

Florida Department of Education

CTE Curriculum Frameworks

Human Services

**Florida Department of Education
Curriculum Framework**

Course Title: Career Discovery
Course Type: Orientation/Exploratory
Career Cluster: Human Services

Secondary – Middle School

Program Number	8500140
CIP Number	04209950EX
Grade Level	6-8
Course Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human Services career cluster. The content includes but is not limited to making career choices, basic employability skills that relate to content extracted from any family and consumer sciences exploratory course including the development of leadership and organization skills within the program.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8500140	Career Discovery	FAM CON SC 1	Semester

Standards

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

- 01.0 Demonstrate leadership and organizational skills in the workplace.
- 02.0 Apply academic skills as they relate to the workplace.
- 03.0 Identify desirable personal and work ethics.
- 04.0 Develop interpersonal skills for personal and career success.
- 05.0 Demonstrate team player skills.
- 06.0 Demonstrate employability skills.
- 07.0 Create and maintain an employment portfolio.
- 08.0 Demonstrate critical thinking skills and application of the decision making process as it relates to personal and work situations.
- 09.0 Recognize and demonstrate effective communication skills.
- 10.0 Identify appropriate dress for various job experiences.
- 11.0 Recognize the importance of healthy choices as they relate to the well-being of the individual.
- 12.0 Practice successful resource management techniques.
- 13.0 Identify legal and ethical issues as they relate to the work environment.
- 14.0 Identify job benefits.
- 15.0 Practice employee and job safety.
- 16.0 Identify career pathways related to Family and Consumer Sciences.

**Florida Department of Education
Student Performance Standards**

Course Title: Career Discovery
Course Number: 8500140
Course Credit: Semester

Course Description:

The content includes but is not limited to making career choices, basic employability skills that relate to content extracted from any family and consumer sciences exploratory course including the development of leadership and organization skills within the program.

CTE Standards and Benchmarks	
01.0	Demonstrate teamwork and leadership skills in the family, workplace, and community. The student will be able to:
01.01	Identify purposes, functions, roles and responsibilities of members of professional and youth organizations, including career and technical student organizations.
01.02	Work cooperatively as a group member to achieve organizational goals.
01.03	Demonstrate leadership roles and organizational responsibilities.
01.04	Identify and utilize the FCCLA planning process.
01.05	Discuss the establishment and history of the FCCLA organization.
02.0	Apply academic skills as they relate to the workplace. The student will be able to:
02.01	Demonstrate reading comprehension of technical/work manuals and written instruction.
02.02	Apply appropriate mathematical skills as they relate to the task at hand.
03.0	Identify desirable personal and work ethics. The student will be able to:
03.01	Describe positive and negative personal and work ethics.
03.02	Recognize the benefits of positive personal and work ethics.
03.03	Identify character traits that reflect good moral judgment (i.e. honesty, kindness).
03.04	Demonstrate characteristics that produce successful employee/employer relations.
04.0	Develop interpersonal skills for personal and career success. The student will be able to:

CTE Standards and Benchmarks	
04.01	Determine ways to strengthen self-esteem.
04.02	Identify factors that influence personality formation.
04.03	Identify positive human resources required for successful personal and work relationships.
04.04	Describe qualities and characteristics of a mentoring experience.
04.05	Determine the relevance of integrating academic learning, social skills and lifestyle choices to home, community and career.
05.0	Demonstrate team player skills. The student will be able to:
05.01	Define teamwork.
05.02	Identify the benefits of working cooperatively.
05.03	Recognize confrontational personality types within a team.
05.04	Practice conflict resolution techniques.
06.0	Demonstrate employability skills. The student will be able to:
06.01	Identify academic skills required for job success.
06.02	Recognize factors that may influence career choices.
06.03	Identify sources of career information.
06.04	Create and discuss the importance of the components of a current resume.
06.05	List the steps in a job search.
06.06	Demonstrate the ability to complete a job application.
06.07	Demonstrate effective interviewing skills.
07.0	Demonstrate critical thinking skills and application of the decision making process as it relates to personal and work situations. The student will be able to:
07.01	Define the decision-making process.
07.02	Apply the decision making-process in workplace situations.
07.03	Demonstrate the ability to apply critical thinking skills.

CTE Standards and Benchmarks	
08.0	Recognize and demonstrate effective communication skills. The student will be able to:
08.01	Define assertive, aggressive, and passive communication.
08.02	Identify the impact of non-verbal behavior on communication.
08.03	Analyze the importance of accepting constructive criticism.
08.04	Demonstrate techniques for dealing with criticism.
08.05	Identify appropriate conversation for the work environment.
08.06	Practice appropriate written and verbal communication necessary for the workplace.
08.07	Practice effective presentation techniques.
09.0	Identify appropriate dress for various job experiences. The student will be able to:
09.01	Practice good grooming techniques.
09.02	Identify the factors needed to create an economical, coordinated, easy care work wardrobe.
09.03	Select appropriate clothing for a variety of careers and work situations.
10.0	Recognize the importance of healthy choices as they relate to the well-being of the individual. The student will be able to:
10.01	Define and describe symptoms of stress.
10.02	Identify various coping behaviors.
10.03	List and define types of substance abuse.
10.04	Identify effects of substance abuse on job performance.
10.05	List help that is available, through the government and community organizations, for attaining and maintaining good mental and emotional health.
10.06	Describe the importance of healthy food choices as they relate to job performance.
10.07	Identify techniques for balancing work, community, and personal life.
11.0	Identify legal issues as they relate to the work environment. The student will be able to:
11.01	Define and describe types of sexual harassment in the workplace.

CTE Standards and Benchmarks	
11.02	Identify appropriate conversation for the work environment.
11.03	List the advantages of a culturally diverse workplace.
11.04	Discuss the Americans with Disabilities Act.
11.05	Discuss the Equal Employment Opportunity Act.
12.0	Identify job benefits. The student will be able to:
12.01	Define job benefits.
12.02	Identify advantages of benefit packages.
12.03	Discuss income as it relates to career success.
13.0	Practice employee and job safety. The student will be able to:
13.01	Discuss the roles of the Occupational Safety and Health Administration (OSHA) and the Environmental Protection Agency (EPA).
13.02	Discuss human errors and unsafe work environments and their relationship to employee safety.
13.03	Demonstrate safe operation of workplace equipment.
13.04	Identify first aid procedures for accidents and injuries.
14.0	Identify career pathways related to family and consumer sciences. The student will be able to:
14.01	Define and describe the different types of businesses related to Family and Consumer Sciences career pathways.
14.02	Explain entrepreneurship.
14.03	Describe the risks and advantages of entrepreneurship.
14.04	Develop an entrepreneur business plan for a Family and Consumer Sciences career pathway.
14.05	Operate an on-site business related to a Family and Consumer Sciences career pathway.

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 SALA@fldoe.org.

Career and Technical Student Organization (CTSO)

~~Family, Career and Community Leaders of America (FCCLA) is the~~ [CTSOs are](#) 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 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: Personal Development
Course Type: Orientation/Exploratory
Career Cluster: Human Services

Secondary – Middle School

Program Number	8500230
CIP Number	09209921EX
Grade Level	6-8
Course Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human Services career cluster. The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8500230	Personal Development	FAM CON SC 1 HEALTH 6	Semester

Standards

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

- 01.0 Demonstrate leadership, study, and organizational skills.
- 02.0 Recognize factors that affect personality development.
- 03.0 Identify and apply skills needed for positive interpersonal relationships.
- 04.0 Identify positive coping skills for dealing with stress and conflict.
- 05.0 Identify relationships that influence personality development.
- 06.0 Assess the importance of good health and wellness.
- 07.0 Develop a plan for managing your resources.

Florida Department of Education
Student Performance Standards

Course Title: Personal Development
Course Number: 8500230
Course Credit: Semester

Course Description:

The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

CTE Standards and Benchmarks	
01.0	Demonstrate leadership, study, and organizational skills. The student will be able to:
01.01	Identify purposes and functions of professional and community service organizations.
01.02	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.03	Work cooperatively as a group member to achieve organizational goals.
01.04	Demonstrate confidence in leadership roles and organizational responsibilities.
01.05	Demonstrate personal responsibility.
01.06	Practice time management techniques.
01.07	Identify methods used for studying.
01.08	List ways to use study time wisely.
01.09	Create a plan to manage your time.
01.10	List ways technology can add balance your life.
01.11	Develop a personal growth project.
01.12	Identify ways to create organization in your personal space.
02.0	Recognize factors that affect personality development. The student will be able to:
02.01	Review Robert Havighurst's developmental tasks of pre-adolescence and adolescence.

CTE Standards and Benchmarks	
02.02	Identify Maslow's basic human needs.
02.03	Define self-esteem and self-concept.
02.04	Explain how heredity and environment affect the development of personality.
02.05	Identify factors that affect self-concept and achievement.
02.06	State how a positive self-concept builds good relationships with friends, peers, parents, and family members.
02.07	Identify characteristics of individuals with high/low self-esteem.
02.08	Inventory personal traits, attitudes, abilities, talents and values that can be used as resources in personal development.
02.09	Analyze personality strengths and weaknesses.
02.10	Identify how values and standards affect character and actions.
02.11	Determine how to make ethical decisions.
03.0	Identify and apply skills needed for positive interpersonal relationships. The student will be able to:
03.01	Identify social skills that contribute to good relationships with others, including diverse multi-cultural groups.
03.02	Identify appropriate topics of conversation when establishing relationships with acquaintances.
03.03	List forms of verbal and non-verbal communication.
03.04	Practice positive communication skills.
03.05	Demonstrate appropriate manners and etiquette for a variety of social situations.
04.0	Identify positive coping skills for adjusting to stress and conflict. The student will be able to:
04.01	Identify positive and negative stress.
04.02	Identify changes that affect families.
04.03	Describe ways of coping with personal and family stress and crises.
04.04	Recognize signs of peer pressure and bullying.
04.05	Demonstrate refusal skills.

CTE Standards and Benchmarks	
04.06	Identify causes of conflict.
04.07	List the steps in the conflict resolution process.
04.08	Compare ways of dealing with and preventing conflict with friends and family members.
05.0	Identify relationships that influence personality development. The student will be able to:
05.01	Identify types of relationships.
05.02	Describe qualities of a friend.
05.03	Define reasons for dating.
05.04	Recognize healthy and unhealthy relationships.
05.05	List the functions of families.
05.06	List types of family structures.
05.07	Describe the family life cycle.
05.08	Identify ways to blend work and family.
05.09	Discuss the benefits and challenges of current technology and the impact on the family.
05.10	Identify factors in caring for children and the elderly.
05.11	Discuss the joys and challenges of being a parent.
06.0	Assess the importance of good health and wellness. The student will be able to:
06.01	Describe wellness.
06.02	Explain the importance of good nutrition.
06.03	Classify foods according to the Food Guide Pyramid.
06.04	List the essential nutrients and describe their functions and sources.
06.05	List good health practices that contribute to looking your best.
06.06	Identify the health risks associated with the use of alcohol, tobacco, and other drugs.

CTE Standards and Benchmarks

06.07	List resources and organizations that assist individuals who abuse alcohol, tobacco, and other drugs.
06.08	Develop an exercise and nutrition plan that incorporates the components of wellness.
06.09	Identify careers related to health and wellness.
07.0	Develop a plan for managing your resources. The student will be able to:
07.01	Define needs and wants.
07.02	Identify major and minor decisions and the factors that affect decisions.
07.03	Identify the steps of the decision-making process.
07.04	Develop a self-improvement plan using the decision-making process to set goals and priorities.
07.05	Apply the decision-making process to personal, social, and family activities.
07.06	Identify factors that affect consumer choices.
07.07	Identify ways to manage your resources for personal needs and wants.
07.08	Develop a spending and savings plan for your money.
07.09	Discuss reasons for working.
07.10	Explain the relationship between income and lifestyle.
07.11	Identify the personal skills needed for employment.
07.12	Discuss careers related to resource management.

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.

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Florida Department of Education
Curriculum Framework

Program Title: **Parenting Skills**
Program Type: **Non-Career Preparatory**
Career Cluster: **Human Services**

Secondary – Non-Career Preparatory	
Program Number	8500300
CIP Number	09200113PA
Grade Level	9-12
Program Length	.5 credit
Teacher Certification	Refer to the ProgramCourse Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human 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 Human Services career cluster.

The content includes but is not limited to parenting roles and responsibilities; nurturing and protective environments for children; positive parenting strategies; effective communication in parent/child relationships; multicultural diversity and trends in technology.

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

ProgramCourse 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
8500300	Parenting Skills	E CHILD ED @0 PRIMARY ED@B PK PRIMARY H FAM CON SC 1 PRESCH ED L	.5	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 PracticesReadiness 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.**02.01 Use critical thinking.02.02 Use creativity.02.03 Make sound decisions.02.04 Solve problems.02.05 Reason.02.06 Plan and organize.**03.0 Manage resources within an industry project**03.01 Manage time.03.02 Manage money or resources.03.03 Manage materials.03.04 Manage personnel.**04.0 Oversee the subcomponents, operations and output of a technical or organizational system.**04.01 Manage systems.04.02 Monitor systems.04.03 Improve systems.**05.0 Use information for decision making.**05.01 Locate information.05.02 Organize information.05.03 Use information.05.04 Analyze information.

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

<u>Career Exploration & Planning</u>	
<u>10.0</u>	<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>
<u>11.0</u>	<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>
<u>12.0</u>	<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>	
<u>13.0</u>	<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>
<u>14.0</u>	<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>

<u>15.0 Cultivate and leverage relationships to professionally advance.</u>
<u>15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>15.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>15.03 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 Analyze and evaluate parenting roles and responsibilities.
- 02.0 Define self-esteem and relate it to self-image and behaviors in both parents and children.
- 03.0 Define and explain a nurturing and protective environment for children.
- 04.0 Describe positive parenting skills in guiding children's behavior based on ages or special needs.
- 05.0 Emphasize the importance of effective communication in parent/child relationships.
- 06.0 Identify and summarize family support systems.
- 07.0 Demonstrate an awareness of the diversity of today's family unit.
- 08.0 Demonstrate an understanding of family, multicultural and ethnic diversity and its impact on parents and children.
- 09.0 Relate current trends and technological advances to the parenting process.
- 10.0 Demonstrate leadership and organizational skills.
- 11.0 Analyze recent trends/developments in brain research.

Florida Department of Education
Student Performance Standards

Course Title: Parenting Skills
Course Number: 8500300
Course Credit: .5

Course Description:

The purpose of this course is to prepare students for the multiple roles essential to becoming a model parent and to understand the dual roles as parents and providers. This course will also enhance their abilities to assist children to become effective citizens in a multicultural and technological society.

CTE Standards and Benchmarks	
01.0	Analyze and evaluate parenting roles and responsibilities. The student will be able to:
01.01	Define parenting and related terminology.
01.02	Describe the myths and realities of parenthood.
01.03	Analyze the positive and negative reasons for having children.
01.04	Evaluate the financial impact of rearing children.
01.05	Describe characteristics of nurturing parents and family members.
01.06	Assess the roles, responsibilities and rewards involved in being an effective parent.
01.07	Compare and contrast parenting styles such as democratic, permissive and authoritarian.
01.08	Determine the attitudes and characteristics that would indicate personal readiness for parenthood.
02.0	Define self-esteem and relate it to self-image and behaviors in both parents and children. The student will be able to:
02.01	Define self-esteem and self-image.
02.02	Analyze the characteristics of people with both high and low self-esteem.
02.03	Discuss how positive self-esteem affects children and develop strategies to encourage high self-esteem.
02.04	Analyze factors that have a negative impact on a child's self-esteem.

CTE Standards and Benchmarks

03.0 Define and explain a nurturing and protective environment for children. The student will be able to:

03.01 Identify the developmental stages of children (physical, social, emotional, moral, and intellectual).

03.02 Demonstrate an awareness of appropriate physical care of children including bathing, feeding, dressing, and health routines.

03.03 Identify and discuss factors that would enhance or impede positive parenting and family relationships to include divorce, death, illness, drugs, and suicide.

03.04 Define and differentiate between the types of child abuse.

03.05 Describe the influence of personal and environmental factors that can result in child abuse.

03.06 Identify and explain the causes and effects of Shaken Baby Syndrome.

03.07 Assess the skills needed for parenting children with special needs.

03.08 Explain ways to assist family members and caregivers in managing stress.

03.09 Devise strategies that will assist parents in becoming involved in their children's education at home and at school.

03.10 Evaluate factors to consider when selecting childcare.

04.0 Describe positive parenting skills in guiding children's behavior based on ages or special needs. The student will be able to:

04.01 Identify and discuss positive parenting skills.

04.02 Distinguish age appropriate behaviors in children.

04.03 Define and explain: discipline, punishment, and guidance.

04.04 Explore methods of guidance used to modify behavior in a child.

05.0 Emphasize the importance of effective communication in parent/child relationships. The student will be able to:

05.01 Define effective communication and relate it to a child's social, emotional, moral, and intellectual development.

05.02 Discuss the importance of openness and truthfulness in parent/child communication.

05.03 Differentiate between positive and negative communication between parent and child.

05.04 Compile a list of effective methods used to encourage parent/child communication.

05.05 Establish ways to assist children in managing their stress through communication and various resources.

CTE Standards and Benchmarks	
06.0	Identify and summarize family support systems. The student will be able to:
06.01	Prepare a list of community resources available to families and explain their services.
06.02	Research and report on state and federal resources that provide support for families.
07.0	Demonstrate an awareness of the diversity of today's family unit. The student will be able to:
07.01	Differentiate diverse family units in society.
07.02	Compare the differences between lifestyles of today and the past.
07.03	Analyze ways of strengthening the family unit.
07.04	Identify responsibilities and concerns relative to teen parenting.
08.0	Demonstrate an understanding of family, multicultural and ethnic diversity and its impact on parents and children. The student will be able to:
08.01	Define family, multicultural and ethnic diversity.
08.02	Define cultural bias, stereotypes and prejudices and determine how each limits and/or interferes with effective parenting.
08.03	Analyze and determine similarities and differences among multicultural families.
08.04	Develop strategies to help families assimilate into a new and different cultural environment.
08.05	Determine ways parents can assist their children in distinguishing between truths and myths regarding other cultures.
09.0	Relate current trends and technological advances to the parenting process. The student will be able to:
09.01	Determine the impact of new technology and current trends on parenting.
09.02	Research and report on adaptive tools and equipment used by children with special needs.
09.03	Demonstrate how new technology can be used to enhance parenting.
10.0	Demonstrate leadership and organizational skills. The student will be able to:
10.01	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
10.02	Work cooperatively as a group member to achieve organizational goals.

CTE Standards and Benchmarks

10.03	Demonstrate leadership roles and organizational responsibilities.
10.04	Identify and utilize the FCCLA planning process
10.05	Discuss the establishment and history of the FCCLA organization
11.0	Analyze recent trends/developments in brain research. The student will be able to:
11.01	Explain why the first three years of life are critical to a child's development.
11.02	Describe adult-child interactions during infancy and early childhood that promote healthy emotional and social development.
11.03	Develop stimulating activities that are age appropriate for children of all ages.

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)

~~Family, Career and Community Leaders of America (FCCLA) is the~~ [CTSOs are](#) co-curricular career and technical student ~~organization~~ [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 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: Family Dynamics
Program Type: Non-Career Preparatory
Career Cluster: Human Services

Secondary – Non-Career Preparatory	
Program Number	8500345
CIP Number	09200116PA
Grade Level	9-12
Program Length	.5 credit
Teacher Certification	Refer to the ProgramCourse Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human 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 Human Services career cluster.

The content includes but is not limited to: recognizing the role and importance of the family; formulating skills in preparation for successful adult and family life; studying the family life cycle; developing skills to build and maintain healthy family relationships; addressing current issues that create stress and conflict within the family unit; recognizing the importance of balancing work and family; and evaluating the impact of technological and social forces on the family - past, present, and future.

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

ProgramCourse 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/[program](#) structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8500345	Family Dynamics	FAM CON SC 1	.5	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.

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

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

<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>
<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>
<u>12.0 Develop a personalized career and academic plan.</u>
<u>12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</u>
<u>12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</u>
<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>
<u>12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u>
<u>12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.</u>
<u>Job Attainment</u>
<u>13.0 Find, assess and apply to job opportunities.</u>
<u>13.01 Identify online job posts relevant to his or her career aspirations.</u>
<u>13.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
<u>13.03 Define what information, documentation and writing prompts are required for the positions.</u>
<u>14.0 Communicate personal competence, character and fit for a job opportunity.</u>
<u>14.01 Develop a resume.</u>
<u>14.02 Write a cover letter.</u>
<u>14.03 Curate a professional portfolio that includes work products.</u>
<u>14.04 Prepare for and experience a mock job interview.</u>
<u>15.0 Cultivate and leverage relationships to professionally advance.</u>
<u>15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>15.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>15.03 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 Identify concerns adolescents' face regarding their changing bodies as a part of human development, behavior and relationships.
- 02.0 Prepare for adult and family life.
- 03.0 Determine the role and significance of the family.
- 04.0 Examine the major phases in the family life cycle.
- 05.0 Identify recent trends/developments in brain research.
- 06.0 Build healthy family relationships.
- 07.0 Develop strategies for managing stress, conflict and crisis.
- 08.0 Assess the importance of balancing work and family.
- 09.0 Evaluate external forces that impact the family.
- 10.0 Demonstrate leadership and organizational skills.

Florida Department of Education
Student Performance Standards

Course Title: Family Dynamics
Course Number: 8500345
Course Credit: .5

Course Description:

The purpose of this course is to prepare students for the roles, responsibilities and relationships essential to functional families and to understand the nature, function, and significance of human relationships within family and individual units.

CTE Standards and Benchmarks	
01.0	Identify concerns adolescents face regarding their changing bodies as a part of human development, behavior and relationships. The student will be able to:
01.01	Explain human development, behavior, and relationships.
01.02	Define terminology associated with human sexuality.
01.03	Explain the male and female reproductive systems.
02.0	Prepare for adult and family life. The student will be able to:
02.01	Identify purposes and responsibilities of dating.
02.02	Explore marriage laws and customs.
02.03	Demonstrate knowledge of personal and professional etiquette.
02.04	Evaluate the effects of values and goals on family life.
02.05	Demonstrate respect for self and others.
03.0	Determine the role and significance of the family. The student will be able to:
03.01	Generate a definition of family.
03.02	Research multi-cultural influences on family life.
03.03	Differentiate the strengths and weakness of diverse family structures.
03.04	Evaluate the status of the family unit in today's society.

CTE Standards and Benchmarks	
03.05	Analyze the historical changes that have occurred within the family.
04.0	Examine the major phases in the family life cycle. The student will be able to:
04.01	Recognize the stages of the family life cycle.
04.02	Examine the impact of change in the family structure at each stage.
04.03	Identify and describe family legacies and rituals.
05.0	Identify recent trends/development in brain research. The student will be able to:
05.01	Explain why the first three years of life are critical to a child's Development.
05.02	Describe adult-child interactions during infancy and early childhood that promote healthy emotional and social development.
05.03	Relate brain research findings to the care of children ages 0-3 by parents and other caregivers.
05.04	Develop stimulation activities that are age appropriate for children ages 0-3.
06.0	Build healthy family relationships. The student will be able to:
06.01	Demonstrate effective communication skills.
06.02	Explain the importance of and cite examples of teamwork within the family.
06.03	Plan family activities that encourage stability and interaction.
06.04	Apply the decision making process to problem solving.
06.05	Recognize the components of positive conflict resolution.
06.06	Explore available resources for healthy family support within the community.
07.0	Develop strategies for managing stress, conflict and crisis. The student will be able to:
07.01	Analyze the positive and negative effects of divorce and remarriage on family members.
07.02	Analyze and develop techniques for coping with aging, illness, death and dying.
07.03	Plan ways of managing stress as it relates to time finances, and unemployment.
07.04	Recognize and develop coping and prevention techniques for peer pressure, suicide, domestic violence, child abuse and neglect.

CTE Standards and Benchmarks	
07.05	Identify addictive and destructive behaviors and organize a plan for prevention and rehabilitation.
08.0	Assess the importance of balancing work and family. The student will be able to:
08.01	Analyze the responsibilities of family members.
08.02	Identify factors that endanger personal and family safety, and formulate preventive actions.
08.03	Describe the needs and care requirements of elderly family members.
08.04	Describe the needs and care requirements of children of working parents including latchkey children and childcare options.
08.05	Research the availability of flexible work schedules and its benefits to the family.
09.0	Evaluate external forces that impact the family. The student will be able to:
09.01	Compare, select and use current technology for the family.
09.02	Assess the positive and negative effects of the media as it relates to family life.
09.03	Describe the interrelationship between school and family.
09.04	Research current laws regarding the family and their effects on member's rights, privileges and responsibilities.
09.05	Evaluate the cause and effect relationship of the economy on financial independence of families.
09.06	Assess the impact of family mobility in today's society.
10.0	Demonstrate leadership and organizational skills. The student will be able to:
10.01	Identify and utilize the FCCLA planning process.
10.02	Demonstrate leadership roles and organizational responsibilities.
10.03	Identify roles, responsibilities of members of professional, community service organizations including career, and technical student organizations.
10.04	Work cooperatively as a group member to achieve organizational goals.
10.05	Discuss the establishment and history of the FCCLA organization.

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.

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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: Family and Consumer Sciences (FACS) Essentials
Program Type: Non-Career Preparatory
Career Cluster: Human Services

Secondary – Non-Career Preparatory

Program Number	8500365
CIP Number	09200118PA
Grade Level	9-12
Program Length	1 credit
Teacher Certification	Refer to the ProgramCourse Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human 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 Human Services career cluster.

The content includes but is not limited to food preparation and nutrition, housing, consumer and personal finance, apparel selection and care, parenting skills, healthy relationships, leadership skills, and employability skills.

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

ProgramCourse 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/[program](#) structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8500365	Family and Consumer Sciences (FACS) Essentials	FAM CON SCI FASH TECH 7 G INT DES 7 G CULINARY 7 G PRESCH ED L	1	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>

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

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

<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>
<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>
<u>12.0 Develop a personalized career and academic plan.</u>
<u>12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</u>
<u>12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</u>
<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>
<u>12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u>
<u>12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.</u>
<u>Job Attainment</u>
<u>13.0 Find, assess and apply to job opportunities.</u>
<u>13.01 Identify online job posts relevant to his or her career aspirations.</u>
<u>13.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
<u>13.03 Define what information, documentation and writing prompts are required for the positions.</u>
<u>14.0 Communicate personal competence, character and fit for a job opportunity.</u>
<u>14.01 Develop a resume.</u>
<u>14.02 Write a cover letter.</u>
<u>14.03 Curate a professional portfolio that includes work products.</u>
<u>14.04 Prepare for and experience a mock job interview.</u>
<u>15.0 Cultivate and leverage relationships to professionally advance.</u>
<u>15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>15.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>15.03 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 Demonstrate leadership skills.
- 02.0 Demonstrate food preparation and nutrition knowledge and skills.
- 03.0 Examine trends in consumer and personal finance.
- 04.0 Demonstrate ways to create, design, and manage a comfortable living space.
- 05.0 Analyze apparel decisions for individuals and families.
- 06.0 Demonstrate an understanding of relationships throughout the life cycle.
- 07.0 Analyze parenting roles across the life span.
- 08.0 Demonstrate employability skills as they relate to careers.

**Florida Department of Education
Student Performance Standards**

Course Title: Family and Consumer Sciences (FACS) Essentials
Course Number: 8500365
Course Credit: 1

Course Description:

The purpose of this course is to prepare students for life through leadership roles, positive relationships, managing living spaces, financial literacy, nutrition, meal planning and preparation, parenting responsibilities, personal and professional etiquette and dress, and employability skills. By the end of this course, students will have the knowledge needed to be an independent and productive world citizen.

CTE Standards and Benchmarks	
01.0	Demonstrate leadership skills. The student will be able to:
01.01	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.02	Work cooperatively as a group member to achieve organizational goals.
01.03	Demonstrate leadership roles and organizational responsibilities.
01.04	Identify and utilize the FCCLA planning process.
01.05	Discuss the establishment and history of the FCCLA organization.
02.0	Demonstrate food preparation and nutrition knowledge and skills. The student will be able to:
02.01	Analyze the need for meal planning on the basis of a changing lifestyle.
02.02	Practice the basic concepts of meal planning and food preparation.
02.03	Practice proper measurement techniques.
02.04	Identify and apply safety and sanitation procedures utilized in the kitchen.
02.05	Use comparative shopping techniques to plan a meal.
02.06	Differentiate the trends in food sources related to the social and economic aspects of the family and community.
02.07	Identify nutrient deficiencies and/or excesses and the impact on personal wellness.

02.08	Interpret current USDA dietary guidelines and food nutrition labels to plan daily food choices and maintain wellness.
02.09	Assess current technology dealing with meal planning and the purchasing of food.
02.10	Identify and evaluate food preparation tools and equipment on the basis of function, convenience, safety, and cost.
02.11	Design and create a two-dimensional image or three-dimensional model representing knowledge of meal planning and food preparation.
03.0	Examine trends in consumer and personal finance. The student will be able to:
03.01	Identify needs versus wants.
03.02	Explore current technology in the banking industry, such as record keeping, managing resources, and electronic money transactions.
03.03	Identify services, functions and fees of financial institutions.
03.04	Prepare a budget using financial literacy and money management strategies.
03.05	Identify the components of a paycheck and explain payroll deductions.
03.06	Explain the difference between gross and net income.
03.07	Analyze the concept of identity theft, fraud and privacy issues with on-line banking, purchasing and various forms of solicitation.
03.08	Differentiate the types, sources and uses of credit and its impact on credit scores.
03.09	Explain the basic principles of taxation and forms.
03.10	Evaluate the cost of various transportation options.
03.11	Research the various types of insurance needs (e.g., home, rental, auto, life, medical, etc.).
04.0	Demonstrate ways to create, design, and manage a comfortable living space. The student will be able to:
04.01	Identify, compare and contrast a variety of available housing options.
04.02	Demonstrate ecological awareness by recycling, reusing, and reducing supplies and materials.
04.03	Demonstrate responsible decision-making strategies when purchasing new or used technology and energy efficient resource.
04.04	Compare obligations of renting versus owning.
04.05	Recognize and design a preventative maintenance plan.

04.06	Design, create, and present a project using the knowledge of elements and principles of design.
05.0	Analyze apparel decisions for individuals and families. The student will be able to:
05.01	Evaluate textiles and fabrics, including natural and manufactured fibers
05.02	Analyze the various methods of shopping and purchasing for personal needs.
05.03	Demonstrate knowledge in selecting appropriate wardrobe for various occasions.
05.04	Identify and practice various techniques for clothing care.
05.05	Analyze and design a personal wardrobe using elements and principles of design.
06.0	Demonstrate an understanding of relationships throughout the life cycle. The student will be able to:
06.01	Distinguish between the types of communication, i.e., social media, texting, nonverbal, etc.
06.02	Demonstrate effective communication skills that promote positive self-esteem.
06.03	Analyze the impact of technology on family and peer relationships.
06.04	Recognize signs of unhealthy relationships and identify community resources for assistance.
06.05	Identify the purposes and responsibilities of dating.
06.06	Recognize the components of positive conflict resolution.
06.07	Demonstrate coping techniques for stress management.
07.0	Analyze parenting roles across the life span. The student will be able to:
07.01	Define parenting and discuss the expectations of parenthood.
07.02	Analyze and evaluate parenting responsibilities.
07.03	Determine strategies for a successful work-life balance.
07.04	Explain cultural difference of parenting.
07.05	Identify criteria for selecting care and services for children.
08.0	Demonstrate employability skills as they relate to careers. The student will be able to:
08.01	Research a job, create a resume, complete an application and write a follow-up letter.

