonstrate workplace safety practices. The student will be able to:
06.01	Identify technology, tools, equipment, and supplies necessary for a specific work task.
06.02	Locate technology, tools, equipment, and supplies required to complete a specific task.
06.03	Explain why workers must follow instructions and act in a way to promote safety.
06.04	Demonstrate required safety procedures related to the chosen career.
07.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
07.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	

<b>Course Number: SLS0464</b>	
<b>Occupational Completion Point: A</b>	
<b>Specialized Career Education, Advanced 2 – 150 Hours</b>	
08.0	Demonstrate an understanding of workplace organization. The student will be able to:
08.01	Identify his/her role in family, circle of friends, school, and other groups/committees.
08.02	Illustrate the hierarchy of a company.
08.03	Define vision and mission statements.
09.0	Describe the roles within teams, work units, departments, organizations, and the larger environment. The student will be able to:
09.01	Define teamwork.
09.02	Employ teamwork in working towards a common goal.
09.03	Analyze and explain how one’s own actions impact the overall organization.
10.0	Explain the impact of technology on occupations related to the field of study in which the student is enrolled. The student will be able to:
10.01	Describe a specific company's policy for ensuring security and protection of computerized data.
10.02	Demonstrate uses of equipment to process information (e.g., 10-key, electronic cash register, OCR scanner, financial calculator, computer).
11.0	Demonstrate positive human relations and leadership skills. The student will be able to:
11.01	Identify and demonstrate positive personality traits.
11.02	Demonstrate interpersonal skills to appropriately express feelings, reactions, ideas, opinions, wants, and needs.

11.03	Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy, respect, responsibility, self-discipline, and trustworthiness.
11.04	Role-play behaviors that will promote effective human relations.
12.0	Explain the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance. The student will be able to:
12.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
12.02	Explain emergency procedures to follow in response to workplace accidents.
12.03	Create a disaster and/or emergency response plan.
13.0	Solve problems using critical thinking skills, creativity, and innovation. The student will be able to:
13.01	Use critical thinking skills independently and in teams to solve problems and make decisions.
13.02	Demonstrate the use of critical thinking and interpersonal skills to resolve conflicts.
13.03	Identify and document workplace performance goals and monitor progress toward those goals.
13.04	Identify and gather information necessary for decision-making.
14.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
14.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	
<b>Course Number: SLS0944</b>	
<b>Occupational Completion Point: A</b>	
<b>Specialized Career Education Internship – 150 Hours</b>	
15.0	Demonstrate employability skills. The student will be able to:
15.01	Identify and demonstrate positive work behaviors needed to be employable.
15.02	Develop a personal career plan that includes strategies to reach personal goals and objectives.
15.03	Review licensing, certification, and industry credentialing requirements of chosen career.
15.04	Maintain a career portfolio to document knowledge, skills, and experience.
15.05	Explore and compare employment opportunities that match career goals.
15.06	Identify and exhibit traits for retaining employment.

15.07	Identify opportunities and requirements for career advancement.
15.08	Explain the benefits of ongoing professional development.
16.0	Use information technology tools. The student will be able to:
16.01	Use personal information management (PIM) applications to increase workplace efficiency.
16.02	Use technological tools to expedite workflow (e.g., word processing, electronic calendar, email, Internet applications).
16.03	Use computer operations applications to manage and store information.
16.04	Use collaborative/groupware applications to facilitate group work.
17.0	Practice quality performance. The student will be able to:
17.01	Maintain an organized work area.
17.02	Use equipment, technology, and work strategies to improve workflow.
17.03	Carry out written and verbal directions accurately.
17.04	Complete work efficiently and effectively.
17.05	Adhere to worksite regulations and practices.
18.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:
18.01	Demonstrate leadership skills to accomplish goals and objectives.
18.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
18.03	Conduct and participate in meetings to accomplish work tasks.
18.04	Demonstrate mentoring skills to inspire and teach others.
19.0	Describe the importance of professional ethics and legal responsibilities. The student will be able to:
19.01	Evaluate and justify decisions based on ethical reasoning.
19.02	Evaluate alternative responses to workplace situations based on ethical and legal responsibilities, and employer policies.
19.03	Identify and explain consequences of unethical or illegal behaviors in the workplace.
19.04	Explain written organizational policies and procedures.

20.0	Demonstrate skills acquired through On-the-Job-Training (OJT). The student will be able to:
20.01	Maintain a positive attitude towards a job.
20.02	Demonstrate appropriate job performance skills.
20.03	Maintain a level of productivity required by the job.
20.04	Use evaluations to improve performance.
20.05	Comply with employee rules, regulations, and procedures.
20.06	Apply effective communication appropriate to the job.
20.07	Apply problem solving strategies to real life situations.
21.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
21.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Job Shadowing and/or OJT.</b>	

## Additional Information

### **Laboratory Activities**

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

### **Special Notes**

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

### **Career and Technical Student Organization (CTSO)**

CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ [organizations](#) 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. [Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.](#) A student should be encouraged to join the related CTSO.

### **Cooperative Training – OJT**

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

### **Accommodations**

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

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

Florida Department of Education  
Curriculum Framework

**Program Title:** Specialized Career Education, Comprehensive  
**Program Type:** Career Preparatory  
**Career Cluster:** Additional CTE Programs/Courses

**Career Certificate Program**

Program Number	S990007
CIP Number	13990007SN
Grade Level	30, 31
Program Length	900 hours
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	CTSO applicable to related CTE program
SOC Codes (all applicable)	SOC applicable to related CTE program/ Please see the <del>CIP to</del> <a href="https://careersourceflorida.com/boardroom/florida-credentials-review-committee-draft/master-credentials-list/">Master Credential List for this program’s assigned SOC Crosswalk located at the link below.</a> codes. <a href="https://careersourceflorida.com/boardroom/florida-credentials-review-committee-draft/master-credentials-list/">https://careersourceflorida.com/boardroom/florida-credentials-review-committee-draft/master-credentials-list/</a>
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

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

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

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

**Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points. Each course includes standards and benchmarks (selected on an individual basis) from one or more of the Career and Technical Education Programs. **These standards and benchmarks must be taught in an industry certified environment or using industry standard equipment.** Course content includes but is not limited to: determining employment goals; demonstrating employability and self-advocacy skills; using technology, tools, equipment, and supplies safely and correctly; and, demonstrating personal productivity. Each course may include Job Shadowing, OJT, and Internships to further strengthen the student’s learning experience throughout the career decision-making and job preparation process.

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

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

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
A	SLS0460	Specialized Career Education, Basic 1	ANY CTE FIELD OR COVERAGE	150 hours
	SLS0461	Specialized Career Education, Basic 2		150 hours
	SLS0462	Specialized Career Education, Basic 3		150 hours
B	SLS0463	Specialized Career Education, Advanced 1		150 hours
	SLS0464	Specialized Career Education, Advanced 2		150 hours
	SLS0944	Specialized Career Education Internship		150 hours

Common Florida's Career Technical Core — Career Ready Practices Readiness Skills for CTE Programs

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

<u>Employability Skills</u>	
<u>01.0</u>	<u>Apply academic skills to workplace scenarios.</u>
<u>01.01</u>	<u>Use reading skills.</u>
<u>01.02</u>	<u>Use writing skills.</u>
<u>01.03</u>	<u>Use mathematical strategies and procedures.</u>
<u>01.04</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>

<a href="#"><u>02.01 Use critical thinking.</u></a>
<a href="#"><u>02.02 Use creativity.</u></a>
<a href="#"><u>02.03 Make sound decisions.</u></a>
<a href="#"><u>02.04 Solve problems.</u></a>
<a href="#"><u>02.05 Reason.</u></a>
<a href="#"><u>02.06 Plan and organize.</u></a>
<a href="#"><u>03.0 Manage resources within an industry project</u></a>
<a href="#"><u>03.01 Manage time.</u></a>
<a href="#"><u>03.02 Manage money or resources.</u></a>
<a href="#"><u>03.03 Manage materials.</u></a>
<a href="#"><u>03.04 Manage personnel.</u></a>
<a href="#"><u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u></a>
<a href="#"><u>04.01 Manage systems.</u></a>
<a href="#"><u>04.02 Monitor systems.</u></a>
<a href="#"><u>04.03 Improve systems.</u></a>
<a href="#"><u>05.0 Use information for decision making.</u></a>
<a href="#"><u>05.01 Locate information.</u></a>
<a href="#"><u>05.02 Organize information.</u></a>
<a href="#"><u>05.03 Use information.</u></a>
<a href="#"><u>05.04 Analyze information.</u></a>
<a href="#"><u>05.05 Communicate information.</u></a>
<a href="#"><u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u></a>
<a href="#"><u>06.01 Use technology.</u></a>
<a href="#"><u>07.0 Interpret and express interpersonal communication.</u></a>
<a href="#"><u>07.01 Communicate verbally.</u></a>
<a href="#"><u>07.02 Listen actively.</u></a>
<a href="#"><u>07.03 Comprehend written material.</u></a>