08.02	Practice professional etiquette and soft skills, using a positive work ethic.
08.03	Demonstrate effective interviewing skills.
08.04	Identify the benefits of managing time.
08.05	Design a plan to achieve short and long-term personal goals.
08.06	Demonstrate decision-making and problem solving processes and techniques used in the workplace.
08.07	Research and construct a visual presentation of a career choice.

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)

~~Family, Career and Community Leaders of America (FCCLA) is the~~ CTSOs are co-curricular career and technical student ~~organization~~ 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 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

Course Title: Personal Development and Career Planning
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Human Services

Secondary – Middle School

Program Number	8500430
CIP Number	09209921CE
Grade Level	6-8
Course Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human Services career cluster. The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8500430	Personal Development and Career Planning	FAM CON SC 1 HEALTH 6	Semester

Standards

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

- 01.0 Demonstrate leadership, study, and organizational skills.
- 02.0 Recognize factors that affect personality development.
- 03.0 Identify and apply skills needed for positive interpersonal relationships.
- 04.0 Identify positive coping skills for dealing with stress and conflict.
- 05.0 Identify relationships that influence personality development.
- 06.0 Assess the importance of good health and wellness.
- 07.0 Develop a plan for managing your resources.

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

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

~~08.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.~~

~~09.0 Develop skills to locate, evaluate, occupations and interpret career information.~~

~~10.0 Identify and demonstrate processes for making short and long term goals.~~

~~09.0 Demonstrate employability skills such as working industries in his or her region.~~

~~11.0 Describe a group, problem-solving and organizational skills, and the importance variety of entrepreneurship.~~

~~12.0 Understand the relationship between educational achievement and career choices/postsecondary options.~~

~~13.0~~10.0 ~~Identify a career cluster and related pathways that match career and education goals.~~

~~14.0 Develop a career and education plan that includes short and long term goals, high school program of study, and postsecondary/career goals.~~

~~15.0~~11.0 ~~Demonstrate knowledge of technology and its application in career fields/clusters.~~Create a personalized career and academic plan.

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Development and Career Planning
Course Number: 8500430
Course Credit: Semester

Course Description:

The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

CTE Standards and Benchmarks	
01.0	Demonstrate leadership, study, and organizational skills. The student will be able to:
01.01	Identify purposes and functions of professional and community service organizations.
01.02	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.03	Work cooperatively as a group member to achieve organizational goals.
01.04	Demonstrate confidence in leadership roles and organizational responsibilities.
01.05	Demonstrate personal responsibility.
01.06	Practice time management techniques.
01.07	Identify methods used for studying.
01.08	List ways to use study time wisely.
01.09	Create a plan to manage your time.
01.10	List ways technology can add balance your life.
01.11	Develop a personal growth project.
01.12	Identify ways to create organization in your personal space.
02.0	Recognize factors that affect personality development. The student will be able to:
02.01	Review Robert Havighurst's developmental tasks of pre-adolescence and adolescence.

CTE Standards and Benchmarks	
02.02	Identify Maslow's basic human needs.
02.03	Define self-esteem and self-concept.
02.04	Explain how heredity and environment affect the development of personality.
02.05	Identify factors that affect self-concept and achievement.
02.06	State how a positive self-concept builds good relationships with friends, peers, parents, and family members.
02.07	Identify characteristics of individuals with high/low self-esteem.
02.08	Inventory personal traits, attitudes, abilities, talents and values that can be used as resources in personal development.
02.09	Analyze personality strengths and weaknesses.
02.10	Identify how values and standards affect character and actions.
02.11	Determine how to make ethical decisions.
03.0	Identify and apply skills needed for positive interpersonal relationships. The student will be able to:
03.01	Identify social skills that contribute to good relationships with others, including diverse multi-cultural groups.
03.02	Identify appropriate topics of conversation when establishing relationships with acquaintances.
03.03	List forms of verbal and non-verbal communication.
03.04	Practice positive communication skills.
03.05	Demonstrate appropriate manners and etiquette for a variety of social situations.
04.0	Identify positive coping skills for adjusting to stress and conflict. The student will be able to:
04.01	Identify positive and negative stress.
04.02	Identify changes that affect families.
04.03	Describe ways of coping with personal and family stress and crises.
04.04	Recognize signs of peer pressure and bullying.
04.05	Demonstrate refusal skills.

CTE Standards and Benchmarks	
04.06	Identify causes of conflict.
04.07	List the steps in the conflict resolution process.
04.08	Compare ways of dealing with and preventing conflict with friends and family members.
05.0	Identify relationships that influence personality development. The student will be able to:
05.01	Identify types of relationships.
05.02	Describe qualities of a friend
05.03	Recognize healthy and unhealthy relationships.
05.04	List the functions of families.
05.05	List types of family structures.
05.06	Describe the family life cycle.
05.07	Identify ways to blend work and family.
05.08	Discuss the benefits and challenges of current technology and the impact on the family.
05.09	Identify factors in caring for children and the elderly.
05.10	Discuss the joys and challenges of being a parent.
06.0	Assess the importance of good health and wellness. The student will be able to:
06.01	Describe wellness.
06.02	Explain the importance of good nutrition.
06.03	Classify foods according to the Food Guide Pyramid.
06.04	List the essential nutrients and describe their functions and sources.
06.05	List good health practices that contribute to looking your best.
06.06	Identify the health risks associated with the use of alcohol, tobacco, and other drugs.
06.07	List resources and organizations that assist individuals who abuse alcohol, tobacco, and other drugs.

CTE Standards and Benchmarks	
06.08	Develop an exercise and nutrition plan that incorporates the components of wellness.
06.09	Identify careers related to health and wellness.
07.0	Develop a plan for managing your resources. The student will be able to:
07.01	Define needs and wants.
07.02	Identify major and minor decisions and the factors that affect decisions.
07.03	Identify the steps of the decision-making process.
07.04	Develop a self-improvement plan using the decision-making process to set goals and priorities.
07.05	Apply the decision-making process to personal, social, and family activities.
07.06	Identify factors that affect consumer choices.
07.07	Identify ways to manage your resources for personal needs and wants.
07.08	Develop a spending and savings plan for your money.
07.09	Discuss reasons for working.
07.10	Explain the relationship between income and lifestyle.
07.11	Identify the personal skills needed for employment.
07.12	Discuss careers related to resource management.
~~Listed below are the standards that~~<u>Career and Education Planning [these</u> must be met to satisfy the requirements of Section 1003.4156, Florida Statutes. ~~The student will be able to:~~ <u>1</u>	
<u>Standards and Benchmarks</u>	
08.0	<u>Explain his or her career interests, skills and values. The student will be able to:</u>
08.01	<u>Describe his or her career interests based on a career interest assessment, personal experience, career informational interviews, research and/or reflection.</u>

CTE Standards and Benchmarks

~~08.01~~ 08.02	~~Describe the influences that societal, economic, and technological changes have on employment trends and future training.~~ <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>
~~08.02~~ 08.03	~~Develop skills to locate, evaluate, and interpret career information.~~ <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>
08.04	<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>
09.0	<u>Describe occupations and industries in his or her region. The student will be able to:</u>
09.01	<u>Define Career Clusters, industries and occupations.</u>
09.02	<u>Define regional poverty, average and family-sustaining wage thresholds.</u>
09.03	<u>Review local labor market data to identify the top five regional occupations as relates to each of the following: employment, growth and salary.</u>
09.04	<u>List three occupations that align with his or her personal career interests, skills and values.</u>
09.05	<u>List the regional salary, employment and growth of three occupations they are most interested in learning more about.</u>
09.06	<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>
10.0	<u>Describe a variety of postsecondary pathways. The student will be able to:</u>
10.01	<u>Evaluate the pros and cons of pursuing education, employment, entrepreneurship or enlistment immediately following high school.</u>
~~08.03~~ 10.02	~~Identify and demonstrate processes for making short and long term goals.~~ <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>
10.03	<u>Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees</u>
10.04	<u>Explain training options aligned with his or her career assessment results and occupational exploration.</u>
10.05	<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>
10.06	<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>
11.0	<u>Create a personalized career and academic plan. The student will be able to:</u>
11.01	<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>
11.02	<u>Explain the reasoning for choosing to pursue his or her preferred occupation</u>

CTE Standards and Benchmarks

~~08.04~~ 11.03	~~Demonstrate~~ Identify which credentials, technical skills, and employability skills such as working in a group, problem-solving and organizational skills, and the importance of or entrepreneurship skills are relevant to his or her preferred career pathway.
11.04	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.
~~08.05~~ 11.05	~~Understand the relationship between educational achievement and career choices/postsecondary options.~~ 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.
11.06	Define means of paying for postsecondary training, including scholarships (must include State scholarships), grants, savings, work, work-study programs, private loans and Federal loans.
~~08.06~~ 11.07	~~Identify a career cluster and related pathways that match career and education goals.~~ 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.
~~08.07~~ 11.08	Develop a ~~career and education plan~~ 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.
~~08.08~~ 11.09	~~Demonstrate knowledge of technology and its application in career fields/clusters.~~ 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 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)

~~Family, Career and Community Leaders of America (FCCLA) is the~~ [CTSOs are](#) 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 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

Program Title: Life Management Skills
Program Type: Non-Career Preparatory
Career Cluster: Human Services

Secondary – Non-Career Preparatory	
Program Number	8502000
CIP Number	0920010600
Grade Level	9-12
Program Length	.5 credit
Teacher Certification	Refer to the ProgramCourse Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml

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 Human 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 Human Services career cluster.

The content includes but is not limited to positive emotional, social, physical, and intellectual development of the individual; marriage and skill based relationship education; family and community; consumer education; nutrition; cardiopulmonary resuscitation (CPR); hazards of smoking; substance education; breast and testicular self-examination and cancer detection; human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS) and other sexually transmitted diseases; and benefits of sexual abstinence, and consequences of teenage pregnancy.

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

ProgramCourse 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/[program](#) structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8502000	Life Management Skills	REG NURSE 7G PRAC NURSE @7 %7%G FAM CON SC 1 HEALTH 6	.5	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.

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

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

<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>
<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>
<u>12.0 Develop a personalized career and academic plan.</u>
<u>12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</u>
<u>12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</u>
<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>
<u>12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u>
<u>12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.</u>
<u>Job Attainment</u>
<u>13.0 Find, assess and apply to job opportunities.</u>
<u>13.01 Identify online job posts relevant to his or her career aspirations.</u>
<u>13.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
<u>13.03 Define what information, documentation and writing prompts are required for the positions.</u>
<u>14.0 Communicate personal competence, character and fit for a job opportunity.</u>
<u>14.01 Develop a resume.</u>
<u>14.02 Write a cover letter.</u>
<u>14.03 Curate a professional portfolio that includes work products.</u>
<u>14.04 Prepare for and experience a mock job interview.</u>
<u>15.0 Cultivate and leverage relationships to professionally advance.</u>
<u>15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>15.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>15.03 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 Demonstrate skills contributing to positive emotional development and effective personal relationships.
- 02.0 Integrate responsible consumer decisions and management techniques to enhance the quality of personal and family life.
- 03.0 Apply principles of nutrition to food choices.
- 04.0 Discuss first aid for foreign body airway obstruction (FBAO) and cardiopulmonary resuscitation (CPR).
- 05.0 Determine the physical, mental, emotional, social, economic, and legal consequences of use, misuse and abuse of tobacco, nicotine, alcohol, and drugs on the individual, family, and community.
- 06.0 Identify the self-examination procedures used for breast and testicular cancer detection.
- 07.0 Recognize the effects of human immunodeficiency virus (HIV) acquired immunodeficiency syndrome and sexually transmitted infections (STIs) and assess their consequences on the individual, family, and community.
- 08.0 Identify the benefits of sexual abstinence and consequences of teenage pregnancy.
- 09.0 Discuss parenting roles and responsibilities.
- 10.0 Demonstrate leadership and organizational skills.

**Florida Department of Education
Student Performance Standards**

Course Title: — **Life Management Skills**
Course Number: 8502000
Course Credit: .5

Course Description:

The purpose of this course is to prepare students to make healthy choices regarding personal development and interpersonal relationships.

CTE Standards and Benchmarks	
01.0	Demonstrate skills contributing to positive emotional development and effective personal relationships. The student will be able to:
01.01	Examine the effects of self-esteem on personal development.
01.02	Demonstrate effective communication skills.
01.03	Identify attitudes and behaviors for establishing and maintaining interpersonal relationships.
01.04	Develop strategies for conflict resolution.
01.05	Determine the effect of personal relationship skills on the individual, family, and community.
01.06	Design a plan to achieve personal goals.
01.07	Incorporate decision-making skills into personal development.
01.08	Assess coping techniques for stress management.
01.09	Analyze the symptoms of suicide and intervention techniques.
02.0	Integrate responsible consumer decisions and management techniques to enhance the quality of personal and family life. The student will be able to:
02.01	Interpret consumer rights and responsibilities.
02.02	Evaluate advertising techniques.
02.03	Identify the components of a paycheck and explain payroll deductions in relation to income tax.
02.04	Prepare a budget using financial literacy and money management strategies.
02.05	Explore current technology in the banking industry, such as record keeping, managing resources, and electronic money transactions.

CTE Standards and Benchmarks	
02.06	Differentiate the types, sources, and uses of credit and its impact on credit scores.
03.0	Apply principles of nutrition to food choices. The student will be able to:
03.01	Identify dietary guidelines that promote and maintain good health.
03.02	Describe the functions and food sources of essential nutrients.
03.03	Plan nutritious meals and snacks using the USDA dietary guidelines.
03.04	Interpret food labeling.
03.05	Analyze signs and symptoms of eating disorders.
04.0	Discuss first aid for foreign body airway obstruction (FBAO) and cardiopulmonary resuscitation (CPR). The student will be able to:
04.01	Explore emergency relief techniques on a person with an obstructed airway.
04.02	Explore cardiopulmonary resuscitation (CPR).
04.03	Identify first aid and CPR certification training opportunities in the community.
05.0	Determine the physical, mental, emotional, social, economic and legal consequences of use, misuse and abuse of tobacco, nicotine, alcohol and drugs on the individual, family and community. The student will be able to:
05.01	Evaluate the effects that legal and illegal substance use, misuse and abuse can have on the individual, family and community.
05.02	Evaluate the legal ramifications of substance abuse.
05.03	Identify community agencies where help is available for substance abusers and victims of substance abuse.
06.0	Identify the self-examination procedures used for breast and testicular cancer detection. The student will be able to:
06.01	Identify the signs and symptoms of cancer.
06.02	Explain self-examination procedures for breast and testicular cancer.
07.0	Recognize the effects of human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS) and sexually transmitted infections (STIs) and assess their consequences on the individual, family and community. The student will be able to:
07.01	Identify the ways in which HIV, AIDS, and other STIs can be contracted and prevented.
07.02	Identify the signs and symptoms of HIV, AIDS, and other STIs.
07.03	Analyze the individual's responsibility for a healthy lifestyle that reduces the risk of HIV, AIDS, and STIs.

CTE Standards and Benchmarks	
07.04	Identify community agencies where accurate information about HIV, AIDS and other STIs is available.
08.0	Examine family planning strategies. The student will be able to:
08.01	Identify the benefits of sexual abstinence.
08.02	Identify the disadvantages of teenage pregnancy.
08.03	Examine methods of contraception.
09.0	Discuss parenting roles and responsibilities. The student will be able to:
09.01	Define parenting.
09.02	Describe the expectations of parenthood.
09.03	Identify real world responsibilities/skills needed by parents.
09.04	Determine how conflict resolution/communication can be used within a parenting situation.
10.0	Demonstrate leadership and organizational skills. The student will be able to:
10.01	Identify roles and responsibilities of member of professional and community services organizations, including career and technical student organizations.
10.02	Demonstrate leadership roles and organizational responsibilities.
10.03	Identify and utilize the FCCLA planning process.
10.04	Work cooperatively as a group member to achieve organizational goals.
10.05	Discuss the establishment and history of the FCCLA organization.

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.

Special Notes

Targeted goals are written in accordance with Florida Statute 1003.43 general requirements for high school graduation/life management skills. The framework reflects the philosophy of family and consumer sciences.

Activities may provide opportunities to utilize equipment such as CPR mannequins, human anatomy models, computers, a television and VCR/DVD player, and equipment in the food laboratory.

The concept of management is an integral part of the course and should be reflected in the facility, equipment, instructional materials and learning experiences.

Career and Technical Student Organization (CTSO)

~~Family, Career and Community Leaders of America (FCCLA) is the~~ CTSOs are co-curricular career and technical student ~~organization~~ 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**

Program Title: Dry Cleaning and Laundering
Program Type: Career Preparatory
Career Cluster: Human Services

Secondary – Career Preparatory	
Program Number	8733000
CIP Number	0619099900
Grade Level	9-12
Program Length	3 credits
Teacher Certification	Refer to the Program Structure section.
CTSO	SkillsUSA
SOC Codes (all applicable)	51-6011 -- Laundry and Dry-cleaning workers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human 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 Human Services career cluster.

The purpose of this program is to prepare students for employment as laundry and dry-cleaning machine operators (SOC 51-6011), laundry and dry cleaning workers (SOC 51-6011), spotters (SOC 51-6011), leather cleaners, all-around pressers (SOC 51-6021), and hand pressers (SOC 51-6021).

The content includes but is not limited to communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and skills needed to operate and manage dry cleaning plants including receiving, cleaning, repairing and returning garments to customers.

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 totaling three credits.

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 [course](#)/program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8733010	Dry Cleaning and Laundering 1	DRY CLEAN 7 G FAB MAINT @7 7G	1 credit	51-6011	2	CT
8733020	Dry Cleaning and Laundering 2		1 credit		2	CT
8733030	Dry Cleaning and Laundering 3		1 credit		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.

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

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

<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>
<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>
<u>12.0 Develop a personalized career and academic plan.</u>
<u>12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</u>
<u>12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</u>
<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>
<u>12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u>
<u>12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.</u>
<u>Job Attainment</u>
<u>13.0 Find, assess and apply to job opportunities.</u>
<u>13.01 Identify online job posts relevant to his or her career aspirations.</u>
<u>13.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
<u>13.03 Define what information, documentation and writing prompts are required for the positions.</u>
<u>14.0 Communicate personal competence, character and fit for a job opportunity.</u>
<u>14.01 Develop a resume.</u>
<u>14.02 Write a cover letter.</u>
<u>14.03 Curate a professional portfolio that includes work products.</u>
<u>14.04 Prepare for and experience a mock job interview.</u>
<u>15.0 Cultivate and leverage relationships to professionally advance.</u>
<u>15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>15.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>15.03 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 Demonstrate understanding of procedures of orientation and safety.
- 02.0 Use and maintain spotting equipment and tools.
- 03.0 Identify fibers and fabrics.
- 04.0 Identify and test fabric and dyestuffs.
- 05.0 Demonstrate understanding of chemicals and formulas.
- 06.0 Identify stains.
- 07.0 Remove stains.
- 08.0 Explain properties and uses of petroleum and synthetic solvents.
- 09.0 Operate synthetic washer-extractors.
- 10.0 Operate reclaiming tumblers.
- 11.0 Operate filters.
- 12.0 Demonstrate troubleshooting skills.
- 13.0 Understand proper operation of stills.
- 14.0 Operate pumps at maximum efficiency.
- 15.0 Clean garments.
- 16.0 Perform routine maintenance.
- 17.0 Adjust and operate utility pressers.
- 18.0 Adjust and operate mushroom and automatic pants topper.
- 19.0 Adjust and operate automatic leggers.
- 20.0 Operate form finishers.
- 21.0 Finish slacks and shirts.
- 22.0 Finish coats.
- 23.0 Finish trousers.
- 24.0 Finish dresses.
- 25.0 Finish children's garments.
- 26.0 Finish pleats and knitted garments.
- 27.0 Finish silk.
- 28.0 Inspect garments.

Florida Department of Education
Student Performance Standards

Course Title: Dry Cleaning and Laundering 1
Course Number: 8733010
Course Credit: 1

Course Description:

This course will include orientation on safety, spotting, stain removal and employability skills.

CTE Standards and Benchmarks	
01.0	Demonstrate understanding of procedures of orientation and safety. The student will be able to:
01.01	Define objectives of the course.
01.02	Explain safety procedures.
01.03	Explain school/class procedures.
01.04	Explain the control limitations.
01.05	Check the basket for burrs and pins.
01.06	Demonstrate the ability to adjust the loading doors.
01.07	Define faulty pump.
02.0	Use and maintain spotting equipment and tools. The student will be able to:
02.01	Identify the spotter's equipment and tools.
02.02	Utilize the spotter's equipment and tools.
02.03	Provide a written list of tools and equipment
03.0	Identify fibers and fabrics. The student will be able to:
03.01	Identify fibers and fabrics.
03.02	Explain methods of fabric construction.
03.03	Explain the characteristics of fibers.

CTE Standards and Benchmarks	
03.04	Demonstrate burning tests for fiber content.
04.0	Identify and test fabrics and dyestuffs. The student will be able to:
04.01	Identify dyestuffs.
04.02	Explain the composition of dyestuffs.
04.03	Determine proper cleaning procedure for fabrics and dyes.
05.0	Demonstrate understanding of chemicals and formulas. The student will be able to:
05.01	Explain the chemical properties of a formula and its effect on fabrics.
05.02	Provide a written list of formulas used in spotting.
05.03	Provide a written list of spotting agents.
06.0	Identify stains. The student will be able to:
06.01	Define methods of stain identification.
06.02	Provide a written list of the various methods of stain identification.
07.0	Remove stains. The student will be able to:
07.01	Identify a stain.
07.02	Demonstrate methods for removing stains.
08.0	Explain properties and uses of petroleum and synthetic solvents. The student will be able to:
08.01	Write a brief history on the development of petroleum solvent.
08.02	Provide a written list of the methods for refining petroleum solvents.
08.03	Write the specifications for petroleum solvents.
08.04	Provide a written list of the properties of a synthetic solvent.
08.05	Provide a written list of the methods for making a synthetic solvent.

Florida Department of Education
Student Performance Standards

Course Title: Dry Cleaning and Laundering 2
Course Number: 8733020
Course Credit: 1

Course Description:

This course provides instruction and laboratory experience in operation of dry cleaning and laundry machines.

CTE Standards and Benchmarks	
09.0	Operate synthetic washer-extractors. The student will be able to:
09.01	Demonstrate the ability to set controls on the machine.
09.02	Demonstrate the ability to load the machine with solvent.
09.03	Demonstrate the ability to operate a machine manually.
10.0	Operate reclaiming tumblers. The student will be able to:
10.01	Safely operate a tumbler.
10.02	Demonstrate the ability to control the temperature on a tumbler.
10.03	Demonstrate the ability to operate a drying cabinet.
11.0	Operate filters. The student will be able to:
11.01	Demonstrate the ability to operate filters.
11.02	Explain the operation of cookers and stills.
11.03	Explain filter maintenance methods.
12.0	Demonstrate troubleshooting skills. The student will be able to:
12.01	Explain the use of the filter pressure gauge.
12.02	Explain plugged screens, tubes or bags.
12.03	Steam clean and boil screens, tubes, or cleaning bags.

CTE Standards and Benchmarks	
12.04	Describe in writing the properties of a distilling solvent.
12.05	Exhibit the ability to operate the pump on a filter.
13.0	Understand proper operation of stills. The student will be able to:
13.01	Explain the causes for slow-down in distilling solvent.
13.02	List factors of a worn out pump.
13.03	Explain vacuum leak.
13.04	Explain a steam or water leak.
13.05	Define vacuum still pressure.
13.06	Explain how to clean dirty heating tubes.
13.07	Determine a faulty steam trap.
13.08	Diagnose an odor in a distilled solvent.
14.0	Operate pumps at maximum efficiency. The student will be able to:
14.01	Demonstrate the reducing or no flow of solvent.
14.02	Define the loss of pump prime.
14.03	Identify position of the valve in either a suction or discharge line.
14.04	Determine the clogged strainers in suction lines.
14.05	Determine the solvent level in tanks below the pump lines.
14.06	Explain a slipping pump drive belt.
14.07	Explain a pressure relief valve, open on gear pumps.
14.08	Explains lint build up on the impeller in the pump.
15.0	Clean garments. The student will be able to:
15.01	Demonstrate understanding of causes for excessive redeposit.

CTE Standards and Benchmarks	
15.02	Explain insufficient filter flow rate.
15.03	Define improper garment classification.
15.04	Explain dissolved garment classification.
15.05	Define causes for excessive oils or greases in solvents.
15.06	Write causes for wrinkles occurring in dry-cleaning.
15.07	Diagnose causes for garment streaks, slow drying, or spotting rings.
15.08	Determine the reason for objectionable odors.
15.09	Define bleeding of dyes.
15.10	Describe dye or soil pick-up in local areas.
15.11	Explain restoration procedures of insoluble soil.
15.12	Demonstrate the method for softening plastic-coated fabrics.
16.0	Perform routine maintenance. The student will be able to:
16.01	Determine causes of machine malfunction.
16.02	Perform preventative maintenance.
16.03	Perform shop housekeeping duties.
16.04	Explain and demonstrate proper handling and storage of flammable and/or toxic materials.

Florida Department of Education
Student Performance Standards

Course Title: Dry Cleaning and Laundering 3
Course Number: 8733030
Course Credit: 1

Course Description:

This course will provide instruction and laboratory experience in operation of pressing and finishing machines.

CTE Standards and Benchmarks	
17.0	Adjust and operate utility pressers. The student will be able to:
17.01	Write specifications for the utility press.
17.02	Demonstrate ability to operate the utility press.
17.03	Perform maintenance procedure.
17.04	Demonstrate variable pressure operation.
17.05	Demonstrate the iron attachment.
18.0	Adjust and operate mushroom and automatic pants toppler. The student will be able to:
18.01	State specifications for the toppler press.
18.02	Demonstrate the operation of the pants toppler.
18.03	Explain the timer on an automatic toppler press.
18.04	Demonstrate programmer adjustment procedures on the toppler.
19.0	Adjust and operate automatic leggers. The student will be able to:
19.01	State specifications for the automatic legger.
19.02	Demonstrate the operation of the legger.
19.03	Define the timer on the legger.
19.04	Demonstrate the mechanical adjustment of the legger.

CTE Standards and Benchmarks	
20.0	Operate form finishers. The student will be able to:
20.01	List specifications for the form finisher.
20.02	Exhibit steps for the timer on a form finisher.
20.03	Demonstrate the operation of the form finisher.
20.04	Perform the steps for finishing a coat.
20.05	Perform the steps for finishing a dress.
21.0	Finish slacks and skirts. The student will be able to:
21.01	Demonstrate steps necessary to place back, left hip of slacks on mushroom press.
21.02	Describe steps necessary to place back, right hip of slacks on mushroom press.
21.03	Demonstrate steps necessary to place front, right hip of slacks on press.
21.04	Demonstrate steps necessary to place front, left hip of slacks on press.
21.05	State the methods of legging slacks on regular press.
21.06	Demonstrate the methods necessary when finishing skirts.
22.0	Finish coats. The student will be able to:
22.01	Exhibit procedures for finishing coats on a form finisher and utility press.
22.02	Demonstrate steps in finishing sleeves on coats.
22.03	Exhibit methods of finishing coat collars.
22.04	Demonstrate steps in finishing the front left shoulder and sleeve head.
22.05	Exhibit steps in finishing front lay.
22.06	Demonstrate methods of finishing lapels.
22.07	Demonstrate steps in finishing linings.
23.0	Finish trousers. The student will be able to:

CTE Standards and Benchmarks	
23.01	Demonstrate procedures in topping trousers on upright presser.
23.02	Demonstrate steps in finishing trouser tops or waistbands.
23.03	Demonstrate steps in finishing pockets on trousers.
23.04	Demonstrate steps in finishing left legs of trousers.
23.05	Demonstrate steps in finishing right legs of trousers
24.0	Finish dresses. The student will be able to:
24.01	Demonstrate operations for finishing sleeves on dresses.
24.02	Demonstrate steps in finishing collars and lapels on dresses.
24.03	Demonstrate process of finishing blouses.
24.04	Demonstrate steps for finishing skirts or dresses.
25.0	Finish children's garments. The student will be able to:
25.01	Demonstrate methods of finishing a sleeve on a child's coat.
25.02	Demonstrate steps in finishing collars and trim.
25.03	Demonstrate steps in finishing fronts and backs of coats.
25.04	Demonstrate methods of finishing trousers.
25.05	Exhibit techniques for finishing boys' and girls' jackets.
26.0	Finish pleats and knitted garments. The student will be able to:
26.01	Demonstrate steps for finishing pleats.
26.02	Demonstrate procedures for finishing pleats on the sleeve board.
26.03	Demonstrate methods for finishing pleats on the utility press.
26.04	Demonstrate methods for finishing knitted garments.
26.05	Perform methods for measuring knitted garments before and after finishing.

CTE Standards and Benchmarks	
26.06	List methods of handling finished knitted garments.
27.0	Finish silk. The student will be able to:
27.01	Finish sleeves on the sleeve puff iron.
27.02	Finish a skirt on the long press.
27.03	Finish collars and lapels.
27.04	Demonstrate steps in touch-up of finished garments.
28.0	Inspect garments. The student will be able to:
28.01	Demonstrate methods of inspection.
28.02	Define points of inspection in the order in which work has processed through various departments.
28.03	State processes for inspecting garments that need special attention.

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.

Special Notes

Students may concentrate in the areas of pressing/finishing by completing outcomes 1 and 16-31 or as a spotter cleaner by completing outcomes 1-15 and 29-30.

Career and Technical Student Organization (CTSO)

~~SkillsUSA 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 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.

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

The standards and/or benchmarks for this program were updated for the 2026-27 academic year.

Program Title: **Nails Specialty**
 Program Type: **Career Preparatory**
 Career Cluster: **Human Services**

Secondary – Career Preparatory	
Program Number	8757300
CIP Number	0612041004
Grade Level	9-12
Program Length	2 credits
Teacher Certification	Refer to the Program Structure section.
CTSO	SkillsUSA
SOC Codes (all applicable)	39-5092 -- Manicurists and Pedicurists
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human 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 Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Nails Specialty program is prepared for employment as a licensed Manicurist and Pedicurist (SOC 39-5092). Instruction is designed to qualify students for employment upon successfully obtaining a Nails Specialty ~~License~~[Certification](#).

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and ~~regulations; foundational rules; acquisition of~~ knowledge of ~~nail~~[the facial](#) specialist and the related chemistry; bacteriology, anatomy and physiology; ~~techniques for nail enhancement~~[art of make-up](#); and ~~the development of practical skills necessary to perform services that enhance appearance, aligned with~~ skill in performing the ~~standards~~[manipulative](#) and ~~practices of nail~~[electrical techniques required in the practice of facials](#) specialist occupations.

Program Structure

This program is a planned sequence of instruction totaling two credits. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

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
~~8757210~~ 8757211	Grooming and Salon Services Core 1	NAIL TEC 7 G COSMETOL @7 7 G	.5 credit	39-5092	2	CT
8757310	Nails Specialty 2		.5 credit		2	CT
8757320	Nails Specialty 3		1 credit		2	CT

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

Regulated Programs

This program is regulated by the Florida Department of Business & Professional Regulation, Florida Board of Cosmetology.

Please refer to 61G5-22.016, F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of hours of services students must complete within the program.

Planned and supervised instructional activities must be provided through one or more of the following: (1) directed laboratory experience, (2) student projects, (3) placement for experience.

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

61G5-22.016, F.A.C., Minimum Curriculum for Nail Specialty Training.

Topic	Hours
Florida Cosmetology laws and rules	4
Sanitation	8
Ethics	2
Nail Theory, Practice, and Related Subjects including nail disorders and disease	76

Type of Service	Hours Required
Manicures	15
Pedicures	10
Tips and Overlay	15
Sculpting Using A Form	10
Nail Wraps and/or Mending	10
Nail Fill-Ins	10
Artificial Nail Removal	5
Polishing and Nail Art	10
Gel Nails	5

CommonFlorida'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.

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

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

<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>
<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>
<u>12.0 Develop a personalized career and academic plan.</u>
<u>12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</u>
<u>12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</u>
<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>
<u>12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u>
<u>12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.</u>
<u>Job Attainment</u>
<u>13.0 Find, assess and apply to job opportunities.</u>
<u>13.01 Identify online job posts relevant to his or her career aspirations.</u>
<u>13.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
<u>13.03 Define what information, documentation and writing prompts are required for the positions.</u>
<u>14.0 Communicate personal competence, character and fit for a job opportunity.</u>
<u>14.01 Develop a resume.</u>
<u>14.02 Write a cover letter.</u>
<u>14.03 Curate a professional portfolio that includes work products.</u>
<u>14.04 Prepare for and experience a mock job interview.</u>
<u>15.0 Cultivate and leverage relationships to professionally advance.</u>
<u>15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>15.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>15.03 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 Identify career opportunities.
- 02.0 Demonstrate ~~the importance of~~ health, safety, and environmental ~~management systems in organizations and their importance to organizational performance and regulatory~~ compliance.
- 03.0 Employ safe, sanitary and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- ~~04.0~~06.0 Demonstrate science knowledge and skills.
- ~~05.0~~07.0 ~~Explain the importance of~~Demonstrate employability ~~skill and entrepreneurship skills, and professional development.~~
- ~~06.0~~08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- ~~07.0~~09.0 Demonstrate personal ~~money management concepts, procedures, and strategies~~financial literacy.
- ~~08.0~~10.0 ~~Describe the importance of~~Demonstrate professional ethics and legal responsibilities.
- 11.0 Describe organizational and industry systems.
- ~~09.0~~12.0 Use information technology ~~tools.~~application.
- ~~10.0~~13.0 Solve problems using critical thinking ~~skills,~~ creativity and Innovation.
- ~~11.0~~14.0 Use oral and written communication skills ~~in creating, expressing and interpreting information and ideas.~~
- ~~12.0~~15.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.

Florida Department of Education
Student Performance Standards

Course Title: _____ Grooming and Salon Services Core 1
 Course Number: 8757210
 Course Credit: _____ .5

Course Description:

This course is designed to provide instruction in school, classroom/laboratory safety rules and procedures. -It is also designed to provide the student with an opportunity to become familiar with competencies in employability, communication, math and science skills required to succeed in industry. Additionally, it is designed to provide the student with an overview of competencies in State Board of Cosmetology requirements and in the study of the cosmetology law and rules and regulations. -The student will briefly review entrepreneurship competency.

CTE Standards and Benchmarks	
01.0	Identify career opportunities. The student will be able to:
01.01	Identify career opportunities ~~in~~ <u>within</u> the ~~nail-care~~ <u>program's</u> industry <u>sector</u> .
01.02	<u>Identify employment settings, entrepreneurial opportunities, and emerging career trends.</u>
01.03	<u>Examine licensing, certification, and credentialing requirements related to the program area.</u>
02.0	Demonstrate ~~the importance of~~ health, safety, and environmental management ~~systems, and regulatory compliance.~~ <u>practices</u> . The students will be able to:
02.01	Describe personal, <u>workplace</u> , and ~~jobsite standards~~ <u>regulatory safety rules</u> that maintain ~~a~~ safe and healthy ~~work~~ environments.
02.02	Explain emergency procedures ~~to follow~~ in response to ~~workplace~~ accidents, <u>injuries, fires, and natural disasters</u> .
02.03	~~Create a disaster~~ <u>Develop</u> and/or <u>implement an</u> emergency response plan.
02.04	<u>Describe and comply with federal and state safety laws including Right-to-Know regulations.</u>
03.0	Employ safe, sanitary, ~~and~~ efficient work practices. The student will be able to:
03.01	~~Using~~ <u>Apply</u> standard/ <u>universal</u> precautions, ~~identify decontamination procedures to insure the~~ <u>ensure</u> safety of ~~the client~~ <u>clients</u> and ~~student in the classroom and salon~~ <u>students</u> .
03.02	~~Set~~ <u>Safely set</u> up ~~and~~ , operate, <u>clean, maintain, and store tools and</u> equipment ~~and utilize materials by mixing chemicals (EPA approved hospital levels) in appropriate proportions~~ according to manufacturer's instructions, ~~and regulatory requirements.~~
03.03	~~Clean and maintain implements by using appropriately mixed chemicals and following the procedures for disinfection of tools per Chapter 61G-20.002, F.A.C.~~ <u>Mix, handle, store, and dispose of chemical products according to manufacturer specifications and safety data sheets (SDS).</u>

~~01.01~~	~~Demonstrate cultural awareness of hygiene and socialized differences by using active listening skills.~~
03.04	~~Describe, observe, identify and analyze the functions, structures, and diseases and disorders of skin and nails. Demonstrate and communicate to the client the proper care of skin, and nails through cleanliness, nutrition, and healthful living.~~ <u>Demonstrate knowledge of anatomy, physiology, diseases, and disorders related to the program area.</u>
03.05	~~Demonstrate and communicate to the client the~~ <u>Communicate proper client care of skin and nails through cleanliness, home maintenance, hygiene, nutrition, and healthful living/wellness practices.</u>
03.06	<u>Demonstrate professionalism, cultural awareness, and ethical workplace behavior.</u>
04.0	<u>Demonstrate language arts knowledge and skills. The students will be able to:</u>
04.01	<u>Locate, comprehend and evaluate key elements of oral and written information.</u>
04.02	<u>Draft, revise, and edit written documents using correct grammar and industry terminology.</u>
04.03	<u>Present information formally and informally for specific purposes and audiences.</u>
05.0	<u>Demonstrate mathematics knowledge and skills. The students will be able to:</u>
05.01	<u>Apply mathematical skills to industry-related tasks (e.g., measurement, ratios, pricing, scheduling).</u>
05.02	<u>Perform arithmetic operations accurately.</u>
05.03	<u>Analyze and apply data and measurements to solve problems.</u>
05.04	<u>Develop and interpret charts, tables, and graphs.</u>
~~04.0~~ 06.0	<u>Demonstrate science knowledge and skills. The students will be able to:</u>
~~04.01~~ 06.01	~~Identify~~ <u>Apply principles of</u> chemistry as ~~it applies~~ <u>related</u> to products ~~used~~ <u>and services</u> in the ~~salon~~ <u>program area</u> .
06.02	<u>Apply principles of anatomy and physiology relevant to services performed.</u>
06.03	<u>Apply principles of microbiology and infection control.</u>
06.04	<u>Apply scientific reasoning to evaluate products, tools, and procedures</u>
~~04.02~~ 06.05	~~Identify science as it applies to~~ <u>principles of</u> electricity ~~and~~ , light therapy ~~to perform appropriate treatment, and related technologies where applicable.~~
~~05.0~~ 07.0	~~Explain the importance of~~ <u>Demonstrate</u> employability ~~skill~~ and ~~entrepreneurship skills.~~ <u>professional development.</u> The students will be able to:
~~05.01~~ 07.01	~~Identify and~~ Demonstrate positive work behaviors ~~needed to be employable.~~ <u>and professional conduct.</u>
~~05.02~~ 07.02	<u>Develop a</u> personal career plan ~~that includes~~ <u>including</u> goals, objectives, and strategies.

07.03	Maintain a professional and digital career portfolio.
~~05.03~~ 07.04	~~Identify and exhibit traits for retaining~~ Evaluate employment— ~~and advancement opportunities.~~
07.05	Demonstrate teamwork and collaboration skills.
~~05.04~~ 07.06	~~Research the benefits of ongoing~~ Demonstrate effective verbal and written communication in professional ~~development.~~ settings.
~~05.05~~ 07.07	~~List the advantages~~ Explain entrepreneurship concepts, including risks and ~~disadvantages~~ rewards of business ownership.
07.08	Identify characteristics of successful entrepreneurs.
07.09	Identify business management skills necessary to operate a small business.
07.10	Project and maintain a professional image.
07.11	Demonstrate strategies for balancing personal and professional responsibilities.
07.12	Use and conserve resources responsibly.
~~06.0~~ 08.0	Demonstrate leadership and teamwork skills ~~needed to accomplish team goals and objectives.~~ The students will be able to:
08.01	Apply leadership skills to accomplish individual and organizational goals.
~~06.04~~ 08.02	~~Establish and maintain effective working relationships~~ ~~with others in order to accomplish objectives and tasks.~~
~~06.02~~ 08.03	~~Employ mentoring skills to inspire and teach others.~~ Participate in and conduct meetings effectively.
~~06.03~~ 08.04	Apply ~~teamwork procedures~~ mentoring and ~~social~~ coaching skills ~~in following rules of professional ethics~~ where appropriate.
~~07.0~~ 09.0	Demonstrate personal ~~money management concepts, procedures, and strategies.~~ financial literacy. The students will be able to:
~~07.04~~ 09.01	~~Develop a personal budget and~~ ~~for~~ financial goals.
09.02	Describe services and responsibilities of financial institutions.
~~07.02~~ 09.03	~~Maintain financial records—~~ and reconcile statements.
09.04	Explain the impact of financial decisions on personal and career goals.
~~07.03~~ 09.05	~~Research, compare~~ Compare savings and ~~contrast~~ investment opportunitiesoptions.
~~08.0~~ 10.0	~~Describe the importance of~~ Demonstrate professional ethics and legal responsibilities. The students will be able to:

~~08.04~~ 10.01	Demonstrate ~~working~~ knowledge of ~~Board of Cosmetology, Chapter 477, F.S.~~ <u>Applicable Florida laws and administrative codes regulating the profession.</u>
~~08.02~~ 10.02	Demonstrate ~~knowledge~~ <u>understanding</u> of ~~the Florida "Right-to-know" Statutes, Chapter 442.~~ <u>infection control including HIV/AIDS education as required by law.</u>
~~08.03~~ 10.03	Evaluate ~~and justify~~ decisions ~~based on~~ <u>using</u> ethical reasoning.
~~08.04~~ 10.04	Evaluate ~~alternative responses to~~ workplace situations based on ~~personal, professional~~ <u>legal</u> , ethical, ~~legal responsibilities,~~ and employer policies.
~~08.05~~ 10.05	Identify ~~and explain personal and long-term~~ consequences of unethical or illegal ~~behaviors in the workplace.~~ <u>behavior.</u>
~~08.06~~ 10.06	Interpret ~~and explain~~ written organizational policies and procedures.
11.0	<u>Describe organizational and industry systems. The students will be able to:</u>
11.01	<u>Describe types of business organizations and roles of employer and employee.</u>
11.02	<u>Explain the effect of organizational systems on performance and quality.</u>
11.03	<u>Describe quality assurance practices common to the industry.</u>
11.04	<u>Explain the impact of the global economy and industry trends.</u>
~~09.0~~ 12.0	Use information technology ~~tools.~~ <u>application.</u> The students will be able to:
~~09.04~~ 12.01	Use personal information management ~~(PIM)-applications~~ <u>tools</u> to increase ~~workplace~~ efficiency.
12.02	<u>Use word processing, spreadsheets, databases, and presentation software.</u>
~~09.02~~ 12.03	~~Demonstrate the use of current technology such as computers, electronic devices,~~ <u>Use</u> scheduling, <u>client management</u> , and payment processing <u>technologies.</u>
12.04	<u>Use collaborative digital tools to support teamwork.</u>
~~40.0~~ 13.0	Solve problems using critical thinking ~~skills,~~ creativity, and innovation. The students will be able to:
~~40.04~~ 13.01	~~Demonstrate~~ <u>Apply</u> critical thinking skills independently and ~~in teams to solve problems and make decisions.~~ <u>collaboratively.</u>
~~40.02~~ 13.02	~~Demonstrate critical thinking and~~ <u>Resolve conflicts using effective</u> interpersonal skills ~~to resolve conflicts.~~
~~40.03~~ 13.03	~~Identify~~ <u>Establish, monitor,</u> and ~~document workplace~~ <u>evaluate</u> performance goals ~~and monitor progress toward those goals.~~
~~40.04~~ 13.04	Conduct technical research to ~~gather information necessary for~~ <u>support</u> decision-making.
~~41.0~~ 14.0	Use oral and written communication skills ~~in creating, expressing and interpreting information and ideas.~~ The students will be able to:

<u>14.01 Apply appropriate communication strategies in professional settings.</u>
<u>14.02 Organize and reference information from multiple sources.</u>
~~11.01~~ <u>14.03</u> ~~Design, develop, and~~ Deliver formal and informal presentations ~~by possibly using appropriate media to engage and inform diverse audiences.~~
~~11.02~~ <u>14.04</u> Interpret verbal and nonverbal ~~cues/behaviors that enhance~~ communication.
~~11.03~~ <u>14.05</u> Apply active listening skills ~~to obtain and clarify information.~~
<u>14.06 Demonstrate customer service and public relations skills.</u>
<u>14.07 Develop and interpret visual data to support communication.</u>

**Florida Department of Education
Student Performance Standards**

Course Title: Nails Specialty 2
Course Number: 8757310
Course Credit: .5

Course Description:

This course is designed to provide competencies in manicuring and pedicuring and in applying artificial nails and nail wraps. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

CTE Standards and Benchmarks	
15.0	Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals. The student will be able to:
~~12.04~~ 15.01	Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails.
~~12.02~~ 15.02	Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions.
~~12.03~~ 15.03	Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions.
~~12.04~~ 15.04	Perform proper procedures for disinfection of pedicure equipment and maintaining a log book as required in 61G5-20.002(4)(G), F.S.
~~12.05~~ 15.05	Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions.
~~12.06~~ 15.06	Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails.
~~12.07~~ 15.07	Demonstrate the correct application procedure of nail forms by following all safety and sanitation procedures.
~~12.08~~ 15.08	Following all manufacturers' directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and/or to the full natural nail. Follow all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of relationships of size, angles and shapes to mold into a natural looking nail.
~~12.09~~ 15.09	Following the manufacturer's directions and knowledge of safety procedures, demonstrate knowledge of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail.
~~12.10~~ 15.10	Applying knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client. Demonstrate ability create artful scenes on a minute surface.
~~12.11~~ 15.11	Demonstrate knowledge of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance.

Florida Department of Education
Student Performance Standards

Course Title: Nails Specialty 3
Course Number: 8757320
Course Credit: 1

Course Description: (Continuation of the Same Standards/Benchmarks and Skills of Nails Specialty 2)

This course is designed to provide competencies in manicuring and pedicuring and in applying artificial nails and nail wraps. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

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)

[Florida SkillsUSA](#) ~~is the~~ [\(SkillsUSA\)](#) are co-curricular career and technical student ~~organization~~ [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 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

The standards and/or benchmarks for this program were updated for the 2026-27 academic year.

Program Title: **Facials Specialty**
 Program Type: **Career Preparatory**
 Career Cluster: **Human Services**

Secondary – Career Preparatory	
Program Number	8757400
CIP Number	0612040805
Grade Level	9-12
Program Length	2 credits
Teacher Certification	Refer to the Program Structure section.
CTSO	SkillsUSA
SOC Codes (all applicable)	39-5094 -- Skin Care Specialists
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human 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 Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Facials Specialist program is prepared for employment as a licensed Facials/Skin Care Specialist (SOC 39-5094). Instruction is designed to qualify students for employment upon successfully obtaining a Facials Specialty Certification.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of facials specialist occupations.

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 totaling two credits. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

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
8757210	Grooming and Salon Services Core 1	FACIAL TEC 7 G COSMETOL @7 7 G	.5 credit	39-5094	2	CT
8757410	Facials Specialty 2		.5 credit		2	CT
8757420	Facials Specialty 3		1 credit		2	CT

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

Regulated Programs

This program is regulated by the Florida Department of Business & Professional Regulation, Florida Board of Cosmetology.

Please refer to 61G5-22.017, F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of hours of services students must complete within the program.

Planned and supervised instructional activities must be provided through one or more of the following: (1) directed laboratory experience, (2) student projects, (3) placement for experience.

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

61G5-22.017, F.A.C., Minimum Curriculum for Facial Specialty Training.

Topic	Hours
Florida Laws and Rules	4
Sanitation	10
Ethics	2
Basics of Electricity	2
Facial Techniques and Contraindications	50
Product Chemistry	8
Hair Removal	5
Makeup	1
Skin Theory, Disease and Disorders of the Skin	67

Type of Service	Hours Required
Facials, manual and mechanical, including masks, packs, or treatments which must be performed on a variety of skin types, including normal, oily, dry, combination, problem, and mature.	30
Set up, use, and maintenance of electrical devices.	1
Hair removal, including tweezing, waxing, threading, and sugaring.	10
Makeup applications for both daytime and nighttime looks.	10
Lash and brow tinting.	2
Eyelash application, individual lashes, and semi- permanent lashes.	12
Manual extractions	6

CommonFlorida'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.

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

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

<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>
<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>
<u>12.0 Develop a personalized career and academic plan.</u>
<u>12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</u>
<u>12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</u>
<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>
<u>12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u>
<u>12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.</u>
<u>Job Attainment</u>
<u>13.0 Find, assess and apply to job opportunities.</u>
<u>13.01 Identify online job posts relevant to his or her career aspirations.</u>
<u>13.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
<u>13.03 Define what information, documentation and writing prompts are required for the positions.</u>
<u>14.0 Communicate personal competence, character and fit for a job opportunity.</u>
<u>14.01 Develop a resume.</u>
<u>14.02 Write a cover letter.</u>
<u>14.03 Curate a professional portfolio that includes work products.</u>
<u>14.04 Prepare for and experience a mock job interview.</u>
<u>15.0 Cultivate and leverage relationships to professionally advance.</u>
<u>15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>15.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>15.03 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 Identify career opportunities.
- 02.0 Demonstrate ~~the importance of~~ health, safety, and environmental ~~management systems in organizations and their importance to~~ ~~organizational performance and regulatory~~ compliance.
- 03.0 Employ safe, sanitary and efficient work practices.
- 04.0 Demonstrate ~~science~~ language arts knowledge and skills.
- ~~05.0~~ 05.0 ~~Explain the importance of~~ Demonstrate mathematics knowledge and skills.
- ~~06.0~~ 06.0 Demonstrate science, knowledge and application
- ~~05.0~~ 07.0 Demonstrate employability ~~skills and entrepreneurship skills.~~ and professional development.
- ~~06.0~~ 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- ~~07.0~~ 09.0 Demonstrate personal ~~money management concepts, procedures, and strategies.~~ financial literacy.
- ~~08.0~~ 10.0 ~~Describe the importance of~~ Demonstrate professional ethics and legal responsibilities.
- ~~11.0~~ 11.0 Describe organizational and industry systems.
- ~~09.0~~ 12.0 Use information technology ~~tools.~~ application.
- ~~10.0~~ 13.0 Solve problems using critical thinking ~~skills,~~ creativity, and innovation.
- ~~11.0~~ 14.0 Use oral and written communication skills ~~in creating, expressing and interpreting information and ideas.~~
- ~~12.0~~ 14.0 Facial Specialty.
- ~~13.0~~ 15.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measure and predicted. Demonstrate proper procedure and application of chemicals.

**Florida Department of Education
Student Performance Standards**

Course Title: Grooming and Salon Services Core 1
Course Number: 8757210
Course Credit: .5

Course Description:

This course is designed to provide instruction in school, classroom/laboratory safety rules and procedures. It is also designed to provide the student with an opportunity to become familiar with competencies in employability, communication, math and science skills required to succeed in industry. Additionally, it is designed to provide the student with an overview of competencies in State Board of Cosmetology requirements and in the study of the cosmetology law and rules and regulations. The student will briefly review entrepreneurship competency.

CTE Standards and Benchmarks	
01.0	Identify career opportunities. The student will be able to:
	01.01 Identify career opportunities within the program's industry sector.
	~~01.04~~ 01.02 Identify ~~career employment settings, entrepreneurial~~ opportunities ~~in the grooming, and salon services field.~~ emerging career trends.
	01.03 Examine licensing, certification, and credentialing requirements related to the program area.
02.0	Demonstrate ~~the importance of~~ health, safety, and environmental ~~management systems in organizations and their importance to organizational performance and regulatory~~ compliance. -The students will be able to:
	02.01 Describe personal, workplace , and ~~jobsite~~ regulatory safety rules ~~and regulations~~ that maintain safe and healthy ~~work~~ environments.
	02.02 Explain emergency procedures ~~to follow~~ in response to ~~workplace~~ accidents—, injuries, fires, and natural disasters.
	02.03 ~~Demonstrate awareness and practice the institutions disaster~~ Develop and/or implement an emergency response plan.
	02.04 Describe and comply with federal and state safety laws including Right-to-Know regulations.
03.0	Employ safe, sanitary, and efficient work practices. The student will be able to:
	03.01 ~~Using~~ Apply standard/ universal precautions ~~identify decontamination procedures to insure the~~ ensure safety of ~~the client~~ clients and ~~student in the classroom and laboratory~~ students .
	03.02 ~~Set-~~ Safely set up and, operate-, clean, maintain, and store tools and equipment ~~and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions~~ according to manufacturer's instructions—, and regulatory requirements.

03.03	~~Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G-5.002(2), F.A.C.~~ <u>Mix, handle, store, and dispose of chemical products according to manufacturer specifications and safety data sheets (SDS).</u>
03.04	<u>Demonstrate knowledge of anatomy, physiology, diseases, and disorders related to the program area.</u>
03.05	<u>Communicate proper client care, home maintenance, hygiene, nutrition, and wellness practices.</u>
~~03.04~~ 03.06	~~Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills.~~ <u>Demonstrate professionalism, cultural awareness, and ethical workplace behavior.</u>
04.0	<u>Demonstrate language arts knowledge and skills. The students will be able to:</u>
~~03.05~~ 04.01	~~Describe, observe, identify and analyze the functions, structures, and diseases and disorders of the scalp and skin.~~ <u>Locate, comprehend and evaluate key elements of oral and written information.</u>
04.02	<u>Draft, revise, and edit written documents using correct grammar and industry terminology.</u>
04.03	<u>Present information formally and informally for specific purposes and audiences.</u>
05.0	<u>Demonstrate mathematics knowledge and skills. The students will be able to:</u>
05.01	<u>Apply mathematical skills to industry-related tasks (e.g., measurement, ratios, pricing, scheduling).</u>
05.02	<u>Perform arithmetic operations accurately.</u>
~~03.06~~ 05.03	~~Demonstrate and communicate to the client the proper care of scalp and skin through cleanliness, nutrition, and healthful living.~~ <u>Analyze and apply data and measurements to solve problems.</u>
05.04	<u>Develop and interpret charts, tables, and graphs.</u>
~~04.0~~ 06.0	<u>Demonstrate science knowledge and skills. The students will be able to:</u>
~~04.04~~ 06.01	~~Understand and identify~~ <u>Apply principles of</u> chemistry as ~~it applies~~ <u>related</u> to products ~~used~~ <u>and services</u> in the ~~salon~~ <u>program</u> area.
~~04.02~~ 06.02	~~Understand and identify science as it applies to~~ <u>Apply principles of</u> anatomy and physiology. ~~relevant to services performed.~~
06.03	<u>Apply principles of microbiology and infection control.</u>
06.04	<u>Apply scientific reasoning to evaluate products, tools, and procedures</u>
~~04.03~~ 06.05	~~Understand and identify science as it applies to~~ <u>Identify principles of</u> electricity ~~and, light therapy to perform appropriate treatment, and related technologies where applicable.~~
~~05.0~~ 07.0	~~Explain the importance of~~ <u>Demonstrate</u> employability ~~skills~~ <u>and entrepreneurship skills.</u> <u>professional development.</u> The students will be able to:

~~05.01~~ 07.01	~~Identify and~~ Demonstrate positive work behaviors ~~needed to be employable.~~ <u>and professional conduct.</u>
~~05.02~~ 07.02	Develop <u>a</u> personal career plan ~~that includes~~ <u>including</u> goals, objectives, and strategies.
07.03	<u>Maintain a professional and digital career portfolio.</u>
~~05.03~~ 07.04	~~Identify and exhibit traits for retaining~~ <u>Evaluate</u> employment ~~—~~ <u>and advancement opportunities.</u>
07.05	<u>Demonstrate teamwork and collaboration skills.</u>
~~05.04~~ 07.06	~~Research the benefits of ongoing~~ <u>Demonstrate effective verbal and written communication in</u> professional ~~development.~~ <u>settings.</u>
~~05.05~~ 07.07	~~List the advantages~~ <u>Explain entrepreneurship concepts, including risks</u> and ~~disadvantages~~ <u>rewards</u> of business ownership.
07.08	<u>Identify characteristics of successful entrepreneurs.</u>
07.09	<u>Identify business management skills necessary to operate a small business.</u>
07.10	<u>Project and maintain a professional image.</u>
07.11	<u>Demonstrate strategies for balancing personal and professional responsibilities.</u>
07.12	<u>Use and conserve resources responsibly.</u>
~~06.0~~ 08.0	Demonstrate leadership and teamwork skills ~~needed to accomplish team goals and objectives.~~ The students will be able to:
08.01	<u>Apply leadership skills to accomplish individual and organizational goals.</u>
~~06.04~~ 08.02	Establish and maintain effective working relationships ~~with others in order to accomplish objectives and tasks.~~
08.03	<u>Participate in and conduct meetings effectively.</u>
~~06.02~~ 08.04	~~Employ~~ <u>Apply</u> mentoring <u>and coaching</u> skills ~~to inspire and teach others.~~ <u>where appropriate.</u>
~~07.0~~ 09.0	Demonstrate personal ~~money management concepts, procedures, and strategies.~~ <u>financial literacy.</u> The students will be able to:
~~07.04~~ 09.01	Develop a personal budget and ~~for~~ financial goals.
09.02	<u>Describe services and responsibilities of financial institutions.</u>
~~07.02~~ 09.03	Maintain financial records ~~—~~ <u>and reconcile statements.</u>
09.04	<u>Explain the impact of financial decisions on personal and career goals.</u>
~~07.03~~ 09.05	~~Research, compare,~~ <u>Compare savings</u> and ~~contrast~~ investment ~~opportunities.~~ <u>options.</u>

~~08.0~~ 10.0	Describe the importance of <u>Demonstrate</u> professional ethics and legal responsibilities. The students will be able to:
~~08.01~~ 10.01	Demonstrate ~~working~~ knowledge of <u>applicable</u> Florida ~~Law, Chapter 477~~ <u>laws and administrative codes regulating the profession.</u>
~~08.02~~ 10.02	Demonstrate ~~knowledge~~ <u>understanding</u> of the ~~“Florida Right to know” Law, Chapter 442.~~ <u>infection control including HIV/AIDS education as required by law.</u>
~~08.03~~ 10.03	Evaluate ~~and justify~~ decisions ~~based on~~ <u>using</u> ethical reasoning.
~~08.04~~ 10.04	Evaluate ~~alternative responses to~~ workplace situations based on ~~personal, professional~~ <u>legal</u> , ethical, ~~legal responsibilities,~~ and employer policies.
~~08.05~~ 10.05	Identify ~~and explain personal and long-term~~ consequences of unethical or illegal ~~behaviors in the workplace.~~ <u>behavior.</u>
~~08.06~~ 10.06	Interpret ~~and explain~~ written organizational policies and procedures.
11.0	Describe organizational and industry Systems. The students will be able to:
11.01	<u>Describe types of business organizations and roles of employer and employee.</u>
11.02	<u>Explain the effect of organizational systems on performance and quality.</u>
11.03	<u>Describe quality assurance practices common to the industry.</u>
11.04	<u>Explain the impact of the global economy and industry trends.</u>
~~09.0~~ 12.0	Use information technology ~~tools.~~ <u>application.</u> The students will be able to:
~~09.01~~ 12.01	Use personal information management (~~PIM~~) ~~applications~~ <u>tools</u> to increase ~~workplace~~ efficiency.
~~09.02~~ 12.02	~~Integrate available technological tools to expedite workflow including~~ <u>Use</u> word processing, ~~databases, reports,~~ spreadsheets, ~~multimedia presentations, electronic calendar, contacts, email,~~ <u>databases,</u> and ~~internet applications.~~ <u>presentation software.</u>
12.03	<u>Use scheduling, client management, and payment processing technologies.</u>
12.04	<u>Use collaborative digital tools to support teamwork.</u>
~~10.0~~ 13.0	Solve problems using critical thinking ~~skills,~~ creativity, and innovation. The students will be able to:
~~10.01~~ 13.01	~~Employ~~ <u>Apply</u> critical thinking skills independently and ~~in teams to solve problems and make decisions.~~ <u>collaboratively.</u>
~~10.02~~ 13.02	~~Employ critical thinking and~~ <u>Resolve conflicts using effective</u> interpersonal skills ~~to resolve conflicts.~~
~~10.03~~ 13.03	~~Identify~~ <u>Establish, monitor,</u> and ~~document workplace~~ <u>evaluate</u> performance goals ~~and monitor progress toward those goals.~~

~~10.04~~ <u>13.04</u>	Conduct technical research to ~~gather information necessary for~~ <u>support</u> decision-making.
~~11.0~~ <u>14.0</u>	Use oral and written communication skills ~~in creating, expressing and interpreting information and ideas.~~ The students will be able to:
<u>14.01</u>	<u>Apply appropriate communication strategies in professional settings.</u>
<u>14.02</u>	<u>Organize and reference information from multiple sources.</u>
~~11.01~~ <u>14.03</u>	~~Design, develop and~~ Deliver formal and informal presentations ~~by possibly using appropriate media to engage and inform diverse audiences.~~
~~11.02~~ <u>14.04</u>	Interpret verbal and nonverbal ~~cues/behaviors that enhance~~ communication.
~~11.03~~ <u>14.05</u>	Apply active listening skills ~~to obtain and clarify information.~~
~~01.01~~	~~Interpret tables and charts to support written and oral communications.~~
~~11.04~~ <u>14.06</u>	~~Exhibit~~ <u>Demonstrate customer service and</u> public relations skills ~~that aid in achieving customer satisfaction.~~
<u>14.07</u>	<u>Develop and interpret visual data to support communication.</u>

**Florida Department of Education
Student Performance Standards**

Course Title: **Facials Specialty 2**
Course Number: **8757410**
Course Credit: **.5**

Course Description:

This course is designed to provide instruction in competencies in facials and massage.