<a href="#"><u>07.04 Convey information in writing.</u></a>
<a href="#"><u>07.05 Communicate nonverbally.</u></a>
<a href="#"><u>07.06 Interpret nonverbal communication.</u></a>
<a href="#"><u>08.0 Interact with others to accomplish workplace goals.</u></a>
<a href="#"><u>08.01 Collaborate with others in a team.</u></a>
<a href="#"><u>08.02 Respond to customer needs.</u></a>
<a href="#"><u>08.03 Exercise leadership.</u></a>
<a href="#"><u>08.04 Negotiate to resolve conflict.</u></a>
<a href="#"><u>08.05 Respect others.</u></a>
<a href="#"><u>09.0 Manage personal behavior to maximize productivity and professional growth.</u></a>
<a href="#"><u>09.01 Demonstrate responsibility and self-discipline.</u></a>
<a href="#"><u>09.02 Adapt and show flexibility.</u></a>
<a href="#"><u>09.03 Work independently.</u></a>
<a href="#"><u>09.04 Demonstrate a willingness to learn.</u></a>
<a href="#"><u>09.05 Demonstrate integrity.</u></a>
<a href="#"><u>09.06 Demonstrate professionalism.</u></a>
<a href="#"><u>09.07 Take initiative.</u></a>
<a href="#"><u>09.08 Display positive attitude.</u></a>
<a href="#"><u>09.09 Take responsibility for professional growth.</u></a>
<b><u>Job Attainment</u></b>
<a href="#"><u>10.0 Find, assess and apply to job opportunities.</u></a>
<a href="#"><u>10.01 Identify online job posts relevant to his or her career aspirations.</u></a>
<a href="#"><u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u></a>
<a href="#"><u>10.03 Define what information, documentation and writing prompts are required for the positions.</u></a>
<a href="#"><u>11.0 Communicate personal competence, character and fit for a job opportunity.</u></a>
<a href="#"><u>11.01 Develop a resume.</u></a>
<a href="#"><u>11.02 Write a cover letter.</u></a>

<a href="#"><u>11.03 Curate a professional portfolio that includes work products.</u></a>
<a href="#"><u>11.04 Prepare for and experience a mock job interview.</u></a>
<a href="#"><u>12.0 Cultivate and leverage relationships to professionally advance.</u></a>
<a href="#"><u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u></a>
<a href="#"><u>12.02 Develop a plan to cultivate a professional digital footprint.</u></a>
<a href="#"><u>12.03 Develop a networking plan for a specific industry of interest.</u></a>

## Standards

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

- 01.0 Demonstrate self-advocacy and self-determination skills.
- 02.0 Discuss individual interests, aptitudes, and opportunities.
- 03.0 Review and discuss career and employment opportunities.
- 04.0 Determine realistic employment goals.
- 05.0 Demonstrate work-related skills.
- 06.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- 07.0 Describe the rights, responsibilities and benefits of employment.
- 08.0 Manage interpersonal relationships.
- 09.0 Demonstrate job seeking and employability skills.
- 10.0 Demonstrate personal productivity.
- 11.0 Demonstrate employability and work-related skills appropriate to the workplace.
- 12.0 Demonstrate proper and safe procedures while working with tools, equipment, systems, and materials.
- 13.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- 14.0 Describe the duties and responsibilities of a successful employee.
- 15.0 Demonstrate how to request job accommodations.
- 16.0 Define key terms related to the chosen occupation.
- 17.0 Demonstrate oral and written communication skills in creating, expressing and interpreting information and ideas.
- 18.0 Demonstrate industry related mathematical skills.
- 19.0 Demonstrate industry related science knowledge and skills based on CTE standards and benchmarks.
- 20.0 Demonstrate industry related language arts knowledge and skills based on CTE standards and benchmarks.
- 21.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- 22.0 Create an employment plan.
- 23.0 Explain job accommodations as they relate to the workplace.
- 24.0 Demonstrate communication skills necessary for successful employment.
- 25.0 Demonstrate employability skills.
- 26.0 Demonstrate a familiarity with information technology.
- 27.0 Demonstrate workplace safety practices.
- 28.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- 29.0 Demonstrate an understanding of workplace organization.
- 30.0 Describe the roles within teams, work units, departments, organizations, and the larger environment.
- 31.0 Explain the impact of technology on occupations related to the field of study in which the student is enrolled.
- 32.0 Demonstrate positive human relations and leadership skills.
- 33.0 Explain the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
- 34.0 Solve problems using critical thinking skills, creativity, and innovation.
- 35.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- 36.0 Demonstrate employability skills.