CTE Standards and Benchmarks	
15.0	Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals. The student will be able to:
~~13.01~~ 15.01	Choose and assemble the appropriate supplies, products, and equipment based on skin analysis and client consultation.
~~13.02~~ 15.02	Demonstrate knowledge of action and reaction of chemical products used for the facial treatment.
~~13.03~~ 15.03	Demonstrate knowledge of available treatments including manual extractions and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client.
~~13.04~~ 15.04	Demonstrate ability and knowledge to correctly treat the face, neck and décolleté using product knowledge of reactions to chemicals on the different skin types and conditions.

**Florida Department of Education
Student Performance Standards**

Course Title: **Facials Specialty 3**
Course Number: **8757420**
Course Credit: **1**

Course Description:

This course is designed to provide continued instruction in competencies in facials and massage

CTE Standards and Benchmarks	
15.0	Perform facials, manipulation, make-up, hair removal and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals. The student will be able to:
~~13.05~~ 15.05	Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur as per manufactures directions.
~~13.06~~ 15.06	Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur.
~~13.07~~ 15.07	Shape eyebrows by tweezing, waxing, threading and sugaring incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs.
15.08	<u>Demonstrate competence in performing various hair removal techniques including tweezing, waxing, threading, and/or sugaring using safety and sanitary.</u>
~~13.08~~ 15.09	Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires. Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias. Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
~~13.09~~ 15.10	Perform a color analysis and determine ideal facial shape.
~~13.10~~ 15.11	Apply basic, corrective, evening and/or glamour make-up based on client's needs and desires, using proper safety procedures and appropriate application procedures and products and utilizing knowledge of color theory and chemical reactions to the skin before application.
15.12	<u>Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G-5.002 (2), F.A.C., and dispose of "single use" items.</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)

~~SkillsUSA is the~~ **CTSOs are** co-curricular career and technical student ~~organization~~ **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 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.

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

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: Human Services Cooperative Education - OJT
 Course Type: Career Preparatory
 Career Cluster: Human Services

Secondary – Cooperative Education - OJT	
Course Number	8900420
CIP Number	07440799CP
Grade Level	9-12
Course Length	Multiple credits
Teacher Certification	Refer to the Course Structure section.
CTSO	FCCLA, SkillsUSA

Purpose

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

Human Services Cooperative 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
8900420	Human Services Cooperative Education OJT	HME EC OCC 7 %7%G FAM CON SC 1 BARBERING 7G COSMETOL @7 7G	Multiple Credits	2	CT

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

CommonFlorida'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.

<u>02.0 Design a solution to an industry problem.</u>
<u>02.01 Use critical thinking.</u>
<u>02.02 Use creativity.</u>
<u>02.03 Make sound decisions.</u>
<u>02.04 Solve problems.</u>
<u>02.05 Reason.</u>
<u>02.06 Plan and organize.</u>
<u>03.0 Manage resources within an industry project</u>
<u>03.01 Manage time.</u>
<u>03.02 Manage money or resources.</u>
<u>03.03 Manage materials.</u>
<u>03.04 Manage personnel.</u>
<u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u>
<u>04.01 Manage systems.</u>
<u>04.02 Monitor systems.</u>
<u>04.03 Improve systems.</u>
<u>05.0 Use information for decision making.</u>
<u>05.01 Locate information.</u>
<u>05.02 Organize information.</u>
<u>05.03 Use information.</u>
<u>05.04 Analyze information.</u>
<u>05.05 Communicate information.</u>
<u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u>
<u>06.01 Use technology.</u>
<u>07.0 Interpret and express interpersonal communication.</u>
<u>07.01 Communicate verbally.</u>
<u>07.02 Listen actively.</u>

<u>07.03 Comprehend written material.</u>
<u>07.04 Convey information in writing.</u>
<u>07.05 Communicate nonverbally.</u>
<u>07.06 Interpret nonverbal communication.</u>
<u>08.0 Interact with others to accomplish workplace goals.</u>
<u>08.01 Collaborate with others in a team.</u>
<u>08.02 Respond to customer needs.</u>
<u>08.03 Exercise leadership.</u>
<u>08.04 Negotiate to resolve conflict.</u>
<u>08.05 Respect others.</u>
<u>09.0 Manage personal behavior to maximize productivity and professional growth.</u>
<u>09.01 Demonstrate responsibility and self-discipline.</u>
<u>09.02 Adapt and show flexibility.</u>
<u>09.03 Work independently.</u>
<u>09.04 Demonstrate a willingness to learn.</u>
<u>09.05 Demonstrate integrity.</u>
<u>09.06 Demonstrate professionalism.</u>
<u>09.07 Take initiative.</u>
<u>09.08 Display positive attitude.</u>
<u>09.09 Take responsibility for professional growth.</u>
<u>Career Exploration & Planning</u>
<u>10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</u>
<u>10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u>
<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>
<u>11.0 Explain postsecondary pathways aligned with his or her career aspirations.</u>
<u>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u>
<u>11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u>

<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>
<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>
<u>12.0 Develop a personalized career and academic plan.</u>
<u>12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</u>
<u>12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</u>
<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>
<u>12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u>
<u>12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.</u>
<u>Job Attainment</u>
<u>13.0 Find, assess and apply to job opportunities.</u>
<u>13.01 Identify online job posts relevant to his or her career aspirations.</u>
<u>13.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
<u>13.03 Define what information, documentation and writing prompts are required for the positions.</u>
<u>14.0 Communicate personal competence, character and fit for a job opportunity.</u>
<u>14.01 Develop a resume.</u>
<u>14.02 Write a cover letter.</u>
<u>14.03 Curate a professional portfolio that includes work products.</u>
<u>14.04 Prepare for and experience a mock job interview.</u>
<u>15.0 Cultivate and leverage relationships to professionally advance.</u>
<u>15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>15.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>15.03 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 Perform designated job skills.
- 02.0 Demonstrate work ethics.

Florida Department of Education
Student Performance Standards

Program Title: - Human Services Cooperative Education - OJT

Secondary Number:— 8900420

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

Additional Information

Special Notes

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

<http://fldoe.org/academics/career-adult-edu/career-tech-edu/additional-cte-programs-courses/diversified-edu.stml>

Career and Technical Student Organization (CTSO)

~~Family, Career and Community Leaders of America (FCCLA) and SkillsUSA~~ CTSOs are ~~the~~ co-curricular career and technical student ~~organization~~ 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 2026-27. This program can be substituted with Mentored Industry Project 9601200 (1032011101) or School-Based Enterprise 9601300 (1052070100)..

Course Title: Human Services Directed Study
Career Cluster: Human Services

Secondary – Career Preparatory	
Course Number	8901000
CIP Number	0744079901
Grade Level	11-12
Course Length	Multiple credits
Teacher Certification	Refer to the Course Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Human Services cluster(s) that will enhance opportunities for employment in the career field chosen by the student.

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

Course Structure

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

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

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

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

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8901000	Human Services Directed Study	BARBERING 7G HME EC OCC 7 %7%G COSMETOL @7 7G FAM CON SC 1	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)

CommonFlorida'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.

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

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

<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>
<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>
<u>12.0 Develop a personalized career and academic plan.</u>
<u>12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</u>
<u>12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</u>
<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>
<u>12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u>
<u>12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.</u>
<u>Job Attainment</u>
<u>13.0 Find, assess and apply to job opportunities.</u>
<u>13.01 Identify online job posts relevant to his or her career aspirations.</u>
<u>13.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
<u>13.03 Define what information, documentation and writing prompts are required for the positions.</u>
<u>14.0 Communicate personal competence, character and fit for a job opportunity.</u>
<u>14.01 Develop a resume.</u>
<u>14.02 Write a cover letter.</u>
<u>14.03 Curate a professional portfolio that includes work products.</u>
<u>14.04 Prepare for and experience a mock job interview.</u>
<u>15.0 Cultivate and leverage relationships to professionally advance.</u>
<u>15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>15.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>15.03 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 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 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: Human Services Directed Study
Course Number: 8901000
Course Credit: 1

CTE Standards and Benchmarks	
01.0	Demonstrate expertise in a specific occupation within the career cluster. The student will be able to:
01.01	The benchmarks will be selected from the appropriate curriculum frameworks and determined by the instructor based upon the individual students assessed needs.
02.0	Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare 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	Design procedures to test the research.
02.04	Report, display and defend the results of investigations to audiences that may 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)

~~Family, Career and Community Leaders of America (FCCLA) is the~~ CTSOs are 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.

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

The standards and/or benchmarks for this program were updated for the 2026-27 academic year.

Program Title: Cosmetology
Program Type: Career Preparatory
Career Cluster: Human Services

Secondary – Career Preparatory	
Program Number	8905100
CIP Number	0612040100
Grade Level	9-12
Program Length	8 credits
Teacher Certification	Refer to the Program Structure section.
CTSO	SkillsUSA
SOC Codes (all applicable)	39-5012 -- Hairdressers, Hairstylists, and Cosmetologists
CTE Program Resources	~~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

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 Human 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 Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Cosmetology program is prepared for employment as a licensed ~~Hairdressers, Hairstylists, and~~ Cosmetologists (SOC Code 39-5012).- Instruction is designed to qualify students for employment upon successfully obtaining a Cosmetology license.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the cosmetology/nails specialist/facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of cosmetology/nails specialist and facials specialist occupations.

Program Structure

This program is a planned sequence of instruction totaling eight credits. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

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 [course/](#)program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8757210	Grooming and Salon Services Core 1	COSMETOL @7 7 G	.5 credit	39-5012	2	CT
8905120	Cosmetology Nails 2		.5 credit		2	CT
8905130	Cosmetology Facials 3		.5 credit		2	CT
8905140	Cosmetology 4		1 credit		2	CT
8905150	Cosmetology 5		1 credit		2	CT
8905160	Cosmetology 6		1 credit		2	CT
8905170	Cosmetology 7		1 credit		2	CT
8905180	Cosmetology 8		1 credit		2	CT
8905190	Cosmetology 9		1.5 credits		2	CT

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

Regulated Programs

This program is regulated by the Florida Department of Business & Professional Regulation, Florida Board of Cosmetology.

Students wishing to complete the Cosmetology program, shall complete the requirements listed in Rule 61G5-22, F.A.C., that ~~outline~~[outlines](#) the basic curriculum which shall be used in cosmetology schools in the State of Florida.- This curriculum includes definitions, level of acceptable competency, knowledge of Florida law, and ~~sanitation and sterilization practices.~~
~~Additional curriculum requirements are listed in the table below:~~[infection control](#).

Optional curricula may include beauty salon management as outlined in 61G5-22.014, F.A.C. This curriculum is not mandatory for the certification examination.

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

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>

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

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.

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

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 career opportunities.
- 02.0 Demonstrate ~~the importance of~~ health, safety, and environmental ~~management systems in organizations and their importance to organizational performance and regulatory~~ compliance.
- 03.0 Employ safe, ~~sanitary~~ sanitation and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- 06.0 Demonstrate science knowledge and skills.
- 07.0 ~~Explain the importance of~~ Demonstrate employability ~~skills and entrepreneurship skills.~~ professional development.
- 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 09.0 Demonstrate personal ~~money management concepts, procedures, and strategies.~~ financial literacy.
- 10.0 ~~Describe the importance of~~ Demonstrate professional ethics and legal responsibilities.
- 11.0 ~~Describe the roles within teams, work units, departments, organizations, inter-~~ Describe organizational and industry systems, ~~and the larger environment.~~
- 12.0 Use information technology ~~tools.~~ applications.
- 13.0 ~~Solve~~ Slove problems using critical thinking ~~skills,~~ creativity and innovation.
- 14.0 Use oral and written communication skills ~~in creating, expressing and interpreting information and ideas.~~
- 15.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.
- 16.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals.
- 17.0 Identify shampoo/hair conditioners and scalp treatments. Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders. Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, and rinses with water and each other. Demonstrate an understanding of electrical current, transfer of energy and how it affects the skin. Demonstrate application of shampoo, manipulations and rinsing.
- 18.0 Identify and perform hair shaping (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 19.0 Identify and perform hairstyles. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 20.0 Identify and prepare hairpieces, wigs and hair attachments. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 21.0 Identify and perform permanent waving/reconstruction and curl/ chemical relaxing. Identify the proper chemical to be prescribed and understand the way chemicals affect the hair shaft and skin. ~~Be able to~~ Demonstrate proper procedure and application of chemicals.

- 22.0 Identify and apply temporary/, semi-permanent ~~and~~, permanent color/~~bleach~~, lightener and specialty color techniques. Identify the proper chemical to be prescribed. Understand the chemicals that affect the hair shaft and skin ~~and be able to describe~~, Identify, measure, and predict chemical reactions. Demonstrate proper ~~procedures including the measurement, mixing~~procedure and application of chemicals.

Florida Department of Education
Student Performance Standards

Course Title: _____ Grooming and Salon Services Core 1
Course Number: 8757210
Course Credit: .5

Course Description:

This course is designed to provide instruction in ~~safety rules and procedures~~, school, classroom/laboratory safety rules and procedures. It ~~provides~~ is also designed to provide the student with an opportunity to become familiar with competencies in ~~hair shampooing~~ employability, communication, math and ~~conditioning, trimming~~ science skills required to succeed in industry. Additionally, it is designed to provide the student with an overview of competencies in State Board of Cosmetology requirements and ~~shaping hair using clippers, shears~~ in the study of the cosmetology law and ~~razors~~ rules and regulations. The student will briefly review entrepreneurship competency.

CTE Standards and ~~Benchmarks~~ <u>Benchmark</u>
~~01.0—Identify career opportunities. The student will be able to:~~
~~01.01—Identify career opportunities in the grooming and salon services field.~~
~~02.0—Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The students will be able to:~~
~~02.01—Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.~~
~~02.02—Explain emergency procedures to follow in response to workplace accidents.~~
~~02.03—Create a disaster and/or emergency response plan.~~
~~03.0—Employ safe, sanitary and efficient work practices. The student will be able to:~~
~~03.01—Using universal precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory.~~
~~03.02—Set up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions.~~
~~03.03—Clean, maintain, and proper storage of implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C.~~
~~03.04—Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills.~~
~~03.05—Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living.~~
<u>01.0 Identify career opportunities. The student will be able to:</u>

01.01 Identify career opportunities within the program's industry sector.
01.02 Identify employment settings, entrepreneurial opportunities, and emerging career trends.
01.03 Examine licensing, certification, and credentialing requirements related to the program area.
02.0 Demonstrate health, safety, and environmental management practices. The students will be able to:
02.01 Describe personal, workplace, and regulatory safety rules that maintain safe and healthy environments.
02.02 Explain emergency procedures in response to accidents, injuries, fires, and natural disasters.
02.03 Develop and/or implement an emergency response plan.
02.04 Describe and comply with federal and state safety laws including Right-to-Know regulations.
03.0 Employ safe, sanitary, efficient work practices. The student will be able to:
03.01 Apply standard/universal precautions to ensure safety of clients and students.
03.02 Safely set up, operate, clean, maintain, and store tools and equipment according to manufacturer's instructions and regulatory requirements.
03.03 Mix, handle, store, and dispose of chemical products according to manufacturer specifications and safety data sheets (SDS).
03.04 Demonstrate knowledge of anatomy, physiology, diseases, and disorders related to the program area.
03.05 Communicate proper client care, home maintenance, hygiene, nutrition, and wellness practices.
03.06 Demonstrate professionalism, cultural awareness, and ethical workplace behavior.
~~01.0~~ 04.0 Demonstrate language arts knowledge and skills. The students will be able to:
~~01.01~~ 04.01 Locate, comprehend and evaluate key elements of oral and written information.
~~01.02~~ 04.02 Draft, revise, and edit written documents using correct grammar, ~~punctuation~~ and ~~vocabulary~~. industry terminology.
~~01.03~~ 04.03 Present information formally and informally for specific purposes and audiences.
~~02.0~~ 05.0 Demonstrate mathematics knowledge and skills. The students will be able to:
~~02.01~~ 05.01 ~~Identify math skills as it applies to grooming and salon services.~~ Apply mathematical skills to industry-related tasks (e.g., measurement, ratios, pricing, scheduling).
~~02.02~~ 05.02 ~~Demonstrate knowledge of~~ Perform arithmetic operations. ~~—~~ accurately.

~~02.03~~ 05.03	Analyze and apply data and measurements to solve problems ~~and interpret documents.~~
~~02.04~~ 05.04	~~Construct~~ <u>Develop and interpret</u> charts, tables, and graphs ~~using functions and data.~~
~~03.0~~ 06.0	Demonstrate science knowledge and skills. The students will be able to:
~~03.04~~ 06.01	~~Discuss the role of creativity in constructing scientific questions, methods and explanations.~~ <u>Apply principles of chemistry as related to products and services in the program area.</u>
~~03.02~~ 06.02	~~Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.~~ <u>Apply principles of anatomy and physiology relevant to services performed.</u>
~~03.03~~ 06.03	~~Identify science as it applies to decontamination~~ <u>Apply principles of microbiology</u> and infection control.
~~03.04~~ 06.04	~~Identify chemistry as it applies~~ <u>Apply scientific reasoning</u> to <u>evaluate</u> products ~~used in the salon,~~ tools, and procedures
~~03.06~~	~~Identify science as it applies to anatomy and physiology.~~
~~03.05~~ 06.05	~~Identify science as it applies to~~ <u>principles of</u> electricity ~~and,~~ light therapy ~~to perform appropriate treatment, and related technologies where applicable.~~
~~04.0~~ 07.0	~~Explain the importance of~~ <u>Demonstrate</u> employability ~~skills and entrepreneurship skills.~~ <u>professional development.</u> The students will be able to:
~~04.04~~ 07.01	~~Identify and~~ Demonstrate positive work behaviors ~~needed to be employable.~~ <u>and professional conduct.</u>
~~04.02~~ 07.02	Develop <u>a</u> personal career plan ~~that includes~~ <u>including</u> goals, objectives, and strategies, ~~to include re-booking clients to maintain and grow your business.~~
~~03.07~~	~~Examine licensing, certification, and industry credentialing requirements.~~
~~04.03~~ 07.03	Maintain a <u>professional and digital</u> career portfolio, ~~including digital portfolio to document knowledge, skills, and experience.~~
~~04.04~~ 07.04	Evaluate ~~and compare~~ employment <u>and advancement</u> opportunities ~~that match career goals.~~
~~04.05~~ 07.05	~~Identify and exhibit traits for retaining employment.~~ <u>Demonstrate teamwork and collaboration skills.</u>
~~03.08~~	~~Identify opportunities and research requirements for career advancement.~~
~~03.09~~	~~Research the benefits of ongoing professional development, in all areas of the field to coincide with the current trends of the industry.~~
~~03.10~~	~~Examine and describe entrepreneurship opportunities as a career planning option.~~
~~03.11~~	~~Project a professional image.~~
~~03.12~~	~~Work individually and cooperatively as a member of a homogenous or culturally diverse team.~~

~~04.06~~ <u>07.06</u>	~~Utilize proper~~ <u>Demonstrate effective</u> verbal and written communication ~~skills applicable to the clients, product knowledge, co-workers, and business professionals in the industry~~ <u>professional settings</u> .
~~03.13~~	~~Balance personal and professional life.~~
~~03.14~~	~~Use and conserve resources and energy.~~
~~03.15~~	~~Define entrepreneurship management skills.~~
~~03.16~~	~~Describe the importance of entrepreneurship to the American economy.~~
~~03.17~~	~~List the advantages and disadvantages of business ownership.~~
~~04.07~~ <u>07.07</u>	~~Identify the~~ <u>Explain entrepreneurship concepts, including</u> risks ~~involved in ownership~~ <u>and rewards</u> of ~~a business~~ <u>ownership</u> .
~~04.08~~ <u>07.08</u>	~~Identify the necessary personal~~ characteristics of ~~a successful entrepreneur~~ <u>entrepreneurs</u> .
~~04.09~~ <u>07.09</u>	~~Identify the~~ business <u>management</u> skills ~~needed~~ <u>necessary</u> to operate a small business ~~efficiently and effectively~~ .
<u>07.10</u>	<u>Project and maintain a professional image.</u>
<u>07.11</u>	<u>Demonstrate strategies for balancing personal and professional responsibilities.</u>
<u>07.12</u>	<u>Use and conserve resources responsibly.</u>
~~05.0~~ <u>08.0</u>	~~Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.~~ The ~~student~~ <u>students</u> will be able to:
~~05.04~~ <u>08.01</u>	~~Employ~~ <u>Apply</u> leadership skills to accomplish individual and organizational goals ~~including tracking, monitoring, and re-evaluation of goals and objectives.~~
~~05.02~~ <u>08.02</u>	~~Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.~~
~~05.03~~ <u>08.03</u>	~~Conduct and~~ Participate in <u>and conduct</u> meetings ~~to accomplish work tasks.~~ <u>effectively.</u>
~~05.04~~ <u>08.04</u>	~~Employ~~ <u>Apply</u> mentoring <u>and coaching</u> skills ~~to inspire and teach others.~~ <u>where appropriate.</u>
~~06.0~~ <u>09.0</u>	~~Demonstrate personal money management concepts, procedures, and strategies.~~ <u>financial literacy.</u> The students will be able to:
<u>09.01</u>	<u>Develop a personal budget and financial goals.</u>
~~06.04~~ <u>09.02</u>	~~Identify and describe the~~ <u>Describe</u> services and ~~legal~~ responsibilities of financial institutions.
<u>09.03</u>	<u>Maintain financial records and reconcile statements.</u>
~~06.02~~ <u>09.04</u>	~~Describe~~ <u>Explain</u> the ~~effect~~ <u>impact</u> of ~~money management~~ <u>financial decisions</u> on personal and career goals.

~~03.18~~	~~Develop a personal budget and financial goals.~~
~~03.19~~	~~Complete financial instruments for making deposits and withdrawals.~~
~~03.20~~	~~Maintain financial records.~~
~~03.21~~	~~Read and reconcile financial statements.~~
~~06.03~~ <u>09.05</u>	~~Research, compare~~ <u>Compare savings</u> and ~~contrast~~ investment ~~opportunities.~~ <u>options.</u>
~~07.0~~ <u>10.0</u>	~~Describe the importance of~~ <u>Demonstrate</u> professional ethics and legal responsibilities. The students will be able to:
~~07.04~~ <u>10.01</u>	~~Demonstrate working~~ knowledge of ~~current~~ <u>applicable</u> Florida ~~Law, Chapter 477, F.S.~~ <u>Laws and administrative codes regulating the profession.</u>
~~07.02~~ <u>10.02</u>	~~Demonstrate an understanding of the modes of transmission~~ infection control, ~~clinical management and prevention of~~ including HIV ~~and /AIDS.~~ <u>education as required by law.</u>
~~07.03~~ <u>10.03</u>	~~Evaluate and justify~~ decisions ~~based on~~ <u>using</u> ethical reasoning.
~~07.04~~ <u>10.04</u>	~~Evaluate alternative responses to~~ workplace situations based on ~~personal. Professional~~ <u>legal</u> , ethical, ~~legal responsibilities,~~ and employer policies.
~~07.05~~ <u>10.05</u>	~~Identify and explain personal and long term~~ consequences of unethical or illegal ~~behaviors in the workplace.~~ <u>behavior.</u>
~~07.06~~ <u>10.06</u>	~~Interpret and explain~~ written organizational policies and procedures.
~~03.22~~	~~Describe "Right to Know" Law as recorded in 29 CFR 1910.1200.~~
~~08.0~~ <u>11.0</u>	~~Describe the roles within teams, work units, departments, organizations, inter-organizational~~ <u>and industry</u> systems, ~~and the larger environment.~~ The students will be able to:
~~08.04~~ <u>11.01</u>	~~Describe the nature and~~ types of business organizations and ~~the roles of~~ <u>employer and</u> employee ~~vs employer.~~ <u>.</u>
~~08.02~~ <u>11.02</u>	~~Explain the effect of key~~ organizational systems on performance and quality.
~~08.03~~ <u>11.03</u>	~~List and~~ Describe quality ~~control systems and/or~~ <u>assurance</u> practices common to the ~~workplace~~ <u>industry.</u>
~~08.04~~ <u>11.04</u>	~~Explain the impact of the global economy on business organizations.~~ <u>and industry trends.</u>
~~09.0~~ <u>12.0</u>	~~Use information technology~~ ~~tools.~~ <u>application.</u> The students will be able to:
~~09.04~~ <u>12.01</u>	~~Use personal information management (PIM) applications~~ <u>tools</u> to increase ~~workplace~~ efficiency.
~~09.02~~ <u>12.02</u>	~~Employ technological tools to expedite workflow including~~ <u>Use</u> word processing, ~~databases, reports,~~ spreadsheets, ~~multimedia presentations, electronic calendar, contacts, email,~~ <u>databases,</u> and ~~internet applications.~~ <u>presentation software.</u>
~~09.03~~ <u>12.03</u>	~~Employ computer operations applications to access, create, manage, integrate, and store information.~~ <u>Use scheduling, client management, and payment processing technologies.</u>

09.04	12.04	~~Employ~~ <u>Use</u> collaborative/ ~~groupware applications~~ <u>digital tools</u> to ~~facilitate group work.~~ <u>support teamwork.</u>
10.0	13.0	Solve problems using critical thinking ~~skills~~ , creativity, and innovation. The students will be able to:
10.01	13.01	~~Employ~~ <u>Apply</u> critical thinking skills independently and ~~in teams to solve problems and make decisions, including the impact of the industry on the environment.~~ <u>collaboratively.</u>
10.02	13.02	~~Employ critical thinking and~~ <u>Resolve conflicts using effective</u> interpersonal skills ~~to resolve conflicts.~~ <u>.</u>
10.03	13.03	~~Identify~~ <u>Establish, monitor,</u> and ~~document workplace~~ <u>evaluate</u> performance goals ~~and monitor progress toward those goals.~~ <u>.</u>
10.04	13.04	Conduct technical research to ~~gather information necessary for~~ <u>support</u> decision-making.
11.0	14.0	Use oral and written communication skills ~~in creating, expressing and interpreting information and ideas.~~ The students will be able to:
11.01	14.01	~~Select and employ~~ <u>Apply</u> appropriate communication ~~concepts and strategies to enhance oral and written communication in the workplace.~~ <u>professional settings.</u>
11.02	14.02	~~Locate,~~ Organize and reference ~~written~~ information from ~~various~~ <u>multiple</u> sources.
11.03	14.03	~~Design, develop and~~ Deliver formal and informal presentations ~~using appropriate media to engage and inform diverse audiences.~~ <u>.</u>
11.04	14.04	Interpret verbal and nonverbal ~~cues/behaviors that enhance~~ communication.
11.05	14.05	Apply active listening skills ~~to obtain and clarify information.~~ <u>.</u>
11.06	14.06	~~Exhibit~~ <u>Demonstrate customer service and</u> public relations skills ~~that aid in achieving customer satisfaction.~~
11.07	14.07	Develop and interpret ~~tables and charts~~ <u>visual data</u> to support ~~written and oral communications.~~ <u>communication.</u>

**Florida Department of Education
Student Performance Standards**

Course Title: _____ **Cosmetology Nails 2**
Course Number: 8905120
Course Credit: .5

Course Description:

This course is designed to provide competencies in manicuring and pedicuring and in applying artificial nails and nail wraps. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

CTE Standards and Benchmarks	
15.0	Demonstrate the practice of performing manicures, pedicures, and ~~apply~~ <u>applying</u> artificial nails/nail wraps identifying the proper procedure and application of chemicals ~~(students are only required to perform 20 nails procedures to obtain a cosmetology license, refer to Evaluate performance based on competency rule 61G5-22.0125, F.A.C.)~~ . The student will be able to:
15.01	Clean ~~and~~ , maintain, <u>and properly store</u> implements by using ~~appropriately mixed chemicals (appropriate EPA approved and registered hospital grade)~~ <u>disinfectant</u> and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C. Assemble, set up, and operate equipment according to manufacturer's instructions.
15.02	Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail.
15.03	Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail.
15.04	Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails.
15.05	Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions.
15.06	Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions.
15.07	Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet.
15.08	Prepare the natural nail for the application of an artificial nail by utilizing knowledge of anatomy of nails and hands and product reaction on the nails.
15.09	Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions.
15.10	Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails.
15.11	Demonstrate the correct application procedure of nail forms and caps by following all safety and sanitation procedures.

CTE Standards and Benchmarks	
15.12	Correctly apply artificial material to the natural nail following all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements, equipment, and knowledge of angles and shapes to mold into a natural looking nail. Follow all manufacturers' directions.
15.13	Following all manufactures directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and or to the full natural nail. Demonstrate knowledge of diseases and disorders of the nail and relationships of size to mold the artificial nail into a natural looking nail.
15.14	Following the manufacturer's directions and knowledge of safety procedures, demonstrate knowledge of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail.
15.15	Applying knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client. Demonstrate ability create artful scenes on a minute surface.
15.16	Demonstrate knowledge of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance.

**Florida Department of Education
Student Performance Standards**

Course Title: _____ **Cosmetology Facials 3**
Course Number: 8905130
Course Credit: .5

Course Description:

This course is designed to provide the student with an opportunity to develop competencies in facials and related massage, and makeup. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

CTE Standards and Benchmarks	
16.0	Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals ~~(students are only required to perform 10 facial procedures to obtain a cosmetology license, refer to Evaluate performance based on competency rule 61G5-22.006, F.A.C.)~~ . The student will be able to:
16.01	Choose <u>and assemble</u> the ~~proper~~ <u>appropriate</u> supplies, products, and equipment based on skin analysis and client consultation.
16.02	Demonstrate knowledge of action and reaction of chemical products used for the ~~cleansing of the face and neck~~ <u>facial treatment</u> .
16.03	Demonstrate knowledge of available treatments <u>including manual extractions</u> and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client.
16.04	Demonstrate ability and knowledge to ~~properly do a final cleansing of~~ <u>correctly treat</u> the face, <u>neck</u> and ~~neck~~ <u>décolleté</u> using product knowledge of reactions to chemicals on the different ~~textures of skin~~ <u>types and conditions</u> .
16.05	Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur ~~—~~ <u>, as per manufactures directions</u> .
16.06	Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur.
16.07	Shape eyebrows by tweezing ~~and~~ , waxing, <u>threading and sugaring</u> incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs.
16.08	<u>Demonstrate competence in performing various hair removal techniques including tweezing, waxing, threading, and/or sugaring using safety and sanitary.</u>
16.09	<u>Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires. Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias. Use active listening to communicate with the client and understanding of factors that influence the determination of strategies necessary to meet individual client needs.</u>
16.10	<u>Perform a color analysis and determine ideal facial shape.</u>

CTE Standards and Benchmarks

~~16.08~~ 16.11	Apply <u>basic, corrective, evening and/or glamour</u> make-up based on ~~the~~ client's needs and desires, using proper safety procedures and appropriate application procedures and products, and utilizing knowledge of color theory and chemical reactions to the skin before application.
~~16.09~~	~~Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires.~~
~~16.10~~ 16.12	Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G-5.002 (2), F.A.C., and dispose of "single use" items.

**Florida Department of Education
Student Performance Standards**

Course Title: Cosmetology 4
Course Number: 8905140
Course Credit: 1

Course Description:

This course provides an opportunity to learn competencies in hair shampooing and scalp treatments.

CTE Standards and Benchmarks

17.0	Identify shampoo/hair conditioners and scalp treatments. Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders. Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, and rinses with water and each other. Demonstrate an understanding of electrical current, transfer of energy and how it affects the skin. Demonstrate application of shampoo, manipulations and rinsing. The student will be able to:
17.01	Prepare the client for service following infection control standards while using proper draping techniques .
17.02	Analyze and evaluate the hair's chemical composition and structure.
17.03	Identify different compositions of shampoos. Utilize problem-solving skills to determine the appropriate products and applications and communicate an understanding of factors that influence the choice of products to meet client's needs
17.04	~~Understand~~ Identify the chemical reaction of the shampoo molecule on the hair and scalp and utilize proper manipulations.
17.05	Rinse shampoo thoroughly from hair and scalp. ~~Understand~~ Recognize the chemical reaction of shampoo with water composition, temperature and electrostatic force of each.
17.06	Identify different compositions of conditioners. Utilize problem solving skills determine the appropriate products and applications to communicate an understanding of factors that influence the choice of products to meet client's needs.
17.07	Apply treatment or conditioner according to manufacturer's directions.
17.08	Demonstrate the proper manipulation based on the scalp analysis and client consultation.
17.09	~~Have working~~ Demonstrate knowledge of the effects of electricity and light as it deals with the scalp chemically and physically.
17.10	~~Application, processing~~ Apply, process , and ~~removal~~ remove of all types of conditioner, including bond building repair pre/post treatments, ~~if required~~ . ~~Understand~~ Identify the chemical reaction of conditioners/treatments with the water, manufacturing recommendations, and client's needs.

**Florida Department of Education
Student Performance Standards**

Course Title: Cosmetology 5
Course Number: 8905150
Course Credit: 1

Course Description:

This course provides an opportunity to learn competencies in hair shaping and instruction in the selection of proper hair cutting, implements and proper style selection.

CTE Standards and Benchmarks	
18.0	Identify and perform hair shaping (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs. The student will be able to:
18.01	Select and utilize hair cutting implements and techniques using scissors, razors, clippers, texturizing implements, and utilizing universal precautions. Select proper implements, identify implement parts, and utilize implements properly by using knowledge of hair structure and condition of the hair.
18.02	~~Make~~ <u>Develop</u> a ~~decision~~ <u>plan</u> , using active listening and knowledge of hair to determine desired implementation and results. Divide the head into sections according to head structure of client for desired haircut (dry/wet). Use appropriate elevation and proceed with hair cut to obtain desired results, (solid form, graduated, layered, over-directed and combinations thereof).
18.03	Edge and clean neckline using the bone structure of the head and texture of the hair to the appropriate shape and length, using the razor, clipper or scissors.
18.04	<u>Cross-</u> Check completed haircut for blends by analyzing the relationship between the ~~hair~~ <u>hairs</u> remaining on the client's head to the stature of the client using the different degree of elevation of hair.
18.05	~~Decontaminate~~ <u>Disinfect</u> , and maintain cutting implements using appropriately mixed ~~chemicals~~ (EPA approved and hospital grade) ~~and~~ <u>disinfectant</u> following the manufacturer's directions ~~and~~ <u>while following</u> the procedure for decontamination <u>and proper storage</u> of tools per ~~Chapter~~ 61G5-22.005, F.A.C. <u>..</u>

**Florida Department of Education
Student Performance Standards**

Course Title: Cosmetology 6
Course Number: 8905160
Course Credit: 1

Course Description:

This course gives the student an opportunity to develop competencies in hairstyling.

CTE Standards and Benchmarks

19.0	Identify and perform hairstyles. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing hairstyles on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs. Evaluate performance based on competency. The student will be able to:
19.01	Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs by demonstration of knowledge of planes, angles, anatomy and law of color.
19.02	Perform “wet set” using principles of design (i.e., hair sculpturing, rollers and finger waves).
19.03	Set up equipment and perform thermal styling using ~~electric rollers~~ , blow dryers, flat irons, curling irons, crimping irons, pressing ~~comb~~ combing , using principles of design.
19.04	Demonstrate the principles of styling the client's hair utilizing knowledge of anatomy, angles and planes in "combing-out" various hairstyles.
19.05	Demonstrate knowledge of braiding natural hair techniques by utilizing knowledge of anatomy and mathematics.
19.06	Demonstrate ability in styling individual hairpieces by utilizing knowledge of chemistry, angles and planes.

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology 7
Course Number: 8905170
Course Credit: 1

Course Description:

This course gives the student an opportunity to develop competencies in preparation and principles of design and fitting of wigs and hairpieces.

CTE Standards and Benchmarks

20.0	Identify and prepare hairpieces, wigs and hair attachments. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs. The student will be able to:
20.01	Determine and identify the geometric shapes of artificial hair, including wigs and hairpieces. Calculate the relationships of color theory and its chemical make-up necessary to achieve the desired result.
20.02	Measure client's head form as it relates to the similarity and proportionality of the individual wig or hairpiece.
20.03	Cleanse and cut artificial hair utilizing chemical theory and practical application necessary to achieve the desired result.
20.04	Secure and intertwine artificial hair to the scalp or hair using chemical bonding compound or by interlocking with a needle or hook to achieve the desired style.
20.05	Demonstrate ability to create hairstyles by incorporating, attaching and blending hairpieces into the desired hairstyle.

**Florida Department of Education
Student Performance Standards**

Course Title: Cosmetology 8
Course Number: 8905180
Course Credit: 1

Course Description:

This course is designed to provide competencies in permanent waving/ reconstruction curl/chemical relaxing. Instruction in analyzing the hair, selection of approximate solutions and implements are also provided.

CTE Standards and Benchmarks

21.0	Identify and perform permanent waving/reconstruction and curl/chemical relaxing. Identify the proper chemical to be prescribed and understand the way chemicals affect the hair shaft and skin. Be able to demonstrate proper procedure and application of chemicals. The student will be able to:
21.01	Analyze scalp and hair for skin or hair disease or disorders to avoid adverse reaction and determine that proper chemical for the client.
21.02	Select appropriate solution and strength, by measuring and mixing, according to hair texture and desired results.
21.03	Demonstrate knowledge of chemical and physical changes.
21.04	Demonstrate knowledge of possible adverse chemical reactions to the skin. Apply a protective barrier cream to avoid client injury.
21.05	Apply the proper chemicals required for a re-arranger or chemical relaxer to achieve desired result.
21.06	Demonstrate knowledge of the chemical reaction of chemical relaxer, reconstructive curl, and smoothing treatments to determine the necessary processing time.
21.07	Read, analyze and perform rinsing or shampooing as per manufacturer's instructions to avoid adverse chemical reactions.
21.08	Demonstrate knowledge of the proper selection of rods and wrapping techniques to achieve desired results.
21.09	Demonstrate the ability to apply the processing solution for the appropriate time and perform test curl.
21.10	Demonstrate the ability to rinse, blot, shampoo, and/or neutralize all chemical solutions.
21.11	Demonstrate the ability to remove rods and apply knowledge of chemicals to condition, normalize and style hair to the desired result and to record the results.
21.12	Demonstrate chemical knowledge and application of in leave-in treatments and record the results.

**Florida Department of Education
Student Performance Standards**

Course Title: Cosmetology 9
Course Number: 8905190
Course Credit: 1.5

Course Description:

This course is designed to provide instruction in all types of hair coloring and bleaching. This instruction includes analysis of hair and scalp, performance of predisposition test, selection of correct supplies and equipment.

CTE Standards and Benchmarks

22.0	Identify and apply temporary, semi-permanent, permanent color, ~~bleach~~ lightener and specialty color techniques. Identify the proper chemical to be prescribed. Understand the chemicals that affect the hair shaft and skin. Identify, measure, and predict chemical reactions. Demonstrate proper procedure and application of chemicals. The student will be able to:
22.01	Perform an FDA mandated patch test (predisposition, skin, and allergy test), to determine client sensitivity to product. Decide whether to apply patch test and use appropriate application procedure. Mix chemicals following manufacturer's directions.
22.02	Demonstrate the practice of effective draping of the client to insure safety in the workplace and community. Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs
22.03	Describe, observe, identify, and analyze the functions, structures, diseases, and disorders of the scalp and hair.
22.04	Analyze the hair's texture, density, elasticity, porosity and condition to determine the appropriate solutions needed to perform the service and obtain the desired results. Select and assemble all needed materials after analysis.
22.05	Divide the hair into appropriate sections to visualize the scalp for proper application of product.
22.06	Mix, if required, and apply appropriate color, toner, and/or ~~bleach~~ lightener according to manufacturer's directions. Use proper safety equipment to safeguard the student, operator, and client.
22.07	Perform a strand test to determine desired color using proper procedures. Follow all safety and sanitation procedures.
22.08	Identify and perform specialty-coloring techniques using the knowledge of ratios and proportions to analyze the density and texture of the client's hair and determine the techniques needed to properly section and apply product.
22.09	Choose the appropriate shampoo to cleanse the hair using knowledge of shampoo chemistry before or after applying color according to manufacturer's instructions. Remove unwanted color stains on the skin if needed using appropriate products and complete the client consultation data.
22.10	Analyze the hair to determine if a conditioner or normalizing conditioner, bond building repair is needed either before, during, or after shampooing using the knowledge of the chemistry of conditioners. Follow manufacturer's directions. Complete the client consultation 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.

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 sala@fldoe.org.

Career and Technical Student Organization (CTSO)

~~SkillsUSA is the~~ [CTSOs are](#) co-curricular career and technical student ~~organization~~ [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 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.](#)

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: **Barbering**
Program Type: **Career Preparatory**
Career Cluster: **Human Services**

Secondary – Career Preparatory	
Program Number	8905200
CIP Number	0612040204
Grade Level	9-12
Program Length	4 credits
Teacher Certification	Refer to the Program Structure section.
CTSO	SkillsUSA
SOC Codes (all applicable)	39-5011 -- Barbers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human 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 Human Services career cluster.

The purpose of this program is to prepare students for employment as barbers (SOC Code 39-5011). Instruction is designed to qualify students for employment upon successfully passing the Florida Barber License Examination.

The content includes but is not limited to communication skills, leadership skills, human relations skills and employability skills, safe and efficient work practices; Florida barber law and rules, knowledge of barbering and its related chemistry, bacteriology, anatomy and physiology; development of skill in performing the manipulative technique required in the practice of barbering.

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 totaling four credits.

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
8905210	Barber 1	BARBERING 7 G	1 credit	39-5011	2	CT
8905220	Barber 2		1 credit		2	CT
8905230	Barber 3		1 credit		2	CT
8905240	Barber 4		1 credit		2	CT

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

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation, Florida Barbers' Board. Please refer to 61G3-16.001, F.A.C. for educational and training requirements.

1. Florida Laws and Rules	225 Hours
2. Safety, Sanitation, and Sterilization	270 Hours
3. Hair Structure and Chemistry	90 Hours
4. Hair Cutting a. Taper Cuts I. Freehand II. Shear over comb III. Clipper over comb b. Style Cuts (to include blow drying)	135 Hours
5. Shampooing	45 Hours
6. Chemical Services to include permanent weaving, color and bleaching, and hair relaxing and curling	90 Hours
7. Shaving, Beard and Mustache Trimming	45 Hours

Common Career Technical Core — Career Ready Practices

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

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

Florida's Career Readiness Skills for CTE Programs

<u>Employability Skills</u>
<u>01.0 Apply academic skills to workplace scenarios.</u>
<u>01.01 Use reading skills.</u>
<u>01.02 Use writing skills.</u>
<u>01.03 Use mathematical strategies and procedures.</u>

01.04 Use scientific principles and procedures.
02.0 Design a solution to an industry problem.
02.01 Use critical thinking.
02.02 Use creativity.
02.03 Make sound decisions.
02.04 Solve problems.
02.05 Reason.
02.06 Plan and organize.
03.0 Manage resources within an industry project
03.01 Manage time.
03.02 Manage money or resources.
03.03 Manage materials.
03.04 Manage personnel.
04.0 Oversee the subcomponents, operations and output of a technical or organizational system.
04.01 Manage systems.
04.02 Monitor systems.
04.03 Improve systems.
05.0 Use information for decision making.
05.01 Locate information.
05.02 Organize information.
05.03 Use information.
05.04 Analyze information.
05.05 Communicate information.
06.0 Apply relevant technology to workplace scenarios to aid productivity.
06.01 Use technology.
07.0 Interpret and express interpersonal communication.
07.01 Communicate verbally.

<u>07.02 Listen actively.</u>
<u>07.03 Comprehend written material.</u>
<u>07.04 Convey information in writing.</u>
<u>07.05 Communicate nonverbally.</u>
<u>07.06 Interpret nonverbal communication.</u>
<u>08.0 Interact with others to accomplish workplace goals.</u>
<u>08.01 Collaborate with others in a team.</u>
<u>08.02 Respond to customer needs.</u>
<u>08.03 Exercise leadership.</u>
<u>08.04 Negotiate to resolve conflict.</u>
<u>08.05 Respect others.</u>
<u>09.0 Manage personal behavior to maximize productivity and professional growth.</u>
<u>09.01 Demonstrate responsibility and self-discipline.</u>
<u>09.02 Adapt and show flexibility.</u>
<u>09.03 Work independently.</u>
<u>09.04 Demonstrate a willingness to learn.</u>
<u>09.05 Demonstrate integrity.</u>
<u>09.06 Demonstrate professionalism.</u>
<u>09.07 Take initiative.</u>
<u>09.08 Display positive attitude.</u>
<u>09.09 Take responsibility for professional growth.</u>
<u>Career Exploration & Planning</u>
<u>10.0 Explain career opportunities aligned with the regional economy and personal aspirations.</u>
<u>10.01 Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.</u>
<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>
<u>11.0 Explain postsecondary pathways aligned with his or her career aspirations.</u>
<u>11.01 Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).</u>

<u>11.02 Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.</u>
<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>
<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>
<u>12.0 Develop a personalized career and academic plan.</u>
<u>12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</u>
<u>12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</u>
<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>
<u>12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u>
<u>12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.</u>
<u>Job Attainment</u>
<u>13.0 Find, assess and apply to job opportunities.</u>
<u>13.01 Identify online job posts relevant to his or her career aspirations.</u>
<u>13.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
<u>13.03 Define what information, documentation and writing prompts are required for the positions.</u>
<u>14.0 Communicate personal competence, character and fit for a job opportunity.</u>
<u>14.01 Develop a resume.</u>
<u>14.02 Write a cover letter.</u>
<u>14.03 Curate a professional portfolio that includes work products.</u>
<u>14.04 Prepare for and experience a mock job interview.</u>
<u>15.0 Cultivate and leverage relationships to professionally advance.</u>
<u>15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>15.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>15.03 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 Demonstrate safe, sanitary and efficient work practices.
- 02.0 Identify and perform shampoo/hair conditioners and scalp treatment.
- 03.0 Identify and perform trimming/shaping of hair (cutting) with the use of scissor, clipper, and razor.
- 04.0 Identify and perform hairstyles.
- 05.0 Identify and perform mustache and beard design.
- 06.0 Demonstrate shaving the face.
- 07.0 Demonstrate appropriate understanding of basic science.
- 08.0 Identify and perform facial treatments.
- 09.0 Demonstrate knowledge of professional development (employability skills).
- 10.0 Demonstrate knowledge of Florida law and State Board requirements.
- 11.0 Demonstrate an understanding of entrepreneurship.
- 12.0 Identify and prepare hairpieces, wigs and hair attachments.
- 13.0 Identify and perform permanent wave/reconstruction curl/chemical relaxing.
- 14.0 Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques.

**Florida Department of Education
Student Performance Standards**

Course Title: Barber 1
Course Number: 8905210
Course Credit: 1

Course Description:

This course is designed to provide instruction in safety rules and procedures, school, classroom/laboratory procedures. It provides competencies in hair shampooing and conditioning, trimming and shaping hair using clippers, shears and razors, and hair styling.

CTE Standards and Benchmarks	
01.0	Demonstrate safe, sanitary and efficient work practices. The student will be able to:
01.01	Observe and apply sanitation and shop safety rules and practices in all skill procedures.
01.02	Set up, operate equipment, and utilize materials.
01.03	Analyze and recognize hair, skin and scalp conditions.
01.04	Analyze hair, skin and scalp products using pH scale.
01.05	Identify the histology of skin and hair.
01.06	Exhibit professional occupational skills.
02.0	Identify and perform shampoo/hair conditioners and scalp treatment. The student will be able to:
02.01	Prepare the client for service.
02.02	Analyze and recognize hair and scalp condition.
02.03	Apply shampoo and manipulate to cleanse hair and scalp.
02.04	Select professional products, understanding the importance of professional product recommendations and product use.
02.05	Apply treatment or conditioner according to manufacturer's directions.
02.06	Perform scalp manipulation, if required.
02.07	Set up and operate electrical equipment as required (high frequency currents, ultra violet, or infrared rays).

CTE Standards and Benchmarks	
03.0	Identify and perform trimming/shaping of hair (cutting) with scissor, clipper, and razor. The student will be able to:
03.01	Prepare the client and determine needs and desires (consultation).
03.02	Select and utilize hair cutting implements and techniques (shears, razor, clippers, texturizing implements).
03.03	Section hair and proceed with wet or dry hair cut utilizing all elevations (solid form, graduated, layered, over-directed) and combinations with or without blends.
03.04	Edge and clean neckline with razor, clipper, or shears.
03.05	Check completed cut.
03.06	Sanitize cutting implements using Universal Sanitation Procedures.
04.0	Identify and perform hairstyles. The student will be able to:
04.01	Identify and perform wet set using principles of design (hair sculpting, rollers, and finger waves).
04.02	Prepare and perform thermal styling using blow dryers, curling irons, thermo-pressing combing, wand, etc.

Florida Department of Education
Student Performance Standards

Course Title: Barber 2
Course Number: 8905220
Course Credit: 1

Course Description:

This course is designed to provide competencies in mustache and beard design and shaving.

CTE Standards and Benchmarks	
05.0	Identify and perform mustache and beard design. The student will be to:
05.01	Demonstrate suitable mustache and/or beard design and cutting based on facial structure.
06.0	Demonstrate shaving the face. The student will be able to:
06.01	Perform the shaving of the patron's face.
06.02	Perform the final cleansing of face and neck.

**Florida Department of Education
Student Performance Standards**

Course Title: Barber 3
Course Number: 8905230
Course Credit: 1

Course Description:

This course is designed to provide the student with an opportunity to develop competencies in basic science and facial treatments. As well as provide the student with employability skills, hairpieces/wigs/hair attachments, and State Board Laws.

CTE Standards and Benchmarks	
07.0	Demonstrate appropriate understanding of basic science. The student will be able to:
07.01	Identify health-related problems, which may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for ventilating and handling such materials.
07.02	Understand molecular reactions of the skin and hair as a result of physical and chemical changes.
08.0	Identify and perform facial treatments. The student will be able to:
08.01	Cleanse face and neck, perform designated treatment, and final cleansing of face and neck
09.0	Demonstrate knowledge of professional development (employability skills). The student will be able to:
09.01	Locate opportunities for employment through social media, job sites on the internet, and word of mouth.
09.02	Understand practical application of the license to the job market.
09.03	Work individually and cooperatively as a member of regular or culturally diverse team.
09.04	Utilize math skills applicable to the industry.
10.0	Demonstrate knowledge of Florida Law and State Board requirements. The student will be able to:
10.01	Demonstrate working knowledge of Florida Law, Chapter 476, F.S.
10.02	Demonstrate Universal HIV-AIDS precaution procedures for the salon and knowledge of appropriate behavior in dealing with persons who may have the virus or syndrome.
10.03	Demonstrate an understanding of the Federal "Right-To-Know" Law as stated in 29 C.F.R. 1910.1200.
11.0	Demonstrate an understanding of entrepreneurship. The student will be able to:

CTE Standards and Benchmarks

11.01 Describe the importance of entrepreneurship to the American economy.

11.02 Identify advantages and disadvantages of business ownership as related to the barbering industry.

**Florida Department of Education
Student Performance Standards**

Course Title: Barber 4
Course Number: 8905240
Course Credit: 1

Course Description:

This course is designed to provide the student with skills in permanent wave, reconstruction curl, chemical relaxing, coloring, and a basic understanding of entrepreneurship.

CTE Standards and Benchmarks	
12.0	Identify and prepare hairpieces, wigs, and hair attachments. The student will be able to:
12.01	Determine and identify styles and colors of wigs and hairpieces.
12.02	Measure the head and fit wig or hairpiece.
12.03	Clean, shape, and style to client's features.
13.0	Identify and perform permanent wave/reconstruction curl/chemical relaxing. The student will be able to:
13.01	Prepare client, determine needs, and desired style (consultation).
13.02	Analyze hair and scalp to select appropriate solution strength according to hair texture, desired results.
13.03	Apply protective cream or lotion prior to re-arranger or straightener as required for desired results following curl or chemical relaxer.
13.04	Strand test for straightness if performing reconstruction curl or chemical relaxer.
13.05	Rinse or shampoo according to manufacturer's directions.
13.06	Select rods and wrap hair, if required, according to manufacturer's directions.
13.07	Apply processing solution and process; take test curls, rinse, blot, shampoo, and/or neutralize.
13.08	Remove rods, condition, style, and apply leave-on treatment, if required. Record results.
14.0	Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques. The student will be able to:
14.01	Perform patch test (pre-disposition), perform consultation, analyze hair and scalp.

CTE Standards and Benchmarks

14.02 Select and assemble appropriate solutions according to hair texture and desired results.

14.03 Mix, if required, and apply color, toner, and/or bleach according to manufacturer's directions.

14.04 Identify and perform specialty-coloring techniques.

14.05 Perform strand test, shampoo before or after applying color according to manufacturer's directions. Record results.

14.06 Understand molecular reactions as a result of physical and chemical changes.

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)

~~SkillsUSA, Inc. 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 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: Personal Trainer
Program Type: Career Preparatory
Career Cluster: Human Services

Secondary – Career Preparatory	
Program Number	8907100
CIP Number	0331050704
Grade Level	9-12
Program Length	4 credits
Teacher Certification	Refer to the Program Structure section.
CTSO	HOSA
SOC Codes (all applicable)	39-9031 -- Fitness Trainers and Aerobics Instructors
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human 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 Human Services career cluster.

The content includes, but is not limited to, fitness training principles, human anatomy and systems, and concepts related to health, nutrition and fitness. The purpose of this program is to prepare students for employment as certified personal or fitness trainers.

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 totaling four credits.

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 [course/](#)program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8907110	Personal Trainer 1	PERS FIT TR 7G	1 credit	39-9031	2	CT
8907120	Personal Trainer 2		1 credit		2	CT
8907130	Personal Trainer 3		1 credit		2	CT
8907140	Personal Trainer 4		1 credit		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.

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

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

<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>
<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>
<u>12.0 Develop a personalized career and academic plan.</u>
<u>12.01 Prioritize an occupation, credential and postsecondary training provider for plan formation.</u>
<u>12.02 Self-assess progress toward meeting graduation requirements and skill-development goals.</u>
<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>
<u>12.04 Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.</u>
<u>12.05 Develop a postsecondary training budget that is inclusive of living and school expenses.</u>
<u>Job Attainment</u>
<u>13.0 Find, assess and apply to job opportunities.</u>
<u>13.01 Identify online job posts relevant to his or her career aspirations.</u>
<u>13.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
<u>13.03 Define what information, documentation and writing prompts are required for the positions.</u>
<u>14.0 Communicate personal competence, character and fit for a job opportunity.</u>
<u>14.01 Develop a resume.</u>
<u>14.02 Write a cover letter.</u>
<u>14.03 Curate a professional portfolio that includes work products.</u>
<u>14.04 Prepare for and experience a mock job interview.</u>
<u>15.0 Cultivate and leverage relationships to professionally advance.</u>
<u>15.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>15.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>15.03 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 Demonstrate knowledge of physical activity, exercise and physical fitness.
- 02.0 Demonstrate understanding of physical fitness training principles.
- 03.0 Demonstrate knowledge of current and legal issues related to fitness and wellness.
- 04.0 Identify and discuss energy systems (bioenergetics systems).
- 05.0 Identify and describe the cardiovascular, respiratory and musculoskeletal systems.
- 06.0 Demonstrate an understanding of extreme exercise responses, injuries and precautions.
- 07.0 Demonstrate knowledge of kinesiology and human movement.
- 08.0 Demonstrate knowledge of the muscular system of the human body.
- 09.0 Demonstrate knowledge of exercise science.
- 10.0 Identify the benefits of and barriers to physical activity and the consequences of physical inactivity.
- 11.0 Identify and understand models of health-related behavior change.
- 12.0 Understand the psychological considerations of learning.
- 13.0 Demonstrate knowledge of cardiorespiratory fitness.
- 14.0 Describe and evaluate the different methods of prescribing and monitoring aerobic exercise intensity.
- 15.0 Demonstrate understanding of risk factors.
- 16.0 Describe and evaluate different cardiorespiratory endurance testing options.
- 17.0 Identify and analyze health issues related to nutrition.
- 18.0 Demonstrate understanding of concepts related to resistance training.
- 19.0 Demonstrate knowledge of concepts related to flexibility.
- 20.0 Understand the responsibilities and scope of practice for a Certified Personal Trainer.
- 21.0 Identify methods of managing special populations and medical conditions.
- 22.0 Describe and design various health and fitness programs.

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Trainer 1
Course Number: 8907110
Course Credit: 1

Course Description:

The students will understand the most important components of physical fitness. Body composition, cardiorespiratory endurance, flexibility, muscular endurance and muscle strength will be explained and demonstrated. Physical activity, exercise and fitness terms will be clarified so that the students can describe the difference between health related fitness and fitness conditioning. Physical fitness training principles such as the principles of adaptation, progressive overload, specificity and program progression will be clearly defined in this section. These training principles will lead to defining what is the specificity Principle and dynamic stretching. Basic understanding of these concepts will lead them to the next section of Kinesiology and the muscular system.

CTE Standards and Benchmarks	
01.0	Demonstrate knowledge of physical activity, exercise, and physical fitness. The student will be able to:
01.01	Demonstrate an understanding of physical activity.
01.02	Identify and explain the benefits of exercise.
01.03	Identify and explain the five components of physical fitness: body composition, cardiorespiratory endurance, flexibility, muscular endurance, and muscular strength.
01.04	Evaluate the differences between health-related fitness and fitness conditioning.
02.0	Demonstrate understanding of physical fitness training principles. The student will be able to:
02.01	Define the principles of adaptation, progressive overload, specificity and program progression.
02.02	Demonstrate knowledge of the Specificity Principle.
02.03	Define dynamic stretching and identify dynamic stretches for warm-up and cool-down.
03.0	Demonstrate knowledge of current legal issues related to fitness and wellness. The student will be able to:
03.01	Define basic legal terms.
03.02	Demonstrate understanding of negligence.
03.03	Define and understand contract law, labor law, antitrust law, and workers' compensation law.

CTE Standards and Benchmarks

03.04	Identify and understand disability laws.
03.05	Demonstrate understanding of the legal duties of athletic administrators and coaches.
03.06	Define and understand gender equity.
03.07	Select a current legal issue related to fitness and wellness; prepare an outline and deliver an oral presentation on the selected topic.
04.0	Identify and discuss energy systems (bioenergetics systems). The student will be able to:
04.01	Demonstrate an understanding of the three energy systems (adenosine triphosphate, anaerobic, aerobic).
04.02	Define and explain each energy system and how each system is used during different types of exercise.

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Trainer 2
Course Number: 8907120
Course Credit: 1

Course Description:

The students will be able to identify and describe the cardiovascular, respiratory, and musculoskeletal systems and their functions. The lessons will include the understanding of extreme exercise responses, injuries and precautions such as traumatic (acute/chronic) muscle and joint injuries and how to address them. Kinesiology will include biomechanics, anatomical terminology and muscle movement. The muscular system of the human body is extremely important subject for a personal fitness student to be completely familiar with. Exercise science concepts such as dose-response relationship of exercise, fitness in active adults, benefits of flexibility and resistance training, consequences of inactivity, obesity, perceived barriers to exercise, wellness motivational theory and the Trans theoretical Model of behavior change are also covered in this lesson.

CTE Standards and Benchmarks	
05.0	Identify and describe the cardiovascular, respiratory, and musculoskeletal systems. The student will be able to:
05.01	Demonstrate an understanding of the cardiovascular system and its functions.
05.02	Demonstrate an understanding of the respiratory system and its functions.
05.03	Demonstrate an understanding of the musculoskeletal system and its functions.
06.0	Demonstrate an understanding of extreme exercise responses, injuries and precautions. The student will be able to:
06.01	Describe traumatic (acute) muscle and joint injuries.
06.02	Describe overuse (chronic) muscle and joint injuries.
06.03	Describe the components of the RICES therapeutic modality (rest, ice, compression, elevation, stabilization).
06.04	Recognize and discuss exercise-related warning signs and emergency procedures.
06.05	Assess and discuss environmental emergencies.
06.06	Understand hydration recommendations for health and fitness.
06.07	Identify the different classes of medications/drugs and commonly used substances.
07.0	Demonstrate knowledge of kinesiology and human movement. The student will be able to:

CTE Standards and Benchmarks	
07.01	Identify and understand the basic terms and principles of biomechanics.
07.02	Demonstrate understanding of anatomical terminology.
07.03	Describe and demonstrate an understanding of muscle movement.
08.0	Demonstrate knowledge of the muscular system of the human body. The student will be able to:
08.01	Identify the three types of muscle tissue in the human body.
08.02	Identify the posterior and anterior muscles of the human body.
08.03	Demonstrate knowledge of prime mover muscles (agonist muscles) in the upper body.
08.04	Demonstrate a clear understanding of muscle and joint actions in the upper body.
08.05	Demonstrate knowledge of prime mover muscles (agonist muscles) in the lower body.
08.06	Demonstrate a clear understanding of muscle and joint actions in the lower body.
09.0	Demonstrate knowledge of exercise science. The student will be able to:
09.01	Identify and summarize exercise science theories and practices.
09.02	Demonstrate the communication skills used in health and fitness occupations.
10.0	Identify the benefits of and barriers to physical activity and the consequences of physical inactivity. The student will be able to:
10.01	Explain the dose-response relationship of exercise.
10.02	Describe how fitness can improve the quality of life of moderately active adults.
10.03	Demonstrate understanding of the benefits of flexibility and resistance training.
10.04	Describe the consequences of physical inactivity.
10.05	Evaluate and explain the health consequences related to obesity.
10.06	Analyze and explain the perceived barriers to exercise.
11.0	Identify and understand models of health-related behavior change. The student will be able to:
11.01	Describe Wellness Motivation Theory.