- 37.0 Use information technology tools.
- 38.0 Practice quality performance.
- 39.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 40.0 Describe the importance of professional ethics and legal responsibilities.
- 41.0 Demonstrate skills acquired through On-the-Job-Training (OJT).
- 42.0 Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).

Florida Department of Education  
Student Performance Standards

Program Title: Specialized Career Instruction - Comprehensive  
Career Certificate Program Number: S990007

<b>Course Number: SLS0460</b>	
<b>Occupational Completion Point: A</b>	
<b>Specialized Career Education, Basic 1 – 150 Hours</b>	
01.0	Demonstrate self-advocacy and self-determination skills. The student will be able to:
01.01	Identify and evaluate personal needs, interests, and goals.
01.02	Describe abilities, skills, and individual needs related to disability.
01.03	Make plans based on personal and career choices.
01.04	Carry out plans and adjust to changing circumstances.
01.05	Explain legal rights as a person with a disability.
01.06	Define the term disclosure.
01.07	Identify appropriateness of disclosing disability in some situations and not others.
01.08	Evaluate the advantages and disadvantages of disclosure.
01.09	Explain how disclosure provides legal protection against discrimination.
01.10	Analyze work space, method of communication with others, and tasks.
01.11	Review the range of accommodations and choose the best one based on individual needs.
02.0	Discuss individual interests, aptitudes, and opportunities. The student will be able to:
02.01	Use a variety of resources and methods to determine career interests and abilities.
02.02	Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.
02.03	Identify non-traditional career options.
02.04	Describe how educational level affects career choice.
02.05	Explain the importance of networking when exploring occupations.
02.06	Identify advantages of attending a career or technical center or college.
02.07	Explain the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.
03.0	Review and discuss career and employment opportunities. The student will be able to:

03.01	Explain the importance of staying up-to-date on social, technical, and economic changes.
03.02	Evaluate and compare employment opportunities that match career goals.
03.03	Identify opportunities and requirements for career advancement.
03.04	Identify what courses of study will be needed to reach his/her educational goal.
04.0	Determine realistic employment goals. The student will be able to:
04.01	Match interests and abilities with potential careers.
04.02	Compare personal strengths and weaknesses, including physical and cognitive abilities, to specific job requirements.
04.03	Collect information needed to determine realistic employment goals.
04.04	Identify potential careers available in the community.
04.05	Develop a career and education plan that includes short and long-term goals and postsecondary/career goals.
05.0	Demonstrate work-related skills. The student will be able to:
05.01	Demonstrate the ability to follow directions.
05.02	Demonstrate appropriate behaviors related to task completion.
05.03	Explain individual rights and responsibilities in the workplace.
05.04	Respond appropriately to constructive criticism.
05.05	Work cooperatively with others.
06.0	Demonstrate mastery of selected benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
06.01	Perform tasks as they relate to specific job training performance.
06.02	Demonstrate safety standards and benchmarks related to specific job training.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	
<b>Course Number: SLS0461</b>	
<b>Occupational Completion Point: A</b>	
<b>Specialized Career Education, Basic 2 – 150 Hours</b>	
07.0	Describe the rights, responsibilities and benefits of employment. The student will be able to:
07.01	Describe his/her responsibilities as an employee.
07.02	Explain the benefits of employment, such as health insurance, leave time, worker’s compensation, retirement plans and Social Security.

07.03	Describe legal rights that apply to persons with disabilities in school, community, and workplace, including the Americans with Disabilities Act, the Rehabilitation Act, and the Fair Labor Standards Act (FLSA).
07.04	Describe steps that may be taken when rights have been violated.
08.0	Manage interpersonal relationships. The student will be able to:
08.01	Demonstrate appropriate relationships with peers.
08.02	Participate as a member of a team.
08.03	Demonstrate positive work attitudes.
08.04	Demonstrate characteristics of a good employee.
08.05	Maintain positive relationships with co-workers.
08.06	Maintain a positive relationship with a supervisor.
09.0	Demonstrate job seeking and employability skills. The student will be able to:
09.01	Identify resources used in a job search (e.g., newspaper, Internet, networking).
09.02	Discuss the importance of drug tests and criminal background checks when identifying possible employment opportunities.
09.03	Identify steps of the job application process, including arranging for references and proper documentation (e.g., green card, birth certificate, social security card).
09.04	Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
09.05	Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
09.06	Demonstrate appropriate dress and grooming for employment.
10.0	Demonstrate personal productivity. The student will be able to:
10.01	Demonstrate self-discipline, reliability, and dependability.
10.02	Act in a professional, respectful, and non-offensive manner while under pressure.
10.03	Determine the best options or outcomes when faced with a challenging situation.
10.04	Respond to situations and/or requests in a timely manner.
11.0	Demonstrate employability and work-related skills appropriate to the workplace. The student will be able to:
11.01	Participate in job search activities.
11.02	Complete an accurate job application.
11.03	Demonstrate effective job interviewing skills.
11.04	Demonstrate the ability to follow directions.