CTE Standards and Benchmarks	
11.02	Demonstrate understanding of the Trans theoretical Model of Behavior Change.
11.03	Compare and contrast other behavioral change models.
12.0	Understand the psychological considerations of learning. The student will be able to:
12.01	Demonstrate understanding of the learning process.
12.02	Compare and contrast a variety of learning theories (e.g., classical, cognitivism, constructivism).

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Trainer 3
Course Number: 8907130
Course Credit: 1

Course Description:

The student will be able to demonstrate an understanding of cardiorespiratory fitness programming and design a cardiorespiratory fitness program. The student will also be well versed in the Physical Activity Guidelines published jointly by the ACSM and AHA and supported by the ODPHP. How aerobic exercise activities can be monitored, the MET concept, the FITT principle in addition to measuring muscular strength will be address.

CTE Standards and Benchmarks	
13.0	Demonstrate knowledge of cardiorespiratory fitness. The student will be able to:
13.01	Demonstrate understanding of cardiorespiratory fitness programming.
13.02	Design a cardiorespiratory fitness program.
13.03	Outline and evaluate the components of assessment and programming.
13.04	Understand the benefits of cardiorespiratory health.
13.05	Explain the differences between physical activity and cardiorespiratory fitness in terms of cardiovascular health.
13.06	Identify the amount of physical activity recommended for adults.
13.07	Explain the Physical Activity Guidelines published jointly by the ACSM and AHA and supported by the ODPHP.
14.0	Describe and evaluate the different methods of prescribing and monitoring aerobic exercise intensity. The student will be able to:
14.01	Identify peripheral pulse sites.
14.02	Demonstrate how to monitor heart rate using peripheral pulse sites.
14.03	Calculate target heart rate at different intensities using the Karvonen method.
14.04	Describe the Rated Perceived Exertion (RPE) scale.
14.05	Define the Metabolic Equivalent of Task (MET) formula.
14.06	Describe the scope of usage of the MET concept.

CTE Standards and Benchmarks

14.07	Explain the classifications of physical readiness.
15.0	Demonstrate understanding of risk factors. The student will be able to:
15.01	Define risk factor and identify examples of common risk factors.
15.02	Identify risk factors and the associated risk thresholds.
15.03	Describe the health status classifications and how they are determined (low, moderate, high risk).
16.0	Describe and evaluate different cardiorespiratory endurance testing options. The student will be able to:
16.01	Describe the difference between maximal and submaximal cardiorespiratory fitness testing.
16.02	Explain the rationale for fitness testing.
16.03	Explain the purpose of using a multi-stage fitness test.
16.04	Identify the preliminary testing procedures (pre-assessment).
16.05	Explain the components of cardiorespiratory pretest screening and assessment.
16.06	Demonstrate the three-minute step test protocol.
16.07	Identify the purpose, required equipment and procedure utilized in the protocol.
17.0	Identify and analyze health issues related to nutrition. The student will be able to:
17.01	Identify health issues related to body composition.
17.02	Calculate body composition from body density using the appropriate equation.
17.03	Calculate body mass index (BMI) and discuss the pros and cons of using this measurement tool.
17.04	Demonstrate knowledge of nutrition and weight management concepts.
17.05	Identify and describe a variety of eating disorders.
17.06	Define Female Athlete Triad; identify the factors and outline the signs and symptoms of this disorder.
17.07	Describe the use of anthropometric measurements and data in assessing risk factors.
18.0	Demonstrate understanding of concepts related to resistance training. The student will be able to:

CTE Standards and Benchmarks

18.01	Explain the differences between resistance training for health versus resistance training for sport/fitness.
18.02	Design resistance training programs for healthy adults.
18.03	Discuss the guidelines for developing muscle strength and endurance.
18.04	Understand the recommendations for muscle strength and muscle endurance.
18.05	Demonstrate understanding of the FITT principle for muscle strength and endurance.
18.06	Demonstrate appropriate spotting and safety techniques for resistance training.
18.07	Explain the methods utilized to measure muscular strength.
18.08	Identify ways to assess muscular endurance.

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Trainer 4
Course Number: 8907140
Course Credit: 1

Course Description:

Students will be able to describe causes of chronic lower back pain, postural deviations and other topics related to the lack of flexibility/stretching. They will also comprehend the tasks involved in working in the health and wellness field. The legal and business considerations related to the occupation will be discussed in great detail in addition to knowing how to help their clients with diabetes, arthritis, osteoporosis, asthma, cardiovascular disease, and chronic obstructive pulmonary disease (COPD).

CTE Standards and Benchmarks	
19.0	Demonstrate knowledge of concepts related to flexibility. The student will be able to:
19.01	Demonstrate the ability to assess posture and range of motion (ROM).
19.02	Identify and discuss methods to improve flexibility.
19.03	Recognize the limitations and recommended precautions for flexibility training.
19.04	Demonstrate knowledge of the benefits of regular flexibility training.
19.05	Select and administer appropriate flexibility assessments according to fitness recommendations (e.g., ACSM).
19.06	Describe some of the causes of chronic lower back pain.
19.07	Identify and describe common postural deviations.
19.08	Discuss flexibility assessments.
19.09	Identify contraindications for flexibility testing and training.
19.10	Identify, describe and demonstrate flexibility training exercises.
19.11	Identify high risk flexibility exercises.
19.12	Describe and demonstrate the protocol for testing trunk flexion.
20.0	Understand the responsibilities and scope of practice for a Certified Personal Trainer. The student will be able to:

CTE Standards and Benchmarks	
20.01	Understand the legal considerations related to the occupation.
20.02	Understand the business considerations related to the occupation.
20.03	Demonstrate knowledge of the complex human behavioral issues a trainer could face.
21.0	Identify methods of managing special populations and medical conditions. The student will be able to:
21.01	Identify and describe the current fitness recommendations for pregnant women.
21.02	Identify and describe the current fitness recommendations for children and teens.
21.03	Identify and describe the current fitness recommendations for seniors/elderly.
21.04	Identify and describe the current fitness and nutrition recommendations for people with diabetes.
21.05	Identify and describe the current fitness recommendations for people with arthritis, osteoporosis, asthma, cardiovascular disease, and chronic obstructive pulmonary disease (COPD).
22.0	Describe and design various health and fitness programs. The student will be able to:
22.01	Describe and design a health and fitness program designed for cardiovascular conditioning.
22.02	Describe and design a health and fitness program with a focus on resistance training.
22.03	Describe and design a health and fitness program to improve flexibility.
22.04	Describe and design a health and fitness program that includes functional exercises for total body fitness.

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)

~~HOSA: Future Health Professionals is the~~ [CTSOs are](#) 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 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

Course Title: Fundamentals of Human Service Careers
Course Type: Orientation/Exploratory
Career Cluster: Human Services

Secondary – Middle School

Program Number	8960300
CIP Number	148960300M
Grade Level	6-8
Couse Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human Services career cluster. The content includes but is not limited to making career choices, basic employability skills that relate to content extracted from any family and consumer sciences exploratory course including the development of leadership and organization skills within the program.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8960300	Fundamentals of Human Service Careers	FAM CON SC 1	Semester

Standards

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

- 01.0 Discuss early childhood development and services.
- 02.0 Describe counseling and mental health services.
- 03.0 Discuss family and community services.
- 04.0 Describe personal care services.
- 05.0 Identify Consumer Services organizations.
- 06.0 Demonstrate leadership and communication.
- 07.0 Integrate the use of science, mathematics, reading, writing, and communications.
- 08.0 Recognize the value of responsibility, good work habits, and planning for career opportunities in agriculture services.
- 09.0 Identify components of network systems.
- 10.0 Describe and use communication features of information technology.

**Florida Department of Education
Student Performance Standards**

Course Title: Fundamentals of Human Service Careers
Course Number: 8960300
Course Credit: Semester

Course Description:

This course is designed to develop competencies in the area of human services. The content includes communications, safety, child development services, counseling and mental health services, family and community services, personal care services, consumer services and leadership skills. Laboratory-based activities are an integral part of this course. These include safe use and application of appropriate technology.

CTE Standards and Benchmarks	
01.0	Discuss early childhood development and services. The student will be able to:
01.01	Describe a safe and sanitary learning environment for child.
01.02	Describe the indicators of a healthy child.
01.03	Identify common indicators of child abuse and neglect.
01.04	Describe common physical, emotional, intellectual and social milestones for children.
01.05	Discuss strategies that promote growth and development.
01.06	Create a developmentally appropriate activity to reflect interests and developmental levels.
01.07	Arrange learning centers that provide for a child's exploration, discovery and development.
01.08	Observe and document children's progress.
01.09	Evaluate games, equipment, activities, books, and play materials for age appropriateness.
02.0	Describe counseling and mental health services. The student will be able to:
02.01	Research counseling and mental health services available at the state and local level.
02.02	Describe common cause for seeking counseling and mental health services.
02.03	Describe a physically healthy environment to enhance effectiveness of treatment.

CTE Standards and Benchmarks

02.04 Plan furniture and décor for a counseling or mental health facility.

02.05 Discuss the ethical and legal responsibilities of the counseling services to the client.

03.0 Discuss family and community services. The student will be able to:

03.01 Research family and community services available through agencies, organizations, and churches at the local and state level.

03.02 Create documents to advertise family and community services.

03.03 Discuss the ethical and legal responsibilities of the family and community services to the client.

04.0 Describe personal care services. The student will be able to:

04.01 Describe and apply principles of biology necessary to select safe and effective personal care products and services.

04.02 Explain principles of chemistry in the composition, structure and properties of processes of a broad-range of personal care products and services.

04.03 Apply basic principles of human anatomy necessary in order to determine needed personal care.

04.04 Create advertisement documents to attract and retain human services clientele.

04.05 Discuss the ethical and legal responsibilities of the personal services provider to the client.

05.0 Identify consumer services. The student will be able to:

05.01 Examine consumer services laws and ethics required for obtaining licensures.

05.02 Discuss client/consumer service skills including ability to empathize and to motivate clients.

05.03 Research and recommend products, plans or services.

05.04 Create advertisement documents for specific audiences.

05.05 Describe ethical and legal responsibilities associated with providing consumer services to clients and consumers.

06.0 Demonstrate leadership and communication styles. The student will be able to:

06.01 Explore the establishment and history of the FCCLA organization.

06.02 Analyze the characteristics and responsibilities of organizational leaders.

06.03 Demonstrate parliamentary procedure skills during a meeting.

CTE Standards and Benchmarks	
06.04	Evaluate a committee which has an assigned task and report to the class.
06.05	Demonstrate effective communication skills through delivery of a speech or conducting a demonstration.
06.06	Use a computer to assist in the completion of a project.
07.0	Integrate the use of science, mathematics, reading, writing, and communications. The student will be able to:
07.01	Apply basic mathematics operations to solve problems.
07.02	Prepare written and/or oral materials using correct English grammar.
07.03	Identify the main idea in oral presentations and/or written materials.
07.04	Locates, organizes, and interprets information from a variety of sources.
08.0	Recognize the value of responsibility, good work habits, and planning for career opportunities in agriculture services. The student will be able to:
08.01	Identify attitudes and habits necessary to achieve career success.
08.02	Describe personality aspects to consider when choosing a career.
08.03	Identify the basic steps in career planning.
08.04	Develop basic career plan.
08.05	Identify and research careers within a specific area of human services
09.0	Identify components of network systems. The student will be able to:
09.01	Identify attitudes and habits necessary to achieve career success.
09.02	Identify structure to access internet, including hardware and software components.
09.03	Identify and configure user customization features in web browsers, including preferences, caching, and cookies.
09.04	Recognize essential database concepts.
09.05	Define and use additional networking and internet services.
10.0	Describe and use communication features of information technology. The student will be able to:
10.01	Define important internet communications protocols and their roles in delivering basic internet services.

CTE Standards and Benchmarks	
10.02	Identify basic principles of the Domain Name System (DNS).
10.03	Identify security issues related to Internet clients.

Additional Information

Laboratory Activities

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

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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 SALA@fldoe.org.

Career and Technical Student Organization (CTSO)

~~Family, Career and Community Leaders of America (FCCLA) is the~~ [CTSOs are](#) 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 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: Introduction to Human Service Careers
Course Type: Orientation/Exploratory
Career Cluster: Human Services

Secondary – Middle School

Program Number	8960350
CIP Number	148960350M
Grade Level	6-8
Course Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human Services career cluster. The content includes but is not limited to making career choices, basic employability skills that relate to content extracted from any family and consumer sciences exploratory course including the development of leadership and organization skills within the program.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8960350	Introduction to Human Services Careers	FAM CON SC 1	Semester

Standards

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

- 01.0 Demonstrate an understanding of the Early Childhood Development and Services career pathway.
- 02.0 Demonstrate an understanding of the Counseling and Mental Health Services career pathway.
- 03.0 Demonstrate an understanding of the Family and Community Services career pathway.
- 04.0 Demonstrate an understanding of the Personal Care Services career pathway.
- 05.0 Demonstrate an understanding of the Consumer Services career pathway.
- 06.0 Apply leadership and communication skills.
- 07.0 Describe how information technology is used in the Human Services career cluster.
- 08.0 Use information technology tools.

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Human Service Careers
Course Number: 8960350
Course Credit: Semester

Course Description:

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

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

CTE Standards and Benchmarks	
03.0	Demonstrate an understanding of the Family and Community Services career pathway. The student will be able to:
03.01	Define and use proper terminology associated with the Family and Community Services career pathway.
03.02	Describe some of the careers available in the Family and Community Services career pathway.
03.03	Identify common characteristics of the careers in the Family and Community Services career pathway.
03.04	Research the history of the Family and Community Services career pathway and describe how the careers have evolved and impacted society.
03.05	Identify skills required to successfully enter any career in the Family and Community Services career pathway.
03.06	Describe technologies associated in careers within the Family and Community Services career pathway.
04.0	Demonstrate an understanding of the Personal Care Services career pathway. The student will be able to:
04.01	Define and use proper terminology associated with the Personal Care Services career pathway.
04.02	Describe some of the careers available in the Personal Care Services career pathway.
04.03	Identify common characteristics of the careers in the Personal Care Services career pathway.
04.04	Research the history of Personal Care Services career have evolved and impacted society.
04.05	Identify skills required to successfully enter any career in the Personal Care Services career pathway.
04.06	Describe technologies associated in careers within the Personal Care Services career pathway.
05.0	Demonstrate an understanding of the Consumer Services career pathway. The student will be able to:
05.01	Define and use proper terminology associated with the Consumer Services career pathway.
05.02	Describe some of the careers available in the Consumer Services career pathway.
05.03	Identify common characteristics of the careers in the Consumer Services career pathway.
05.04	Research the history of Consumer Services career have evolved and impacted society.
05.05	Identify skills required to successfully enter any career in the Consumer Services career pathway.
05.06	Describe technologies associated in careers within the Consumer Services career pathway.
06.0	Apply leadership and communication skills. The student will be able to:

CTE Standards and Benchmarks

06.01	Discuss the establishment and history of the FCCLA organization.
06.02	Identify the characteristics and responsibilities of organizational leaders.
06.03	Demonstrate parliamentary procedure skills during a meeting.
06.04	Participate on a committee which has an assigned task and report to the class.
06.05	Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
06.06	Use a computer to assist in the completion of a project related to the Human Services career cluster.
07.0	Describe how information technology is used in the Human Services career cluster. The student will be able to:
07.01	Identify information technology (IT) careers in the Human Services career cluster, including the responsibilities, tasks, and skills they require.
07.02	Relate information technology project management concepts and terms to careers in the Human Services career cluster.
07.03	Manage information technology components typically used in professions of the Human Services career cluster.
07.04	Identify security-related ethical and legal IT issues faced by professionals in the Human Services career cluster.
08.0	Use information technology tools. The student will be able to:
08.01	Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Human Services career cluster.
08.02	Use e-mail clients to send simple messages and files to other internet users.
08.03	Demonstrate ways to communicate effectively using internet technology.
08.04	Use different types of web search engines effectively to locate information relevant to the Human Services career cluster.

Additional Information

Laboratory Activities

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

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Career and Technical Student Organization (CTSO)

~~Family, Career and Community Leaders of America (FCCLA) is the~~ [CTSOs are](#) 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 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.

**Florida Department of Education
Curriculum Framework**

Course Title: Introduction to Human Service Careers and Career Planning
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Human Services

Secondary – Middle School

Program Number	8960360
CIP Number	148960360M
Grade Level	6-8
Course Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human Services career cluster. The Human Services Career Cluster prepares you for jobs that relate to families and human needs. Whether you want to be a social worker, a childcare provider or a hairdresser, you will be addressing human needs. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8960360	Introduction to Human Service Careers and Career Planning	FAM CON SC 1	Semester

Standards

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

- 01.0 Demonstrate an understanding of the Early Childhood Development and Services career pathway.
- 02.0 Demonstrate an understanding of the Counseling and Mental Health Services career pathway.
- 03.0 Demonstrate an understanding of the Family and Community Services career pathway.
- 04.0 Demonstrate an understanding of the Personal Care Services career pathway.
- 05.0 Demonstrate an understanding of the Consumer Services career pathway.
- 06.0 Apply leadership and communication skills.
- 07.0 Describe how information technology is used in the Human Services career cluster.
- 08.0 Use information technology tools.

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

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

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

~~09.0 12.0 — Demonstrate employability skills such as working in~~ Explain his or her career interests, skills and values.

~~10.0 — Describe occupations and industries in his or her region.~~

~~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.~~

~~09.0 11.0 14.0 — Identify a career cluster and related pathways 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.~~

~~12.0 16.0 — Demonstrate knowledge of technology and its application in career fields/clusters.~~ Create a personalized career and academic plan.

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Human Service Careers and Career Planning
Course Number: 8960360
Course Credit: Semester

Course Description:

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

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

CTE Standards and Benchmarks	
03.0	Demonstrate an understanding of the Family and Community Services career pathway. The student will be able to:
03.01	Define and use proper terminology associated with the Family and Community Services career pathway.
03.02	Describe some of the careers available in the Family and Community Services career pathway.
03.03	Identify common characteristics of the careers in the Family and Community Services career pathway.
03.04	Research the history of the Family and Community Services career pathway and describe how the careers have evolved and impacted society.
03.05	Identify skills required to successfully enter any career in the Family and Community Services career pathway.
03.06	Describe technologies associated in careers within the Family and Community Services career pathway.
04.0	Demonstrate an understanding of the Personal Care Services career pathway. The student will be able to:
04.01	Define and use proper terminology associated with the Personal Care Services career pathway.
04.02	Describe some of the careers available in the Personal Care Services career pathway.
04.03	Identify common characteristics of the careers in the Personal Care Services career pathway.
04.04	Research the history of Personal Care Services career have evolved and impacted society.
04.05	Identify skills required to successfully enter any career in the Personal Care Services career pathway.
04.06	Describe technologies associated in careers within the Personal Care Services career pathway.
05.0	Demonstrate an understanding of the Consumer Services career pathway. The student will be able to:
05.01	Define and use proper terminology associated with the Consumer Services career pathway.
05.02	Describe some of the careers available in the Consumer Services career pathway.
05.03	Identify common characteristics of the careers in the Consumer Services career pathway.
05.04	Research the history of Consumer Services career have evolved and impacted society.
05.05	Identify skills required to successfully enter any career in the Consumer Services career pathway.
05.06	Describe technologies associated in careers within the Consumer Services career pathway.
06.0	Apply leadership and communication skills. The student will be able to:

CTE Standards and Benchmarks	
06.01	Discuss the establishment and history of the FCCLA organization.
06.02	Identify the characteristics and responsibilities of organizational leaders.
06.03	Demonstrate parliamentary procedure skills during a meeting.
06.04	Participate on a committee which has an assigned task and report to the class.
06.05	Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
06.06	Use a computer to assist in the completion of a project related to the Human Services career cluster.
07.0	Describe how information technology is used in the Human Services career cluster. The student will be able to:
07.01	Identify information technology (IT) careers in the Human Services career cluster, including the responsibilities, tasks, and skills they require.
07.02	Relate information technology project management concepts and terms to careers in the Human Services career cluster.
07.03	Manage information technology components typically used in professions of the Human Services career cluster.
07.04	Identify security-related ethical and legal IT issues faced by professionals in the Human Services career cluster.
08.0	Use information technology tools. The student will be able to:
08.01	Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Human Services career cluster.
08.02	Use e-mail clients to send simple messages and files to other internet users.
08.03	Demonstrate ways to communicate effectively using internet technology.
08.04	Use different types of web search engines effectively to locate information relevant to the Human Services career cluster.
~~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	
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.

CTE Standards and Benchmarks

~~09.04~~ 09.02	~~Describe the influences that societal, economic, and technological changes have on employment trends and future training.~~ <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>
~~09.02~~ 09.03	~~Develop skills to locate, evaluate, and interpret career information.~~ <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>
09.04	<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>
10.0	<u>Describe occupations and industries in his or her region. The student will be able to:</u>
10.01	<u>Define Career Clusters, industries and occupations.</u>
10.02	<u>Define regional poverty, average and family-sustaining wage thresholds.</u>
10.03	<u>Review local labor market data to identify the top five regional occupations as relates to each of the following: employment, growth and salary.</u>
10.04	<u>List three occupations that align with his or her personal career interests, skills and values.</u>
10.05	<u>List the regional salary, employment and growth of three occupations they are most interested in learning more about.</u>
10.06	<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>
11.0	<u>Describe a variety of postsecondary pathways. The student will be able to:</u>
11.01	<u>Evaluate the pros and cons of pursuing education, employment, entrepreneurship or enlistment immediately following high school.</u>
~~11.01~~ 11.02	~~Identify and demonstrate processes for making short and long term goals.~~ <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>
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>Explain training options aligned with his or her career assessment results and occupational exploration.</u>
11.05	<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>
11.06	<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>
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>

CTE Standards and Benchmarks

~~12.04~~ <u>12.03</u>	~~Demonstrate~~ <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> entrepreneurship skills are relevant to his or her preferred career pathway.
<u>12.04</u>	<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>
~~12.02~~ <u>12.05</u>	~~Understand the relationship between educational achievement and career choices/postsecondary options.~~ <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>
<u>12.06</u>	<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>
~~12.03~~ <u>12.07</u>	~~Identify a career cluster and related pathways that match career and education goals.~~ <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>
~~12.04~~ <u>12.08</u>	~~Develop a career and education plan~~ <u>freshman year course schedule</u> that ~~includes short and long term goals, meets~~ high school ~~program of study, and postsecondary/~~ <u>graduation requirements</u> and that provides academic and career preparation aligned with the student's career goals.
~~12.05~~ <u>12.09</u>	~~Demonstrate knowledge of technology and its application in career fields/clusters.~~ <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.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

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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.

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Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional

methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

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Florida Department of Education
Curriculum Framework

Course Title: Exploring Family and Consumer Sciences (FACS)
Course Type: Orientation/Exploratory
Career Cluster: Human Services

Secondary – Middle School

Course Number	8960370
CIP Number	14896037MS
Grade Level	6-8
Course Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 various career clusters. The content includes but is not limited to food preparation and nutrition, fashion and interior design concepts, personal finance, healthy relationships and child care practices. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8960370	Exploring Family and Consumer Sciences (FACS)	FAM CON SC 1 FASH TECH 7 G INT DES 7 G CULINARY 7 G PRESCH ED L	Semester

Standards

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

- 01.0 Demonstrate leadership skills.
- 02.0 Identify and apply skills needed for positive interpersonal relationships.
- 03.0 Demonstrate an understanding of food preparation skills and nutrition.
- 04.0 Demonstrate knowledge, skills and practices of early childhood care.
- 05.0 Apply the decision making process to personal finance choices.
- 06.0 Demonstrate an understanding of fashion and sewing concepts.
- 07.0 Demonstrate an understanding of housing and interior design.

**Florida Department of Education
Student Performance Standards**

Course Title:— Exploring Family and Consumer Sciences (FACS)
Course Number: 8960370
Course Length: Semester

Course Description:

This course is designed to introduce students to the various disciplines within the Family and Consumer Sciences field. By the end of this course, students will have a foundational understanding of food preparation and nutrition, fashion and interior design concepts, personal finance, healthy relationships and child care practices.

CTE Standards and Benchmarks	
01.0	Demonstrate leadership skills. The student will be able to:
01.01	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.02	Work cooperatively as a group member to achieve organizational goals.
01.03	Demonstrate leadership roles and organizational responsibilities.
01.04	Identify and utilize the FCCLA planning process.
01.05	Discuss the establishment and history of the FCCLA organization.
02.0	Identify and apply skills needed for positive interpersonal relationships. The student will be able to:
02.01	Distinguish between the types of communication, i.e., social media, texting, nonverbal, etc.
02.02	Identify the various types of relationships, such as family, friends, and peers.
02.03	Define self-esteem and state how a positive self-concept builds healthy relationships.
02.04	Identify common areas of conflict and possible resolutions for healthy relationships.
03.0	Demonstrate an understanding of food preparation skills and nutrition. The student will be able to:
03.01	Identify current USDA dietary guidelines to plan daily food choices and maintain wellness.
03.02	Interpret and use recipes.

CTE Standards and Benchmarks	
03.03	Select, use, care for and store food preparation equipment.
03.04	Identify and apply food safety and sanitation practices.
03.05	Identify and demonstrate acceptable behaviors for table service and etiquette.
03.06	Specify nutritional needs of the young adult.
04.0	Demonstrate knowledge, skills and practices of early childhood care. The students will be able to:
04.01	Identify stages of child development and age appropriate activities.
04.02	List the roles and responsibilities of parents and caregivers.
04.03	Identify community resources that benefit children, such as first aid and critical emergency skills.
04.04	Explore toys, books, games, and software of interest to children.
04.05	Demonstrate safe and proper use of toys and equipment, including safe play.
04.06	Compare different forms of guidance (i.e. redirection of behavior) used with children in different situations.
05.0	Apply the decision making process to personal finance choices. The student will be able to:
05.01	Identify needs versus wants.
05.02	Research and use various consumer information sources to make purchases (i.e. online versus store front).
05.03	Set financial goals, including saving and investing.
05.04	Develop a plan for resource management (i.e., develop a plan for managing a budget)
05.05	Identify ways to keep personal information safe and utilize consumer safety guidelines.
06.0	Demonstrate an understanding of fashion and sewing concepts. The student will be able to:
06.01	Determine values/needs/wants related to wardrobe and grooming.
06.02	Recognize factors that influence clothing purchases.
06.03	Identify sewing tools and techniques.
06.04	Use tools and materials to create a personalized individual and/or group project.

CTE Standards and Benchmarks

07.0 Demonstrate an understanding of housing and interior design. The student will be able to:

07.01 Identify lifestyle, common needs, common values and goals related to housing.

07.02 Identify elements and principles of design.

07.03 Demonstrate ways to create a comfortable living space.

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.

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**Florida Department of Education
Curriculum Framework**

Program Title: Florida Funeral Director
Career Cluster: Human Services

CCC College Credit Certificate	
CIP Number	0312030102
Program Type	College Credit Certificate (CCC)
Program Length	31 credit hours
CTSO	SkillsUSA
SOC Codes (all applicable)	For program SOC codes, please see the ~~CIP to SOC Crosswalk located at~~ Program and Course Tables section of the link CTE Program Resources page linked below.
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Funeral Services AS degree program (1312030100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Human 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 Human Services career cluster.

The program is designed to prepare students for employment as Funeral Directors, Morticians, Undertakers, and Funeral Directors or to provide supplemental training for persons previously or currently employed in this occupation.

The content includes but is not limited to mortuary administration, funeral law, public health and sanitation, stress management, employability skills, leadership and human relations skills, and safety.

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 31 credit hours.

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:
 - Related AS and AAS degrees.
 - Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

Florida's Career Readiness Skills for CTE Programs

<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>
<u>02.01</u>	<u>Use critical thinking.</u>
<u>02.02</u>	<u>Use creativity.</u>
<u>02.03</u>	<u>Make sound decisions.</u>
<u>02.04</u>	<u>Solve problems.</u>
<u>02.05</u>	<u>Reason.</u>
<u>02.06</u>	<u>Plan and organize.</u>
<u>03.0</u>	<u>Manage resources within an industry project</u>
<u>03.01</u>	<u>Manage time.</u>
<u>03.02</u>	<u>Manage money or resources.</u>
<u>03.03</u>	<u>Manage materials.</u>
<u>03.04</u>	<u>Manage personnel.</u>
<u>04.0</u>	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
<u>04.01</u>	<u>Manage systems.</u>
<u>04.02</u>	<u>Monitor systems.</u>
<u>04.03</u>	<u>Improve systems.</u>
<u>05.0</u>	<u>Use information for decision making.</u>
<u>05.01</u>	<u>Locate information.</u>
<u>05.02</u>	<u>Organize information.</u>
<u>05.03</u>	<u>Use information.</u>

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

<u>Job Attainment</u>	
<u>10.0 Find, assess and apply to job opportunities.</u>	
<u>10.01 Identify online job posts relevant to his or her career aspirations.</u>	
<u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>	
<u>10.03 Define what information, documentation and writing prompts are required for the positions.</u>	
<u>11.0 Communicate personal competence, character and fit for a job opportunity.</u>	
<u>11.01 Develop a resume.</u>	
<u>11.02 Write a cover letter.</u>	
<u>11.03 Curate a professional portfolio that includes work products.</u>	
<u>11.04 Prepare for and experience a mock job interview.</u>	
<u>12.0 Cultivate and leverage relationships to professionally advance.</u>	
<u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>	
<u>12.02 Develop a plan to cultivate a professional digital footprint.</u>	
<u>12.03 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 Take care of the dead in a manner which recognizes the inherent dignity of human-kind.
- 02.0 Identify the privileges of and be able to, through professional practices, fulfill the responsibilities of licensure.
- 03.0 Interpret and communicate the purposes, procedures, and values of funeral services.
- 04.0 Counsel people regarding funeralization.
- 05.0 Plan, implement, and direct a funeral according to the sociological, psychological and theological needs of the person being served.
- 06.0 Identify and comply with the laws pertaining to funeral service practice and public health.

Florida Department of Education
Student Performance Standards

Program Title: **Florida Funeral Director**
CIP Number: **0312030102**
Program Length: **31 credit hours**

This certificate program is part of the Funeral Services AS degree program (1312030100). At the completion of this program, the student will be able to:

01.0	Take care of the dead in a manner which recognizes the inherent dignity of human-kind. The student will be able to:
01.01	Give evidence of respect for human remains.
01.02	Demonstrate acceptance of racial and cultural diversity.
02.0	Identify the privileges of and be able to, through professional practices, fulfill the responsibilities of licensure. The student will be able to:
02.01	Identify the privileges and their limitations accorded the licensee with regard to caring for the dead, and serving the living.
02.02	Identify the responsibilities of the funeral director to those who have called him with regard to: • Providing services and merchandise as selected. • Explaining the financial aspects of the funeral, and pricing method used. • Explaining death benefits and/or burial allowances. • Notifying the clergy of the death, if appropriate. • Coordinating with the clergy on religious aspects of the funeral. • Explaining merchandise and related representations regarding final disposition. • Preparing a Statement of Goods and Services Selected pertaining to services, selected merchandise, supplemental items and cash advances. • Explaining applicable laws, rules and regulations. • Referring families for professional counseling as appropriate.
02.03	Identify the responsibilities of the funeral director to the profession with regard to: • Costs, procedures, and communication when transferring human remains to another funeral establishment. • Public education regarding funeralization.
02.04	Identify the responsibilities of the funeral director to the clergy in the matter of the policies, rules and regulations of religious organizations.