11.05	Demonstrate time management practices.
11.06	Access various modes of transportation.
12.0	Demonstrate proper and safe procedures while working with tools, equipment, systems and materials. The student will be able to:
12.01	Inspect personal protective equipment (PPE) to determine if it is safe to use.
12.02	Inspect tools or equipment to determine if they are safe to use.
12.03	Identify technology, tools, equipment, and supplies necessary for a specific work task.
12.04	Demonstrate how to keep work area tidy with equipment properly stored.
12.05	Locate technology, tools, equipment, and supplies required to complete a specific work task.
12.06	Use technology, tools, equipment, and supplies safely and correctly for a specific work task.
12.07	Clean and maintain technology, tools, and equipment.
12.08	Store technology, tools, equipment, and supplies correctly.
13.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
13.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	
<b>Course Number: SLS0462</b>	
<b>Occupational Completion Point: A</b>	
<b>Specialized Career Education, Basic 3 – 150 Hours</b>	
14.0	Describe the duties and responsibilities of a successful employee. The student will be able to:
14.01	Demonstrate how to handle customer inquiries/complaints.
14.02	Demonstrate how to handle difficult internal and external customers.
14.03	Demonstrate how to interpret policies to internal and external customers.
14.04	Classify customer services according to nature and characteristics of the activity.
14.05	Describe ways of resolving customer problems.
14.06	Explain the importance of stress management and relaxation techniques as they relate to job performance.
14.07	Describe workplace codes of professional/business conduct.
14.08	Explain the concepts of integrity, credibility, reliability, and perseverance.

15.0	Demonstrate how to request job accommodations. The student will be able to:
15.01	Identify and describe the legal responsibilities of employers and employees in the work place.
15.02	Identify work-related reasonable accommodations.
15.03	Request necessary job accommodations from prospective employers.
15.04	Employ technological tools to identify federal, state and local job accommodation resources.
15.05	Explain disability discrimination and harassment in the workplace.
16.0	Define key terms related to the chosen occupation. The student will be able to:
16.01	Identify vocabulary specific to his/her career field.
16.02	Use the proper vocabulary when discussing his/her chosen career.
17.0	Demonstrate oral and written communication skills in creating, expressing, and interpreting information and ideas. The student will be able to:
17.01	Describe the importance of the proper use of grammar, vocabulary, and diction.
17.02	Demonstrate appropriate oral and written communication techniques to communicate clearly and effectively in the workplace.
17.03	Identify appropriate conversation for work related settings.
17.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
17.05	Describe listening, speaking, and nonverbal skills necessary to determine customer needs.
17.06	Apply active listening skills to obtain and clarify information.
17.07	Demonstrate the appropriate way to address people.
17.08	List professional vocabulary appropriate for the work environment.
17.09	Demonstrate the ability to communicate in a multicultural setting.
17.10	Design, develop and deliver formal and informal presentations using appropriate media.
17.11	Develop and interpret tables and charts to support written and oral communication.
17.12	Identify and define commonly used customer service terms (e.g., complaints, internal and external customers).
17.13	Demonstrate the placing/receiving of telephone calls in a businesslike manner.
17.14	Demonstrate the ability to locate, understand, and interpret information from various sources (e.g., trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, Internet resources).
18.0	Demonstrate industry related mathematical skills. The student will be able to:
18.01	Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.
18.02	Compute different methods of monetary compensation (e.g., annual salary, hourly wage, commission, piecework).