02.05	Perform the following tasks applicable to the state in which he/she intends to gain a license: • State the limitations placed upon the practice of the funeral director/embalmer. • Summarize the law, rules and regulations pertaining to: ○ The transportation of the dead. ○ Requirements and specifications of the funeral home, including the preparation room. ○ Define terms specified in the license laws, rules and regulations. ○ Identify the qualifications required of applicants for funeral director/mortician license. ○ Identify the grounds for issuance, revocation, suspension or refusal to renew or issue licenses. ○ Identify requirements for the conducting of funerals. ○ Identify the procedures for filing a complaint concerning a violation of the licensing law. ○ Identify provisions regarding reciprocity, endorsement and emergency licensing.
03.0	Interpret and communicate the purposes, procedures, and values of funeral services. The student will be able to:
03.01	Identify the purposes which the funeral serves for the family, friends, church, occupational associates, and community of the deceased.
03.02	Identify the values of the funeral.
03.03	Define common terms used in funeral services.
03.04	Identify the psychological purposes and values of the funeral.
03.05	Identify the sociological purposes and values of the funeral.
03.06	Organize and be prepared to discuss the purposes and values of the funeral.
03.07	Identify the philosophical purposes and values of funeral service.
04.0	Counsel people regarding funeralization. The student will be able to:
04.01	Identify the major financial considerations that confront a bereaved family.
04.02	Identify the times or situations during which a funeral director will make use of counseling.
04.03	State the areas of counseling normally covered during funeralizations.
04.04	Describe the process of funeralization.
04.05	Describe contemporary opinions regarding psychology of death, grief, and bereavement.
04.06	Describe how the manner and cause of death affects the psychological needs of the bereaved.
04.07	List the information of importance to obtain during each type of counseling situation.

04.08	Identify and appraise the basic personal and personality problems that may appear during counseling situations.
04.09	Classify and analyze the various forms of funeral rites.
04.10	Describe contemporary opinions regarding sociology of death, grief, and bereavement.
04.11	Describe three or more types of counseling techniques applicable to funeral services and give reasons for the use of each in individual circumstances.
04.12	Describe recent developments pertaining to the theologies of death, grief and bereavement.
04.13	Describe the effects of the Uniform Anatomical Gift Act on funeralization.
04.14	Identify and describe stages of dying.
05.0	Plan, implement, and direct a funeral according to the sociological, psychological and theological needs of the person being served. The student will be able to:
05.01	Develop a warm, friendly and tactful attitude towards the family at the first meeting.
05.02	Identify the items of information which are necessary to complete the following forms: • Obituary • Death certificate via the Electronic Death Registration System (EDRS) • Social Security forms (SSA, 719, SSA 721) • Veteran's forms (Marker, Flag, Burial Allowance) • Burial/Transportation permits • Release/Authorization forms
05.03	Identify the person(s) who are qualified to give permission for release of the deceased from a hospital, or to sign the hospital death record, if required.
05.04	Identify the information to be secured from, and given to, the family upon initial family contact.
05.05	Describe the multiple steps required between initial notification of death and removal of the deceased.
05.06	Identify person(s) who qualify to authorize autopsy and embalming, and to approve the purpose and disclosure statement.
05.07	Identify the items and considerations usually included in the arrangement conference.
05.08	Identify the types of death certificates and their uses.
05.09	Identify the appropriate times usually considered necessary to meet the funeral needs of those being served.
05.10	Identify the consideration normally involved in setting the order for the processional and recessional of a funeral service including casket, casket bearer, children, clergy, friends, fraternal orders, funeral directors, honorary bearers, next of kin, relatives, and service organization.

05.11	Describe the multiple steps required between initial notification of death and removal of the deceased when the bereaved are not present at the time of death, regardless of the place or manner of death - including, but not limited to, the funeral director's determination of the need for a personal conference and/or counseling of the bereaved prior to the funeral arrangement conference.
05.12	Identify the items of clothing ordinarily required for the deceased.
05.13	Describe the proper techniques and equipment employed in the dignified removal of remains under diverse conditions.
05.14	Identify the reasons which require a discussion involving the family, the officiating clergyman, and the funeral director regarding visitation hours, time of funeral, and other aspects of the service.
05.15	Identify the purpose of the Burial-Transit Permit.
05.16	Write obituary and death notices.
05.17	Identify the purpose and content of pre-selection counseling.
05.18	Identify the participants functioning in funeral service and explain their duties.
05.19	Describe considerations involved in the dignified movement of casketed remains.
05.20	State considerations for determining the order of the funeral procession.
05.21	Coordinate a variety of committal rites when these are a part of a funeral.
05.22	Identify the psychological and sociological value of the funeral arrangement conference.
05.23	Identify methods of dealing with inter-personal conflicts among family members.
05.24	Discuss dismissal procedures for leaving the grave site.
05.25	Explain the problems involved in harmonizing the colors of caskets in the funeral setting.
05.26	Describe the various types of floral arrangements and the considerations involved in their placement.
05.27	Identify requirement/procedure pertaining to cremation, calcination and burial at sea.
06.0	Identify and comply with the laws pertaining to funeral service practice and public health. The student will be able to:
06.01	Identify legally: • The basis of a funeral director's liability for the negligence of a volunteer driver in a funeral procession. • The legal duty of a funeral director regarding permits required by law. • The duty of the funeral director for compliance with the Federal Trade Commission Funeral Rules. • The duty of the funeral director for compliance with the Magnuson-Moss Warranty Act (1975). • The duty of the funeral director for compliance with the provisions of Federal Wage and Hour Laws.

06.02	Describe status of a funeral bill as a charge against the estate.
06.03	Identify: • The conditions under which a funeral director must have permission before permitting an autopsy in their establishment, and state whether that permission may be qualified, restricted or revoked. • The legal duty of the funeral director regarding the personal effects of a decedent. • The extent of control a funeral director has over a funeral, and their legal duties to those attending a funeral or viewing a body at their funeral home. • Why a funeral director should be familiar with the law of disinterment. • The circumstances under which exhumation is permitted in criminal cases, and in civil cases. • The liability of the funeral director for the custody of the remains.
06.04	Identify: • The proper position the funeral director should take when survivors of a decedent disputes the exercise of the right of disposition.

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)

~~SkillsUSA 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 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 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.

**Florida Department of Education
Curriculum Framework**

Program Title: **Addiction Services**
Career Cluster: **Human Services**

CCC College Credit Certificate	
CIP Number	0451150100
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	HOSA
SOC Codes (all applicable)	For program SOC codes, please see the ~~CIP to SOC Crosswalk located at~~ Program and Course Tables section of the link CTE Program Resources page linked below.
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Human 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 aspects of the Human Services career cluster.

This program is designed to prepare students for employment as addictions specialists (Social and Human Service Assistants), or to provide supplemental training for persons previously or currently employed these occupations.

This certificate focuses on teaching broad, transferable skills and stresses understanding and demonstration of the human services profession, with an emphasis on addictions.

The content includes, but is not limited to, personal awareness, history and present status of addictions/mental health/human services movement, interdisciplinary addiction professional roles and functions, human growth and development, adaptive and maladaptive patterns of behavior, case management, various treatment modalities, and therapeutic interventions, interpersonal communications, assessment, evaluation, working

knowledge of DSM diagnostic criteria, etiology of addictions, psychopharmacology, pharmacology of abused substances, information management, employability skills, health and safety, including CPR, universal precautions and AIDS training.

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 24 credit hours.

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:
 - Related AS and AAS degrees.
 - Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

Florida's Career Readiness Skills for CTE Programs

<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>
<u>02.01</u>	<u>Use critical thinking.</u>
<u>02.02</u>	<u>Use creativity.</u>
<u>02.03</u>	<u>Make sound decisions.</u>
<u>02.04</u>	<u>Solve problems.</u>
<u>02.05</u>	<u>Reason.</u>
<u>02.06</u>	<u>Plan and organize.</u>
<u>03.0</u>	<u>Manage resources within an industry project</u>
<u>03.01</u>	<u>Manage time.</u>
<u>03.02</u>	<u>Manage money or resources.</u>
<u>03.03</u>	<u>Manage materials.</u>
<u>03.04</u>	<u>Manage personnel.</u>
<u>04.0</u>	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
<u>04.01</u>	<u>Manage systems.</u>
<u>04.02</u>	<u>Monitor systems.</u>
<u>04.03</u>	<u>Improve systems.</u>
<u>05.0</u>	<u>Use information for decision making.</u>
<u>05.01</u>	<u>Locate information.</u>
<u>05.02</u>	<u>Organize information.</u>
<u>05.03</u>	<u>Use information.</u>

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

<u>Job Attainment</u>	
<u>10.0 Find, assess and apply to job opportunities.</u>	
<u>10.01 Identify online job posts relevant to his or her career aspirations.</u>	
<u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>	
<u>10.03 Define what information, documentation and writing prompts are required for the positions.</u>	
<u>11.0 Communicate personal competence, character and fit for a job opportunity.</u>	
<u>11.01 Develop a resume.</u>	
<u>11.02 Write a cover letter.</u>	
<u>11.03 Curate a professional portfolio that includes work products.</u>	
<u>11.04 Prepare for and experience a mock job interview.</u>	
<u>12.0 Cultivate and leverage relationships to professionally advance.</u>	
<u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>	
<u>12.02 Develop a plan to cultivate a professional digital footprint.</u>	
<u>12.03 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 HISTORY: Identify the historical emergence of the different human services and the various forces that influenced their development
- 02.0 PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
- 03.0 INTERPERSONAL COMMUNICATION: Demonstrate the ability to create genuine and empathic relationships with others.
- 04.0 Demonstrate a general knowledge and understanding of the biological aspects of addiction.
- 05.0 Examine the theories, identification, and causes of addiction.
- 06.0 Apply an understanding of treatment knowledge.
- 07.0 Demonstrate competencies of practice using various interventions.

**Florida Department of Education
Student Performance Standards**

Program Title: Addiction Services
CIP Number: 0451150100
Program Length: 24 credit hours

This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to:

01.0	HISTORY: Identify the historical emergence of the different human services and the various forces that influenced their development. The student will be able to:
01.01	Discuss historical roots of human services.
01.02	Describe historical and current legislation affecting services delivery.
01.03	Explain how public and private attitudes influence legislation and the interpretation of policies related to human services.
01.04	Recognize the broader sociopolitical issues that affect human service systems.
02.0	PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. The student will be able to:
02.01	Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups.
02.02	Develop goals, and design and implement a plan of action.
02.03	Display skills to evaluate the outcomes of the plan and the impact on the client or client group.
03.0	INTERPERSONAL COMMUNICATION: Demonstrate the ability to create genuine and empathic relationships with others. – the student will be able to:
03.01	Clarify expectations.
03.02	Deal effectively with conflict.
03.03	Establish rapport with clients.
03.04	Develop and sustain behaviors that are congruent with the values and ethics of the profession.
04.0	Demonstrate a general knowledge and understanding of the biological aspects of addiction. The student will be able to:
04.01	Identify psychoactive substances associated with substance use disorders and describe their effects on the brain, body, and behavior.
04.02	Recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance use disorders (i.e., dual diagnoses).
04.03	Demonstrate familiarity with medical and pharmacological resources in the treatment of substance use disorders.

05.0	Examine the theories, identification, and causes of addiction. The student will be able to:
05.01	Demonstrate a general knowledge and understanding of a variety of models and theories of addiction and other problems related to substance use.
05.02	Examine subjective and objective measures to assess for addiction and problematic use.
05.03	Recognize the social, political, economic, and cultural context within which addiction and substance use disorder exist, including risk and resiliency factors that characterize individuals and groups and their living environments.
05.04	Describe knowledge of the behavioral, psychological, biological, and social effects of psychoactive substance addiction on the user and significant others.
05.05	Analyze how problem substance use impacts family dynamics and functioning.
06.0	Apply an understanding of treatment knowledge. The student will be able to:
06.01	Demonstrate a general knowledge and understanding of the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems.
06.02	Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
06.03	Demonstrate a general knowledge and understanding of the importance of research and outcome data and their application in clinical practice.
06.04	Recognize the value of an interdisciplinary approach to addiction prevention and treatment.
06.05	Demonstrate a general knowledge and understanding of the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.
07.0	Demonstrate competencies of practice using various interventions. The student will be able to:
07.01	Describe a variety of helping strategies for reducing the negative effects of substance use and substance use disorders.
07.02	Provide culturally sensitive treatment services appropriate to the culture identity and personal characteristic of the client which include ethnicity, language, gender, age, sexual orientation, etc.
07.03	Provide treatment services appropriate to the personal characteristics of the client which include ethnicity, language, gender, age, sexual orientation, etc.
07.04	Demonstrate a general knowledge and understanding of the history of drug policy and maintain currency with all changes.
07.05	Demonstrate a familiarity with drug court procedures, the needs of mandated clients, and techniques for effective treatment within the criminal justice system.
07.06	Illustrate an understanding of suicide protective and risk factors and knowledge of suicide assessment protocol, including gaining access to supervision to ensure the safety of the clients presenting with suicidal ideation, behaviors, intent and/or previous attempts.

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)

~~HOSA: Future Health Professionals is the~~ CTSOs are 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.

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.

**Florida Department of Education
Curriculum Framework**

Program Title: Community Health Worker
Career Cluster: Human Services

~~CCC~~ College Credit Certificate	
CIP Number	0451150400
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	HOSA
SOC Codes (all applicable)	For program SOC codes, please see the ~~CIP to SOC Crosswalk located at~~ Program and Course Tables section of the link CTE Program Resources page linked below.
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Human 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 aspects of the Human Services career cluster.

~~This program is designed to prepare~~ [The content includes but not limited to preparing](#) students for employment as addictions specialists, (Social and Human Service Assistants) and (Community Health Workers), or to provide supplemental training for persons previously or currently employed in these occupations.

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 18 credit hours.](#)

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:
 - Related AS and AAS degrees.
 - Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

Florida's Career Readiness Skills for CTE Programs

<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>
<u>02.01</u>	<u>Use critical thinking.</u>
<u>02.02</u>	<u>Use creativity.</u>
<u>02.03</u>	<u>Make sound decisions.</u>
<u>02.04</u>	<u>Solve problems.</u>
<u>02.05</u>	<u>Reason.</u>
<u>02.06</u>	<u>Plan and organize.</u>
<u>03.0</u>	<u>Manage resources within an industry project</u>
<u>03.01</u>	<u>Manage time.</u>
<u>03.02</u>	<u>Manage money or resources.</u>
<u>03.03</u>	<u>Manage materials.</u>
<u>03.04</u>	<u>Manage personnel.</u>
<u>04.0</u>	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
<u>04.01</u>	<u>Manage systems.</u>
<u>04.02</u>	<u>Monitor systems.</u>
<u>04.03</u>	<u>Improve systems.</u>
<u>05.0</u>	<u>Use information for decision making.</u>
<u>05.01</u>	<u>Locate information.</u>
<u>05.02</u>	<u>Organize information.</u>
<u>05.03</u>	<u>Use information.</u>

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

<u>Job Attainment</u>	
<u>10.0 Find, assess and apply to job opportunities.</u>	
<u>10.01 Identify online job posts relevant to his or her career aspirations.</u>	
<u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>	
<u>10.03 Define what information, documentation and writing prompts are required for the positions.</u>	
<u>11.0 Communicate personal competence, character and fit for a job opportunity.</u>	
<u>11.01 Develop a resume.</u>	
<u>11.02 Write a cover letter.</u>	
<u>11.03 Curate a professional portfolio that includes work products.</u>	
<u>11.04 Prepare for and experience a mock job interview.</u>	
<u>12.0 Cultivate and leverage relationships to professionally advance.</u>	
<u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>	
<u>12.02 Develop a plan to cultivate a professional digital footprint.</u>	
<u>12.03 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 PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate
- 02.0 Assess client/family needs, strengths, and resources.
- 03.0 Assist client/families in goal setting and achievement.
- 04.0 Educate client/families.
- 05.0 Establish client/family support system.

Florida Department of Education
Student Performance Standards

Program Title: Community Health Worker
CIP Number: 0451150400
Program Length: 18 credit hours

This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to:

01.0	PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. The student will be able to:
01.01	Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups.
01.02	Develop goals, and design and implement a plan of action.
01.03	Display skills to evaluate the outcomes of the plan and the impact on the client or client group.
02.0	Assess client/family needs, strengths, and resources. The student will be able to:
02.01	Apply typical methods used for assessment and screening to assess a client/family's strengths and areas of need.
02.02	Distinguish between the strengths-based and deficit models of family development.
02.03	Assess family's immediate environment, including living conditions, housing stability, risk for substance abuse, child abuse, neglect, and domestic violence
02.04	Recognize barriers to services and access appropriate resources to care.
03.0	Assist client/families in goal setting and achievement. The student will be able to:
03.01	Explore family goals and assist families in prioritizing.
03.02	Assist client/family in developing a plan with measurable goals and assist the family in monitoring the implementation of the plan.
03.03	Provide client/family-centered care and family-directed services.
04.0	Educate client/families. The student will be able to:
04.01	Educate clients/families regarding available community agencies and resources.
04.02	Provide culturally appropriate information and social supports to members of the community seeking health/social services.
04.03	Educate families in how to advocate for themselves within systems.
05.0	Establish client/family support system. The student will be able to:
05.01	Assess support provided by family members, neighbors and friends.
05.02	Assist clients/family to develop skills to increase their own capacity to access needed health/social services.

05.03 Refer families to support groups (e.g., parenting, substance abuse, counseling, spiritual, etc.).

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)

~~HOSA: Future Health Professionals is the~~ CTSOs are 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.

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.

**Florida Department of Education
Curriculum Framework**

Program Title: Aging Services
Career Cluster: Human Services

~~CCC~~ College Credit Certificate	
CIP Number	0451159902
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	HOSA
SOC Codes (all applicable)	For program SOC codes, please see the ~~CIP to SOC Crosswalk located at~~ Program and Course Tables section of the link CTE Program Resources page linked below.
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Human 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 aspects of the Human Services career cluster.

The content includes but is not limited to knowledge of the human services system, roles of human service workers in various settings specifically aging environments. Students must be able to demonstrate a knowledge of human development as it relates to specific age groups; develop a professional awareness of aging work; develop a capacity to design and implement programs consistent with the needs of the elderly in relation to available community resources.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services with emphasis in Aging Services or other positions that are a part of the social services delivery (Social and Human Service Assistants). It will provide credit course work for those employed in aging service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human services specific to the good practices and techniques of an aging approach. Course work will prepare students to function as aging services workers in community-based, residential, group home and other work environments.

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 18 credit hours.

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:
 - Related AS and AAS degrees.
 - Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

Florida's Career Readiness Skills for CTE Programs

<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>
<u>02.01</u>	<u>Use critical thinking.</u>
<u>02.02</u>	<u>Use creativity.</u>
<u>02.03</u>	<u>Make sound decisions.</u>
<u>02.04</u>	<u>Solve problems.</u>
<u>02.05</u>	<u>Reason.</u>
<u>02.06</u>	<u>Plan and organize.</u>
<u>03.0</u>	<u>Manage resources within an industry project</u>
<u>03.01</u>	<u>Manage time.</u>
<u>03.02</u>	<u>Manage money or resources.</u>
<u>03.03</u>	<u>Manage materials.</u>
<u>03.04</u>	<u>Manage personnel.</u>
<u>04.0</u>	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
<u>04.01</u>	<u>Manage systems.</u>
<u>04.02</u>	<u>Monitor systems.</u>
<u>04.03</u>	<u>Improve systems.</u>
<u>05.0</u>	<u>Use information for decision making.</u>
<u>05.01</u>	<u>Locate information.</u>
<u>05.02</u>	<u>Organize information.</u>
<u>05.03</u>	<u>Use information.</u>

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

<u>Job Attainment</u>	
<u>10.0 Find, assess and apply to job opportunities.</u>	
<u>10.01 Identify online job posts relevant to his or her career aspirations.</u>	
<u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>	
<u>10.03 Define what information, documentation and writing prompts are required for the positions.</u>	
<u>11.0 Communicate personal competence, character and fit for a job opportunity.</u>	
<u>11.01 Develop a resume.</u>	
<u>11.02 Write a cover letter.</u>	
<u>11.03 Curate a professional portfolio that includes work products.</u>	
<u>11.04 Prepare for and experience a mock job interview.</u>	
<u>12.0 Cultivate and leverage relationships to professionally advance.</u>	
<u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>	
<u>12.02 Develop a plan to cultivate a professional digital footprint.</u>	
<u>12.03 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 PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
- 02.0 Display a general understanding of the psychological, physical, and social aspects of the aging process.
- 03.0 Examine how factors such as health, finances, and social roles influence familial role changes and independence.
- 04.0 Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect.
- 05.0 Demonstrate effective assessment and referral techniques in working with the elderly.

Florida Department of Education
Student Performance Standards

Program Title: **Aging Services**
CIP Number: **0451159902**
Program Length: **18 credit hours**

This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to:

01.0	PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. The student will be able to:
01.01	Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups.
01.02	Develop goals, and design and implement a plan of action.
01.03	Display skills to evaluate the outcomes of the plan and the impact on the client or client group.
02.0	Display a general understanding of the psychological, physical, and social aspects of the aging process. The student will be able to:
02.01	Discuss the psychological changes that may occur with aging such as issues with self-esteem, regret, depression, and loneliness.
02.02	Discuss the physical changes that may occur with aging such as appearance, strength, stamina, cognition, and resistance.
02.03	Identify ways to maximize psychological health in the aging process.
02.04	Discuss the impact of ethnicity, gender, and spirituality in the aging process.
03.0	Examine how factors such as health, finances, and social roles influence familial role changes and independence. The student will be able to:
03.01	Discuss the impact of the role reversal between parent and child on both parties.
03.02	Discuss the relationships with doctors and case managers and the impact of the healthcare industry on the elderly.
03.03	Identify potential risk factors in planning for retirement, health care costs, adequacy of savings for retirement, and financing of long term care.
03.04	Analyze grief reactions such as the stages of death and dying.
03.05	Identify issues relating to sexual functioning, intimacy, and affection for older adults.
04.0	Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect. The student will be able to:
04.01	Define the different kinds of abuse and neglect of the elderly (physical, sexual, psychological, neglect, abandonment, financial or material exploitation, and self-neglect).
04.02	Identify symptoms of caregiver stress that could lead to abuse or neglect.
04.03	Identify ways to prevent abuse and neglect.

04.04	Recognize signs of abuse and neglect.
04.05	Identify steps to proper reporting of elder abuse and neglect.
05.0	Demonstrate effective assessment and referral techniques in working with the elderly. The student will be able to:
05.01	Model effective assessment and support techniques for intake, counseling, and referring of the elderly.
05.02	Discuss the role of community services and social support groups in aging.
05.03	Identify services designed to help older adults cope with dying, death, bereavement, and other psychological challenges of aging.
05.04	Identify services designed to help with cognitive and physical ailments that are specific to the elderly.
05.05	Identify services designed to help family members of the elderly.

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)

~~HOSA: Future Health Professionals is the~~ CTSOs are 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.

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.

**Florida Department of Education
Curriculum Framework**

Program Title: Domestic Violence Services
Career Cluster: Human Services

~~CCC~~ College Credit Certificate	
CIP Number	0451159904
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	HOSA
SOC Codes (all applicable)	For program SOC codes, please see the ~~CIP to SOC Crosswalk located at~~ Program and Course Tables section of the link CTE Program Resources page linked below.
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Human 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 aspects of the Human Services career cluster.

The content includes but is not limited to knowledge of the human services system, roles of human service workers in various settings specifically family violence environments. Students must be able to demonstrate a knowledge of the dynamics of domestic violence as it relates to each family member; develop a professional awareness of domestic violence theories and ethics; develop a capacity to design and implement programs consistent with the needs of the family in relation to available community resources.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services with emphasis in Family Violence Services or other positions that are a part of the social services delivery (Social and Human Service Assistants). It will provide credit course work for those employed in youth service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human services specific to the good practices and techniques of a family violence approach. Course work will prepare students to function as family violence workers in community-based, residential, group home and other work environments.

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 18 credit hours.

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:
 - Related AS and AAS degrees.
 - Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

Florida's Career Readiness Skills for CTE Programs

<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>
<u>02.01</u>	<u>Use critical thinking.</u>
<u>02.02</u>	<u>Use creativity.</u>
<u>02.03</u>	<u>Make sound decisions.</u>
<u>02.04</u>	<u>Solve problems.</u>
<u>02.05</u>	<u>Reason.</u>
<u>02.06</u>	<u>Plan and organize.</u>
<u>03.0</u>	<u>Manage resources within an industry project</u>
<u>03.01</u>	<u>Manage time.</u>
<u>03.02</u>	<u>Manage money or resources.</u>
<u>03.03</u>	<u>Manage materials.</u>
<u>03.04</u>	<u>Manage personnel.</u>
<u>04.0</u>	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
<u>04.01</u>	<u>Manage systems.</u>
<u>04.02</u>	<u>Monitor systems.</u>
<u>04.03</u>	<u>Improve systems.</u>
<u>05.0</u>	<u>Use information for decision making.</u>
<u>05.01</u>	<u>Locate information.</u>
<u>05.02</u>	<u>Organize information.</u>
<u>05.03</u>	<u>Use information.</u>

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

<u>Job Attainment</u>	
<u>10.0 Find, assess and apply to job opportunities.</u>	
<u>10.01 Identify online job posts relevant to his or her career aspirations.</u>	
<u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>	
<u>10.03 Define what information, documentation and writing prompts are required for the positions.</u>	
<u>11.0 Communicate personal competence, character and fit for a job opportunity.</u>	
<u>11.01 Develop a resume.</u>	
<u>11.02 Write a cover letter.</u>	
<u>11.03 Curate a professional portfolio that includes work products.</u>	
<u>11.04 Prepare for and experience a mock job interview.</u>	
<u>12.0 Cultivate and leverage relationships to professionally advance.</u>	
<u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>	
<u>12.02 Develop a plan to cultivate a professional digital footprint.</u>	
<u>12.03 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 PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
- 02.0 Display an understanding of the dynamics of domestic violence.
- 03.0 Examine the theories, identification, and causes of domestic violence.
- 04.0 Understand the legal system's response to domestic violence and impact of legislation on programs and services.
- 05.0 Demonstrate effective assessment and intervention techniques in working with victims of domestic violence.

**Florida Department of Education
Student Performance Standards**

Program Title: Domestic Violence Services
CIP Number: 0451159904
Program Length: 18 credit hours

This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to:

01.0	PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. The student will be able to:
01.01	Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups.
01.02	Develop goals, and design and implement a plan of action.
01.03	Display skills to evaluate the outcomes of the plan and the impact on the client or client group.
02.0	Display an understanding of the dynamics of domestic violence. The student will be able to:
02.01	Describe the scope and breadth of domestic violence both nationally and internationally.
02.02	Discuss the healthcare implications of domestic violence.
02.03	Identify the different types of domestic abuse and family violence.
02.04	Identify the incidence and prevalence of domestic violence.
02.05	Compare psychological impacts of domestic violence on women and children.
02.06	Discuss the prevalence impact of domestic violence on male victims.
03.0	Examine the theories, identification, and causes of domestic violence. The student will be able to:
03.01	Understand the history and scope of domestic violence, theories of why people abuse, and the cycle of violence.
03.02	Recognize the signs and symptoms of domestic violence.
03.03	Explain the relevance of factors such as family history of violence, substance abuse, and medical and mental health in cause and continuation of violence.
03.04	Identify issues relating to children who are at risk of exposure to domestic violence.
04.0	Understand the legal system's response to domestic violence and impact of legislation on programs and services. The student will be able to:
04.01	Identify and recognize ethical issues in family law as it pertains to domestic violence.
04.02	Evaluate the benefits and shortcomings of the various legal remedies that are available to victims of domestic violence.

04.03	Explore mandatory reporting and state and federal requirements (to include the Violence Against Women Act (VAWA) of 1994).
04.04	Discuss the impact of legislation on programs and services for victims of domestic violence.
05.0	Demonstrate effective assessment and intervention techniques in working with victims of domestic violence. – The student will be able to:
05.01	Contrast forms of crisis intervention and trauma responses.
05.02	Understand the nature of screening for domestic violence and safety planning in order to improve client counseling.
05.03	Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement.
05.04	Identify the community services available to support and protect victims of domestic violence.
05.05	Model effective assessment and support techniques for intake, counseling, and termination.

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)

~~HOSA: Future Health Professionals is the~~ CTSOs are 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.

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.

**Florida Department of Education
Curriculum Framework**

Program Title: Human Services Generalist
Career Cluster: Human Services

~~CCC~~ College Credit Certificate	
CIP Number	0451159905
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	HOSA
SOC Codes (all applicable)	For program SOC codes, please see the ~~CIP to SOC Crosswalk located at~~ Program and Course Tables section of the link CTE Program Resources page linked below.
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Human 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 aspects of the Human Services career cluster.

The College Credit Certificate program is designed to be the first educational step to a professional career in Human Services as Human Service Assistants or other positions that are a part of the social services delivery. It will provide credit course work for those employed in human service occupations as well as those who seek to enter the profession without experience.

~~The College Credit Certificate will~~ [The content include but is not limited to a](#) focus on broad introductory principles of human behavior specific to the good practices and techniques in human service. Course work will enable student's to employ effective communications and interpersonal skills, understand the legal and ethical responsibilities of human services and demonstrate computer literacy.

Students will demonstrate knowledge of the human services system, specifically how it affects practice and policy as well as the roles of human service workers in various settings. Students must be able to demonstrate knowledge of human development from birth to senescence, understand adaptive and maladaptive patterns of behavior and have an understanding of various treatment modalities and therapeutic interventions.

Students must develop effective interpersonal communication with clients, co-workers and supervisors. They must be able to demonstrate assessment, evaluation, problem solving and referral and crisis intervention skills as well as a working knowledge of legal and ethical issues related to human services.

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 18 credit hours.