18.03	Prepare a balanced budget based on income and expenses.
18.04	Describe the importance of maintaining an accurate checkbook balance.
18.05	Identify mathematical skills used by employees in various career fields.
18.06	Demonstrate arithmetic operations to complete work tasks.
18.07	Use data to solve problems and interpret documents.
19.0	Demonstrate industry related science knowledge and skills based on CTE standards and benchmarks . The student will be able to:
19.01	Discuss the role of creativity in constructing scientific questions, methods and explanations as it relates to the chosen career.
20.0	Demonstrate industry related language arts knowledge and skills based on CTE standards and benchmarks. The student will be able to:
20.01	Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary.
20.02	Present information formally and informally for specific purposes and audiences.
21.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
21.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the student’s chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	
<b>Course Number: SLS0463</b>	
<b>Occupational Completion Point: B</b>	
<b>Specialized Career Education, Advanced 1 – 150 Hours</b>	
22.0	Create an employment plan. The student will be able to:
22.01	Describe entrepreneurship opportunities as a career planning option.
22.02	Identify the advantages and disadvantages of traditional employment with entrepreneurship.
22.03	Identify career pathways within the chosen career.
22.04	Utilize strategies to create employment plan.
23.0	Explain job accommodations as they relate to the workplace. The student will be able to:
23.01	Define the term job accommodations.
23.02	Identify basic duties that an employee must be able to perform with or without reasonable accommodations.
23.03	Identify examples of tasks and the related accommodation(s) that might be needed by a person with a specific disability.
23.04	Describe who is responsible for identifying an appropriate accommodation and when to request it.

23.05	Describe an employee's options if an employer refuses to provide a reasonable accommodation
24.0	Demonstrate communication skills necessary for successful employment. The student will be able to:
24.01	Describe the importance of the proper use of grammar, vocabulary, and diction.
24.02	Demonstrate the appropriate way to address people.
24.03	Identify appropriate conversation for work-related settings.
24.04	Describe listening, speaking, and nonverbal skills necessary to determine customer needs.
24.05	List professional vocabulary appropriate for the work environment.
24.06	Demonstrate the ability to communicate in a multicultural setting.
24.07	Identify and define commonly used customer service terms (e.g., complaints, internal and external customers).
24.08	Demonstrate the ability to listen to, follow, and provide directions.
24.09	Demonstrate the placing/receiving of telephone calls in a businesslike manner.
24.10	Demonstrate the ability to locate, understand, and interpret information from various sources (e.g., trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, Internet resources).
25.0	Demonstrate employability skills. The student will be able to:
25.01	Describe methods for handling illegal interview and application questions.
25.02	Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).
25.03	Identify positive work attitudes and behaviors (e.g., honesty, compassion, respect, responsibility, fairness, trustworthiness, caring).
25.04	Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
25.05	Explain how to prepare for job separation and re-employment.
25.06	Write a job description that includes the responsibilities of an entry-level position.
25.07	Prepare a classified ad for an entry-level position.
25.08	Create a list of interview questions for an entry-level position.
25.09	Complete various employment forms (application, W-4, insurance forms).
25.10	Create a resume.
26.0	Demonstrate a familiarity with information technology. The student will be able to:
26.01	Select and use appropriate devices, services, and applications for telecommunications.
26.02	Utilize presentation software to communicate ideas to a group.

26.03	Demonstrate proper work-related Internet use and security.
26.04	Utilize word processing software to produce workplace documents.
26.05	Utilize spreadsheet software to create meaningful workplace records.
26.06	Utilize web browsers to access the World Wide Web and other computer resources.
26.07	Use different types of web search engines effectively to locate information.
27.0	Demonstrate workplace safety practices. The student will be able to:
27.01	Identify technology, tools, equipment, and supplies necessary for a specific work task.
27.02	Locate technology, tools, equipment, and supplies required to complete a specific task.
27.03	Explain why workers must follow instructions and act in a way to promote safety.
27.04	Demonstrate required safety procedures related to the chosen career.
28.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
28.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	
<b>Course Number: SLS0464</b>	
<b>Occupational Completion Point: B</b>	
<b>Specialized Career Education, Advanced 2 – 150 Hours</b>	
29.0	Demonstrate an understanding of workplace organization. The student will be able to:
29.01	Identify his/her role in family, circle of friends, school, and other groups/committees.
29.02	Illustrate the hierarchy of a company.
29.03	Define vision and mission statements.
30.0	Describe the roles within teams, work units, departments, organizations, and the larger environment. The student will be able to:
30.01	Define teamwork.
30.02	Employ teamwork in working towards a common goal.
30.03	Analyze and explain how one's own actions impact the overall organization.
31.0	Explain the impact of technology on occupations related to the field of study in which the student is enrolled. The student will be able to:
31.01	Describe a specific company's policy for ensuring security and protection of computerized data.

31.02	Demonstrate uses of equipment to process information (e.g., 10-key, electronic cash register, OCR scanner, financial calculator, computer).
32.0	Demonstrate positive human relations and leadership skills. The student will be able to:
32.01	Identify and demonstrate positive personality traits.
32.02	Demonstrate interpersonal skills to appropriately express feelings, reactions, ideas, opinions, wants, and needs.
32.03	Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy, respect, responsibility, self-discipline, and trustworthiness.
32.04	Role-play behaviors that will promote effective human relations.
33.0	Explain the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance. The student will be able to:
33.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
33.02	Explain emergency procedures to follow in response to workplace accidents.
33.03	Create a disaster and/or emergency response plan.
34.0	Solve problems using critical thinking skills, creativity, and innovation. The student will be able to:
34.01	Use critical thinking skills independently and in teams to solve problems and make decisions.
34.02	Demonstrate the use of critical thinking and interpersonal skills to resolve conflicts.
34.03	Identify and document workplace performance goals and monitor progress toward those goals.
34.04	Identify and gather information necessary for decision-making.
35.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
35.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Internship, Job Shadowing and/or OJT.</b>	
<b>Course Number: SLS0944</b>	
<b>Occupational Completion Point: A</b>	
<b>Specialized Career Education Internship – 150 Hours</b>	
36.0	Demonstrate employability skills. The student will be able to:
36.01	Identify and demonstrate positive work behaviors needed to be employable.
36.02	Develop a personal career plan that includes strategies to reach personal goals and objectives.
36.03	Review licensing, certification, and industry credentialing requirements of chosen career.

36.04	Maintain a career portfolio to document knowledge, skills, and experience.
36.05	Explore and compare employment opportunities that match career goals.
36.06	Identify and exhibit traits for retaining employment.
36.07	Identify opportunities and requirements for career advancement.
36.08	Explain the benefits of ongoing professional development.
37.0	Use information technology tools. The student will be able to:
37.01	Use personal information management (PIM) applications to increase workplace efficiency.
37.02	Use technological tools to expedite workflow (e.g., word processing, electronic calendar, email, Internet applications).
37.03	Use computer operations applications to manage and store information.
37.04	Use collaborative/groupware applications to facilitate group work.
38.0	Practice quality performance. The student will be able to:
38.01	Maintain an organized work area.
38.02	Use equipment, technology, and work strategies to improve workflow.
38.03	Carry out written and verbal directions accurately.
38.04	Complete work efficiently and effectively.
38.05	Adhere to worksite regulations and practices.
39.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:
39.01	Demonstrate leadership skills to accomplish goals and objectives.
39.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
39.03	Conduct and participate in meetings to accomplish work tasks.
39.04	Demonstrate mentoring skills to inspire and teach others.
40.0	Describe the importance of professional ethics and legal responsibilities. The student will be able to:
40.01	Evaluate and justify decisions based on ethical reasoning.
40.02	Evaluate alternative responses to workplace situations based on ethical and legal responsibilities, and employer policies.
40.03	Identify and explain consequences of unethical or illegal behaviors in the workplace.
40.04	Explain written organizational policies and procedures.
41.0	Demonstrate skills acquired through On-the-Job-Training (OJT). The student will be able to:

41.01	Maintain a positive attitude towards a job.
41.02	Demonstrate appropriate job performance skills.
41.03	Maintain a level of productivity required by the job.
41.04	Use evaluations to improve performance.
41.05	Comply with employee rules, regulations, and procedures.
41.06	Apply effective communication appropriate to the job.
41.07	Apply problem solving strategies to real life situations.
42.0	Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered). The student will be able to:
42.01	Demonstrate mastery of selected standards and benchmarks that are job specific and correspond to the chosen career.
<b>Standards and benchmarks from one or more CTE programs must be included in this coursework. This may include Job Shadowing and/or OJT.</b>	

## Additional Information

### **Laboratory Activities**

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

### **Special Notes**

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

### **Career and Technical Student Organization (CTSO)**

CTSOs are ~~the~~ co-curricular career and technical student ~~organization(s)~~ [organizations](#) 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. [Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.](#) A student should be encouraged to join the related CTSO.

### **Cooperative Training – OJT**

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

### **Accommodations**

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

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

Florida Department of Education  
Curriculum Framework

~~Program Title: Pre-Apprenticeship~~  
~~Program Type: Career Preparatory~~  
~~Career Cluster: Additional CTE Programs/Courses~~  
~~(Any Program within an Apprenticeship Occupation)~~

**Career Certificate Program**

Program Number	E92010R
GIP Number	0832011100
Grade Level	30,31
Program Length	900 hours
Teacher Certification	Refer to the <b>Program Structure</b> section.
GTSO	Program Specific
SOC Codes (all applicable)	Discipline Specific/ Please see the GIP to SOC Crosswalk located at the link below.
GTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stm">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stm</a>
Eligibility	16 Years of Age

**Purpose**

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

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

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

**Program Structure**

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

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

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

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

~~The following table illustrates the postsecondary program structure:~~

<b>OCP</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Teacher Certification</b>	<b>Length</b>
<b>A</b>	<b>SLS0314</b>	<b>Pre-Apprenticeship I</b>	<b>ANY VOCATIONAL FIELD</b>	<b>450 hours</b>
<b>B</b>	<b>SLS0315</b>	<b>Pre-Apprenticeship II</b>	<b>OR COVERAGE</b>	<b>450 hours</b>

### Common Career Technical Core – Career Ready Practices

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

**Standards**

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

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

Florida Department of Education  
Student Performance Standards

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

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

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

<del>08.03—Use Internet resources to acquire technical information for job-related problems.</del>
<del>08.04—Read and use appropriate manuals in work assignments. Demonstrate an understanding of the material read through correct procedures and application. Accomplish specified tasks.</del>
<del>08.05—Read and use appropriate manuals for work assignments.</del>
<del>09.0—Apply designated occupational standards. The student will be able to:</del>
<del>09.01—Perform assigned tasks to the appropriate level of competency.</del>
<del>09.02—Select and apply correct standards for a given task.</del>
<del>10.0—Demonstrate an understanding of employability skills. The student will be able to:</del>
<del>10.01—Demonstrate productive work habits and positive attitudes.</del>
<del>10.02—Identify the ethical and responsible practices expected of apprenticeship trainees.</del>
<del>10.03—Demonstrate acceptable personal hygiene habits and a professional appearance.</del>
<del>10.04—Apply the principles of time management, work simplification, and teamwork when performing assigned tasks.</del>
<del>10.05—Explain the importance of taking pride in the quality of work performed.</del>
<del>10.06—Explain the importance of maintaining a good driver's record and the ramifications of having a poor driving record on employment.</del>
<del>10.07—Demonstrate knowledge of the Federal Hazard Communication regulation (29 CFR 1910.1200).</del>
<del>10.08—Secure information about a job.</del>
<del>10.09—Identify documents that may be required for an application for an apprenticeship program.</del>
<del>10.10—Complete a job application form.</del>
<del>10.11—Demonstrate competence in job interview techniques.</del>
<del>10.12—Demonstrate appropriate knowledge of how to make job changes.</del>
<del>10.13—Discuss the need for balancing work and family.</del>
<del>11.0—Demonstrate an understanding of entrepreneurship. The student will be able to:</del>
<del>11.01—Define <i>entrepreneurship</i>.</del>
<del>11.02—Describe the importance of entrepreneurship to the American economy and the role of small business in the free-enterprise system.</del>

<del>11.03—Discuss the advantages and disadvantages of business ownership.</del>
<del>11.04—Discuss the risks involved in the ownership of a business.</del>
<del>11.05—Identify the personal characteristics of a successful entrepreneur.</del>
<del>11.06—Identify the business skills, including computer skills, needed to operate an entrepreneurial business efficiently and effectively.</del>
<del>12.0—Demonstrate acquired skills through on-the-job training. The student will be able to:</del>
<del>12.01—Keep daily log of on-the-job activities. Including number of hours worked, skills learned, safety equipment used and hazardous materials used.</del>
<del>13.0—Demonstrate leadership and organizational skill. The student will be able to:</del>
<del>13.01—Define and practice brainstorming.</del>
<del>13.02—Identify and use resource and time management skills.</del>
<del>13.03—Identify characteristics of a leader and team members.</del>
<del>13.04—Identify professional and youth organizations related to the apprenticeship occupation.</del>
<del>13.05—Identify purposes and functions of student organizations related to apprenticeship occupation.</del>

<b>Course Number: SLS0315</b>
<b>Occupational Completion Point: B</b>
<b>Pre-Apprenticeship II—450 Hours</b>
<del>14.0—Demonstrate acquired skills through on-the-job training. The student will be able to:</del>
<del>14.01—Keep a daily log of on-the-job activities. Including number of hours worked, skills learned, safety equipment used and hazardous materials used.</del>
<del>15.0—Develop a portfolio. The student will be able to:</del>
<del>15.01—Include career and educational goals.</del>
<del>15.02—Provide a copy of social security card.</del>
<del>15.03—Provide autobiography, picture, and résumé.</del>
<del>15.04—Present picture identification, letters of recommendation, and completed job application.</del>
<del>15.05—Provide history of work and volunteer activities.</del>

## 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.

### Career and Technical Student Organization (CTSO)

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

### Cooperative Training – OJT

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

### Accommodations

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

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