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:
 - Related AS and AAS degrees.
 - Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

Florida's Career Readiness Skills for CTE Programs

<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>
<u>02.01</u>	<u>Use critical thinking.</u>
<u>02.02</u>	<u>Use creativity.</u>
<u>02.03</u>	<u>Make sound decisions.</u>
<u>02.04</u>	<u>Solve problems.</u>
<u>02.05</u>	<u>Reason.</u>
<u>02.06</u>	<u>Plan and organize.</u>
<u>03.0</u>	<u>Manage resources within an industry project</u>
<u>03.01</u>	<u>Manage time.</u>
<u>03.02</u>	<u>Manage money or resources.</u>
<u>03.03</u>	<u>Manage materials.</u>
<u>03.04</u>	<u>Manage personnel.</u>
<u>04.0</u>	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
<u>04.01</u>	<u>Manage systems.</u>
<u>04.02</u>	<u>Monitor systems.</u>
<u>04.03</u>	<u>Improve systems.</u>
<u>05.0</u>	<u>Use information for decision making.</u>
<u>05.01</u>	<u>Locate information.</u>
<u>05.02</u>	<u>Organize information.</u>
<u>05.03</u>	<u>Use information.</u>

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

<u>Job Attainment</u>	
<u>10.0 Find, assess and apply to job opportunities.</u>	
<u>10.01 Identify online job posts relevant to his or her career aspirations.</u>	
<u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>	
<u>10.03 Define what information, documentation and writing prompts are required for the positions.</u>	
<u>11.0 Communicate personal competence, character and fit for a job opportunity.</u>	
<u>11.01 Develop a resume.</u>	
<u>11.02 Write a cover letter.</u>	
<u>11.03 Curate a professional portfolio that includes work products.</u>	
<u>11.04 Prepare for and experience a mock job interview.</u>	
<u>12.0 Cultivate and leverage relationships to professionally advance.</u>	
<u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>	
<u>12.02 Develop a plan to cultivate a professional digital footprint.</u>	
<u>12.03 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 PROGRAM PLANNING AND EVALUATION:- Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
- 02.0 Understand the risk factors that lead to human services intervention.
- 03.0 Examine the theories utilized in human services.
- 04.0 Display an understanding of treatment knowledge.
- 05.0 Demonstrate competencies of practice using various interventions.

Florida Department of Education
Student Performance Standards

Program Title: Human Services Generalist
CIP Number: 0451159905
Program Length: 18 credit hours

This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to:

01.0 PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. The student will be able to:

01.01 Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups.

01.02 Develop goals, and design and implement a plan of action.

01.03 Display skills to evaluate the outcomes of the plan and the impact on the client or client group.

02.0 Understand the risk factors that lead to human services intervention.

03.0 Examine the theories utilized in human services.

04.0 Display an understanding of treatment knowledge.

05.0 Demonstrate competencies of practice using various interventions.

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)

~~HOSA: Future Health Professionals is the~~ CTSOs are 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.

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.

**Florida Department of Education
Curriculum Framework**

Program Title: Youth Development Services
Career Cluster: Human Services

~~CCC~~ College Credit Certificate	
CIP Number	0451159906
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	HOSA
SOC Codes (all applicable)	For program SOC codes, please see the ~~CIP to SOC Crosswalk located at~~ Program and Course Tables section of the link CTE Program Resources page linked below.
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Human 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 aspects of the Human Services career cluster.

The content includes but is not limited to knowledge of the human services system, roles of human service workers in various settings specifically youth work environments. Students must be able to demonstrate a knowledge of human development as it relates to specific age groups; develop a professional awareness of youth work; understand and implement a youth development approach in various environments; develop a capacity to design and implement programs consistent with the needs of youth in relation to available community resources.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services with emphasis in Youth Services or other positions that are a part of the social services delivery (Social and Human Service Assistants). It will provide credit course work for those employed in youth service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human services specific to the good practices and techniques of a youth development approach. Course work will prepare students to function as youth workers in community-based, residential, group home and other youth work environments.

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 18 credit hours.

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:
 - Related AS and AAS degrees.
 - Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

Florida's Career Readiness Skills for CTE Programs

<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>
<u>02.01</u>	<u>Use critical thinking.</u>
<u>02.02</u>	<u>Use creativity.</u>
<u>02.03</u>	<u>Make sound decisions.</u>
<u>02.04</u>	<u>Solve problems.</u>
<u>02.05</u>	<u>Reason.</u>
<u>02.06</u>	<u>Plan and organize.</u>
<u>03.0</u>	<u>Manage resources within an industry project</u>
<u>03.01</u>	<u>Manage time.</u>
<u>03.02</u>	<u>Manage money or resources.</u>
<u>03.03</u>	<u>Manage materials.</u>
<u>03.04</u>	<u>Manage personnel.</u>
<u>04.0</u>	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
<u>04.01</u>	<u>Manage systems.</u>
<u>04.02</u>	<u>Monitor systems.</u>
<u>04.03</u>	<u>Improve systems.</u>
<u>05.0</u>	<u>Use information for decision making.</u>
<u>05.01</u>	<u>Locate information.</u>
<u>05.02</u>	<u>Organize information.</u>
<u>05.03</u>	<u>Use information.</u>

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

<u>Job Attainment</u>	
<u>10.0 Find, assess and apply to job opportunities.</u>	
<u>10.01 Identify online job posts relevant to his or her career aspirations.</u>	
<u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>	
<u>10.03 Define what information, documentation and writing prompts are required for the positions.</u>	
<u>11.0 Communicate personal competence, character and fit for a job opportunity.</u>	
<u>11.01 Develop a resume.</u>	
<u>11.02 Write a cover letter.</u>	
<u>11.03 Curate a professional portfolio that includes work products.</u>	
<u>11.04 Prepare for and experience a mock job interview.</u>	
<u>12.0 Cultivate and leverage relationships to professionally advance.</u>	
<u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>	
<u>12.02 Develop a plan to cultivate a professional digital footprint.</u>	
<u>12.03 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 PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
- 02.0 Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments.
- 03.0 Examine the theories, principles and stages of typical human growth and development and the challenges of each stage.
- 04.0 Demonstrate a general knowledge and understanding of community characteristics.
- 05.0 Demonstrate a general knowledge and understanding of family dynamics.
- 06.0 Understand how current social issues influence children/youth.
- 07.0 Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program.
- 08.0 Display an understanding of the prevention, recognition, and reporting of child abuse and neglect.

Florida Department of Education
Student Performance Standards

Program Title: Youth Development Services
CIP Number: 0451159906
Program Length: 18 credit hours

This certificate program is part of the Social and Human Services AS degree program (01451159901). At the completion of this program, the student will be able to:

01.0	PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. The student will be able to:
01.01	Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups.
01.02	Develop goals, and design and implement a plan of action.
01.03	Display skills to evaluate the outcomes of the plan and the impact on the client or client group.
02.0	Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments. The student will be able to:
02.01	Describe the role of the youth worker as they relate to the management, organization and development of effective youth organizations.
02.02	Distinguish between the asset and deficit models of adolescent development.
02.03	Identify social problems unique to adolescent development.
02.04	Identify characteristics of a successful youth organization.
02.05	Design a youth program and intervention strategy consistent with the needs of youth and available resources.
02.06	Evaluate programs based upon the needs of youth and available resources.
03.0	Examine the theories, principles and stages of typical human growth and development and the challenges of each stage. The student will be able to:
03.01	Compare differences among theoretical perspectives on human growth and development.
03.02	Demonstrate an understanding of the varying influences on the domains of human development.
03.03	Demonstrate an understanding of and describe changes in cognitive, bio-psychosocial, and psychosexual development across the lifespan.
03.04	Define and identify potential threats to normal human growth and development across the lifespan.
04.0	Demonstrate a general knowledge and understanding of community characteristics. The student will be able to:
04.01	Identify and recognize the cultural diversity of the community when providing human services.

04.02	Demonstrate knowledge of agencies and resources that meet the needs of youth in the community.
05.0	Demonstrate a general knowledge and understanding of family dynamics. The student will be able to:
05.01	Demonstrate knowledge of how family factors can influence youth development.
06.0	Understand how current social issues influence children/youth. The student will be able to:
06.01	Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement.
06.02	Recognize the social problems within society that affect children/youth (i.e., crime, juvenile delinquency, socio-economics, etc.).
07.0	Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program. The student will be able to:
07.01	Compare and contrast age appropriate curriculum that reflects the families, children and youth served in the community.
07.02	Develop an understanding of how strategic planning, goal setting, needs assessment and program evaluation promote program improvement and sustainability.
08.0	Display an understanding of the prevention, recognition, and reporting of child abuse and neglect. The student will be able to:
08.01	Define the different kinds of abuse and neglect of children (physical, sexual, psychological, neglect, abandonment, exploitation, substance abuse, etc.).
08.02	Identify symptoms of parental/guardian stress that could lead to child abuse/neglect.
08.03	Identify ways to prevent child abuse and neglect.
08.04	Recognize signs of child abuse and neglect.
08.05	Identify steps to proper reporting of child abuse and neglect.

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)

~~HOSA: Future Health Professionals is the~~ CTSOs are 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.

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.

**Florida Department of Education
Curriculum Framework**

Program Title: Funeral Services
Career Cluster: Human Services

ASAssociate in Science

CIP Number	1312030100
Program Type	College Credit
Program Length	72 credit hours
CTSO	SkillsUSA
SOC Codes (all applicable)	For program SOC codes, please see the ~~CIP to SOC Crosswalk located at~~ Program and Course Tables section of the link CTE Program Resources page linked below.
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Human 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 Human Services career cluster.

This program is designed to prepare students for employment as embalmers, funeral attendants, or funeral directors and morticians (Funeral Home Managers).

The content includes but is not limited to techniques of embalming and restorative art, mortuary administration, funeral law, public health and sanitation, human anatomy and physiology, microbiology, pathology, mortuary social science, stress management, employability skills, leadership and human relations skills, and safety.

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 72 credit hours.

[When developing the course sequence for the local implementation of this program, select courses that:](#)

- Meet the skill development requirements of the standards and benchmarks of this program.
- Meet the general education core course requirements of Rule 6A-14.0303, Florida Administrative Code.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:
 - Related CCC and ATD credentials.
 - Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

Regulated Programs: (AS Degree ONLY)

This program is regulated by The Florida Board of Funeral, Cemetery, and Consumer Services.

<https://www.myfloridacfo.com/division/funeralcemetery/board>

The program must be accredited by the: American Board of Funeral Service Education must accredit the program and a student may apply to the Division of Funeral, Cemetery and Consumer Services for their internship and to take the Florida Laws and Rules Exam to practice as a licensed embalmer or funeral director, according to Chapter 497, F.S.

The intended outcomes are the same as the adopted curricular objectives of the American Board of Funeral Service Education, which must be endorsed by accredited programs as curricular standards.

Upon completion of the associate in science in funeral service, graduates are qualified to write the National Board Examination administered by The International Conference of Funeral Service Examining Board. The program must be accredited by the American Board of Funeral Services Education, Inc., 992 Manuta Pike, Suite 108, Woodbury Heights, NJ 08097 (207/829-5715); 497.000, F.S.; 69K-15.002(1), F.A.C.

One year of internship is required in the State of Florida for the embalmer or the funeral director license. These internships may be served concurrently. Upon completion of the internship, students are eligible to write the Florida state examination for the embalmer and funeral director license.

Florida's Career Readiness Skills for CTE Programs

<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>
<u>02.01</u>	<u>Use critical thinking.</u>
<u>02.02</u>	<u>Use creativity.</u>
<u>02.03</u>	<u>Make sound decisions.</u>
<u>02.04</u>	<u>Solve problems.</u>
<u>02.05</u>	<u>Reason.</u>
<u>02.06</u>	<u>Plan and organize.</u>
<u>03.0</u>	<u>Manage resources within an industry project</u>
<u>03.01</u>	<u>Manage time.</u>
<u>03.02</u>	<u>Manage money or resources.</u>
<u>03.03</u>	<u>Manage materials.</u>
<u>03.04</u>	<u>Manage personnel.</u>
<u>04.0</u>	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
<u>04.01</u>	<u>Manage systems.</u>
<u>04.02</u>	<u>Monitor systems.</u>
<u>04.03</u>	<u>Improve systems.</u>
<u>05.0</u>	<u>Use information for decision making.</u>
<u>05.01</u>	<u>Locate information.</u>
<u>05.02</u>	<u>Organize information.</u>
<u>05.03</u>	<u>Use information.</u>

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

<u>Job Attainment</u>	
<u>10.0 Find, assess and apply to job opportunities.</u>	
<u>10.01 Identify online job posts relevant to his or her career aspirations.</u>	
<u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>	
<u>10.03 Define what information, documentation and writing prompts are required for the positions.</u>	
<u>11.0 Communicate personal competence, character and fit for a job opportunity.</u>	
<u>11.01 Develop a resume.</u>	
<u>11.02 Write a cover letter.</u>	
<u>11.03 Curate a professional portfolio that includes work products.</u>	
<u>11.04 Prepare for and experience a mock job interview.</u>	
<u>12.0 Cultivate and leverage relationships to professionally advance.</u>	
<u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>	
<u>12.02 Develop a plan to cultivate a professional digital footprint.</u>	
<u>12.03 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 Satisfactorily perform the basic techniques of embalming and restorative art and cosmetology.
- 02.0 Give evidence of an understanding of the sociological, psychological, spiritual, physical, and legal needs of the family and community, and how to meet those needs in the treatment, handling, and disposition of the dead human body.
- 03.0 Explain the concepts of death, disinfection, preservation and restoration of a dead human body.
- 04.0 Identify fundamental principles of personal and public health protection measures, and define the embalmer's obligation to this function.
- 05.0 Identify, define, and employ the necessary technical terminology to facilitate communication and cooperation with members of allied professions and the public.
- 06.0 Give evidence of personal manifestations of continued professional growth through education and research.
- 07.0 Identify those common conditions surrounding death which may prove of potential concern to the forensic pathologist.
- 08.0 Take care of the dead in a manner which recognizes the inherent dignity of human-kind.
- 09.0 Identify the privileges of and be able to, through professional practices, fulfill the responsibilities of licensure.
- 10.0 Interpret and communicate the purposes, procedures, and values of funeral services.
- 11.0 Counsel people regarding funeralization.
- 12.0 Plan, implement, and direct a funeral according to the sociological, psychological and theological needs of the person being served.
- 13.0 Identify and comply with the laws pertaining to funeral service practice and public health.
- 14.0 Manage personnel, facilities, and other resources.
- 15.0 Apply business principles and practices to funeral service.
- 16.0 Recognize the importance of inter-professional and intra-professional relationship and responsibilities.
- 17.0 Recognize the procedures for becoming an active member of the community and participating in community affairs.
- 18.0 Demonstrate and understanding of entrepreneurship.

**Florida Department of Education
Student Performance Standards**

Program Title: Funeral Services
CIP Number: 1312030100
Program Length: 72 credit hours

At the completion of this program, the student will be able to:

01.0	Satisfactorily perform the basic techniques of embalming and restorative art and cosmetology. The student will be able to:
01.01	Demonstrate knowledge of the body systems, with special emphasis on the circulatory system, to the degree needed to give a working basis for studies in such related subjects as embalming, pathology, public health, and restorative art.
01.02	Specify representative chemicals in embalming fluids (arterial, cavity, supplementary, and accessory) and give their respective functions.
01.03	Describe the basic theories and laws of chemistry and relate their importance to both the living and deceased.
01.04	Identify and demonstrate the use of standard embalming instruments, machines and accessories.
01.05	Describe prior to, and during the procedure of embalming, the problems presented by disease processes and etiological factors.
01.06	Identify potentially harmful chemicals used in the preparation room, and the precautions to be taken with each.
01.07	Relate specified types of restoration to the correct embalming procedures.
01.08	Select, from a specified cosmetic medium, the correct colorants (compounds) to achieve a natural appearance under various conditions.
01.09	Exhibit a skill in modeling which reflects an ability to restore features of the face.
01.10	Interpret a photograph by evaluating the highlights and shadows, equal and unequal facial proportions, the specific form of the head, and the chief characteristics of each feature.
01.11	Identify and describe the norms of the head and face (direct and profile views), and each of the four facial features - identify four variations of these norms.
01.12	Classify and explain the principles of pigmentary (color) mixtures, and relate their application to cosmetic compounds and the influence of adjacent colors on one another in the funeral setting.
01.13	Name and locate external body structures of the skull and explain how each influences surface form.
01.14	Identify and describe the use of various cosmetic and restorative materials and equipment.
02.0	Give evidence of an understanding of the sociological, psychological, spiritual, physical, and legal needs of the family and community, and how to meet those needs in the treatment, handling, and disposition of the dead human body. The student will be able to:

02.01	Describe the varieties of funeralization seen in major religious and ethnic sub-cultures and in fraternal and military groups in America.
02.02	Relate contemporary sociological, theological, and philosophical thought to the matter of death, dying, bereavement and mourning in America.
02.03	Discuss and illustrate the interplay in society of custom and contemporary funeralization practices.
02.04	Distinguish among taboos, mores, folkways, customs, habits, laws, rites, rituals, and ceremonies as sociological terms applied to American funerals.
02.05	State significant changes in funeralization and embalming methods during the last half century.
02.06	Describe the philosophies of death in different cultures.
03.0	Explain the concepts of death, disinfection, preservation and restoration of a dead human body. The student will be able to:
03.01	Explain the common types of death.
03.02	Identify the physical states of matter and differentiate between physical and chemical changes.
03.03	Identify essential characteristics of autolysis, hydrolysis fermentation, and putrefaction in the area of the chemistry of decomposition.
03.04	Identify the essential characteristics of carbohydrates, lipids, and proteins in the area of basic biochemistry.
03.05	Define organic chemistry and describe the characteristic features of aliphatic and cyclic compounds, hydrocarbons, alcohols, aldehydes, ketones, acids, esters, ethers, and amines.
03.06	Identify and describe the prerequisites for specified restorative and cosmetic treatments.
04.0	Identify fundamental principles of personal and public health protection measures, and define the embalmer's obligation to this function. The student will be able to:
04.01	Explain the embalming-disinfection process as a public health procedure.
04.02	Describe infectious processes and explain the methods of transmission and control of common infectious diseases, with special emphasis upon their applications to the environment of the embalmer, the funeral director, and the public.
04.03	Identify and explain special treatments for cases involving common infections, traumatic and pathological conditions.
04.04	Recognize the pathological conditions, which require special procedures in the removal, handling, preparation and disposition of human remains.
04.05	Apply infection control techniques according to Center for Disease Control (CDC) guidelines.
04.06	Describe and demonstrate personal and environmental disinfection and decontamination procedures; explain proper use of major chemical disinfectants.
05.0	Identify, define, and employ the necessary technical terminology to facilitate communication and cooperation with members of allied professions and the public. The student will be able to:

05.01	Demonstrate the acquisition and understanding of anatomical terminology at a level that will enable him to communicate effectively with members of allied professions and the lay public.
05.02	Identify common laboratory procedures and the common units of scientific measurement.
05.03	Identify the characteristic features of solutions, suspensions, and emulsions, and the processes of diffusion including osmosis, dialysis, and hydrolysis.
05.04	Identify a list of elements and their valences, radicals, ions, compounds and reactions related to problems faced by the embalmer and funeral director, and give their symbols, formulas, and equations.
05.05	Differentiate between the beneficial micro-organisms and the actual pathogens and opportunists commonly associated with both the living human host and dead human remains.
05.06	Demonstrate an understanding of host parasite relations and interactions, and the requirements for successful parasitism.
05.07	Identify host defense mechanisms and demonstrate general knowledge of innate, natural, and active immunologic responses.
05.08	Identify basic bacterial and fungal morphology and physiology.
05.09	Advise lay persons about the benefits of organ, tissue, bone, and whole body donation upon request.
06.0	Give evidence of personal manifestations of continued professional growth through education and research. The student will be able to:
06.01	Identify the reasons one should cooperate in community programs for controlling disease and promoting medical research.
06.02	Give evidence of the appreciation of, and interest in, the human body as a subject for independent study and continuing intellectual growth.
07.0	Identify those common conditions surrounding death which may prove of potential concern to the forensic pathologist. The student will be able to:
07.01	Identify and explain those special conditions attending a death whereby notification of the death is required to be given to the proper official (such as Coroner, Medical Examiner, Public Health Officer, Veterans Administration, etc.).
07.02	Identify the technical manifestations of death which may be of medico-legal significance.
08.0	Take care of the dead in a manner which recognizes the inherent dignity of human-kind. The student will be able to:
08.01	Give evidence of respect for human remains.
08.02	Demonstrate acceptance of racial and cultural diversity.
09.0	Identify the privileges of and be able to, through professional practices, fulfill the responsibilities of licensure. The student will be able to:
09.01	Identify the privileges and their limitations accorded the licensee with regard to caring for the dead, and serving the living.
09.02	Identify the responsibilities of the funeral director to those who have called him with regard to: • Providing services and merchandise as selected. • Explaining the financial aspects of the funeral, and pricing method used.

	• Explaining death benefits and/or burial allowances. • Notifying the clergy of the death, if appropriate. • Coordinating with the clergy on religious aspects of the funeral. • Explaining merchandise and related representations regarding final disposition. • Preparing a Statement of Goods and Services Selected pertaining to services, selected merchandise, supplemental items, and cash advances. • Explaining applicable laws, rules and regulations. • Referring families for professional counseling as appropriate.
09.03	Identify the responsibilities of the funeral director to the profession with regard to: • Costs procedures, and communication when transferring human remains to another funeral establishment. • Public education regarding funeralization.
09.04	Identify the responsibilities of the funeral director to the clergy in the matter of the policies, rules and regulations of religious institutions.
09.05	Perform the following tasks applicable to the state in which he/she intends to gain a license: • State the limitations placed upon the practice of the funeral director/embalmer. • Summarize the law, rules and regulations pertaining to: ○ The transportation of the dead. ○ Requirements and specifications of the funeral home, including the preparation room. ○ Define terms specified in the license laws, rules and regulations. ○ Identify the qualifications required of applicants for funeral director/mortician license. ○ Identify the grounds for issuance, revocation, suspension or refusal to renew or issue licenses. ○ Identify requirements for the conducting of funerals. ○ Identify the procedures for filing a complaint concerning a violation of the licensing law. ○ Identify provisions regarding reciprocity endorsement and emergency licensing.
10.0	Interpret and communicate the purposes, procedures, and values of funeral services. The student will be able to:
10.01	Identify the purposes, which the funeral serves for the family, friends, church, occupational associates, and community of the deceased.
10.02	Identify the values of the funeral.
10.03	Define common terms used in funeral services.
10.04	Identify the psychological purposes and values of the funeral.
10.05	Identify the sociological purposes and values of the funeral.
10.06	Organize and be prepared to discuss the purposes and values of the funeral.
10.07	Identify the philosophical purposes and values of funeral service.

11.0	Counsel people regarding funeralization. The student will be able to:
11.01	Identify the major financial considerations that confront a bereaved family.
11.02	Identify the times or situations during which a funeral director will make use of counseling.
11.03	State the areas of counseling normally covered during funeralizations.
11.04	Describe the process of funeralization.
11.05	Describe contemporary opinions regarding psychology of death, grief, and bereavement.
11.06	Describe how the manner and cause of death affects the psychological needs of the bereaved.
11.07	List the information of importance to obtain during each type of counseling situation.
11.08	Identify and appraise the basic personal and personality problems that may appear during counseling situations.
11.09	Classify and analyze the various forms of funeral rites.
11.10	Describe contemporary opinions regarding sociology of death, grief, and bereavement.
11.11	Describe three or more types of counseling techniques applicable to funeral services and give reasons for the use of each in individual circumstances.
11.12	Describe recent developments pertaining to the theologies of death, grief and bereavement.
11.13	Describe the effects of the Uniform Anatomical Gift Act on funeralization.
11.14	Identify and describe stages of dying.
12.0	Plan, implement, and direct a funeral according to the sociological, psychological and theological needs of the person being served. The student will be able to:
12.01	Develop a warm, friendly and tactful attitude towards the family at the first meeting.
12.02	Identify the items of information which are necessary to complete the following forms: • Obituary • Death certificate via the Electronic Death Registration System (EDRS) • Social Security forms (SSA, 719, SSA 721) • Veteran's forms (Marker, Flag, Burial Allowance) • Burial/Transportation permits • Release/Authorization forms
12.03	Identify the person(s) who are qualified to give permission for release of the deceased from a hospital, or to sign the hospital death record, if required.

12.04	Identify the information to be secured from, and given to, the family upon initial family contact.
12.05	Describe the multiple steps required between initial notification of death and removal of the deceased.
12.06	Identify person(s) who qualify to authorize autopsy and embalming, and to approve the purpose and disclosure statement.
12.07	Identify the items and considerations usually included in the arrangement conference.
12.08	Identify the types of death certificates and their uses.
12.09	Identify the appropriate times usually considered necessary to meet the funeral needs of those being served.
12.10	Identify the consideration normally involved in setting the order for the processional and recessional of a funeral service including casket, casket bearer, children, clergy, friends, fraternal orders, funeral directors, honorary bearers, next of kin, relatives, and service organization.
12.11	Describe the multiple steps required between initial notification of death and removal of the deceased when the bereaved are not present at the time of death, regardless of the place or manner of death - including, but not limited to, the funeral director's determination of the need for a personal conference and/or counseling of the bereaved prior to the funeral arrangement conference.
12.12	Identify the items of clothing ordinarily required for the deceased.
12.13	Describe the proper techniques and equipment employed in the dignified removal of remains under diverse conditions.
12.14	Identify the reasons which require a discussion involving the family, the officiating clergyman, and the funeral director regarding visitation hours, time of funeral, and other aspects of the service.
12.15	Identify the purpose of the Burial-Transit Permit.
12.16	Write obituary and death notices.
12.17	Identify the purpose and content of pre-selection counseling.
12.18	Identify the participants functioning in funeral service and explain their duties.
12.19	Describe considerations involved in the dignified movement of casketed remains.
12.20	State considerations for determining the order of the funeral procession.
12.21	Coordinate a variety of committal rites when these are a part of a funeral.
12.22	Identify the psychological and sociological value of the funeral arrangement conference.
12.23	Identify methods of dealing with inter-personal conflicts among family members.
12.24	Discuss dismissal procedures for leaving the grave site.

12.25	Explain the problems involved in harmonizing the colors of caskets in the funeral setting.
12.26	Describe the various types of floral arrangements and the considerations involved in their placement.
12.27	Identify requirement/procedure pertaining to cremation, calcination and burial at sea.
13.0	Identify and comply with the laws pertaining to funeral service practice and public health. The student will be able to:
13.01	Identify legally: • The nature of the right of the funeral director to take custody of a dead body, and the length of time such custody may be exercised. • The procedures for recovering the body. • The theory governing the right to recover for mutilation of a body, and the reasons for recovery of damages when mutilation results from negligence. • The basis of a funeral director's liability for the negligence of a volunteer driver in a funeral procession. • The legal duty of a funeral director regarding permits required by law. • The reasons for legal limitation on a funeral bill charged against an estate where creditor's claims exceed the assets of the estate. • How a testator may provide in their will for the payment of funeral expenses. • The duty of the funeral director for compliance with the Federal Trade Commission Funeral Rules. • The duty of the funeral director for compliance with the Magnuson-Moss Warranty Act (1975). • The duty of the funeral director for compliance with the provisions of Federal Wage and Hour Laws.
13.02	Describe status of a funeral bill as a charge against the estate.
13.03	Identify: • The conditions under which a funeral director must have permission before permitting an autopsy in their establishment, and state whether that permission may be qualified, restricted or revoked. • The liability of an embalmer for shaving a beard, cutting hair or otherwise altering the appearance of a body. • The legal duty of the funeral director regarding the personal effects of a decedent. • The extent of control a funeral director has over a funeral, and their legal duties to those attending a funeral or viewing a body at their funeral home. • The general rule in the determination of the validity of funeral expenses. • Which items are allowable in a funeral bill and which items are not allowable. • The legal basis for the modifications of the common law rule imposing liability upon the husband for the wife's funeral expenses. • Under what legal basis a widow may be required to pay the funeral expense of her deceased indigent husband. • The liability of the funeral director for the custody of the remains.
13.04	Identify: • The liability of a volunteer who individually contracts to pay a funeral bill. • The liability of an executor, nominated personal representative, or administrator for funeral expenses. • Why a funeral director should be familiar with the law of disinterment.

	• The circumstances under which exhumation is permitted in criminal cases, and in civil cases. • The usual procedure for obtaining a disinterment authorization, and the legal principles under which disinterment statutes are upheld. • Who has the primary right to disinter a body, and the nature of the crime of disinterment without proper authorization. • The grounds upon which a funeral home can be prohibited from further operation in a residential district. • The conditions under which a funeral home or cemetery may be considered a nuisance per se. • Why the power of eminent domain may be invoked to acquire land for a public cemetery. • The power under which cemeteries may be regulated by the state, and what specific action must be taken to convert land to cemetery use. • The authority under which a private cemetery may enforce rules which control burial in it. • Why the owner of a cemetery lot may not use it for purposes other than burial, and whether or not he has the right to decorate and mark the grave. • Under what authority cemeteries are required to provide admittance to graves. • What kind of offense is desecration of a grave? • The proper position the funeral director should take when survivors of a decedent disputes the exercises of the right of disposition.
13.05	Identify: • The essentials of a valid contract. • The reasons for maintaining death certificates. • How the remains may be transported by common carrier. • The legal consideration where persons die without medical attention. • The general order of nearest of kin including all relatives. • The legal implications of reasonable funeral expenses. • Two reasons for filing an embalming report for each body prepared by the funeral home. • The function of a court of equity. • Two classes of bodies legally available for dissection. • The legal doctrine regarding the photographing of a dead body. • The privileges and limitations of one holding the power of attorney. • The liability of the funeral director for the custody of the remains.
13.06	Describe the legal basis for funeral service licensure stating the legal obligation of funeral and its purpose.
13.07	Identify: • The doctrine of Stare Decisis. • Whether a dead body may be the subject of an action of replevin (holding a body for ransom). • The authority of a ship's Captain over dead bodies and any other applicable maritime laws or traditions. • The restrictions on burials of those dying of a communicable disease. • The conditions under which a dead body must be embalmed. • The effect of the decedent's wishes with respect to exercising the right and duty of disposition.

	The proper position the funeral director should take when survivors of a decedent disputes the exercise of the right of disposition.
13.08	Define cremation and be able to identify all authorizations required to maintain legality of the procedure including informed consent.
13.09	Describe the rights of a party in controlling a funeral, and the rights of a party to attend a funeral.
13.10	Define "funeral contract", and state the legality of funeral contracts made by a decedent prior to death.
13.11	Describe the rights of the decedent in pre-arranging their own funeral.
13.12	Describe the legal limitation imposed in pre-arrangement agreements.
13.13	Describe the legal status of a dead body.
13.14	Identify the legal theory governing the right to recover from mutilation of a body, and the reasons for recovery of damages when mutilation results from negligence.
13.15	Identify the circumstances under which the state or one of its subdivisions is liable for funeral expenses.
13.16	Define and give the purpose of a Coroner's/Medical investigator's inquest and inquiry.
13.17	Identify the rules and regulations governing burial in a National Cemetery.
13.18	Distinguish between the property and no-property theories of dead human bodies.
13.19	Identify two sources from which the rights and duties of a funeral director are derived.
13.20	Identify those steps a funeral director should take before building or purchasing a funeral home.
13.21	Distinguish between cooperation, a partnership, and a proprietorship, and state the advantages and disadvantages of each.
13.22	Identify forms of legally binding sales contracts.
13.23	Identify the conditions under which a note would be considered void.
14.0	Manage personnel, facilities, and other resources. The student will be able to:
14.01	Answer the telephone properly.
14.02	Receive initial contact information accurately and appropriately.
14.03	Identify importance of: - The appearance and cleanliness of the funeral home, preparation room, funeral coach, limousine, and parking lot. - The need for confidentiality of funeral home records, family records and financial data. - Maintaining staff communications.

14.04	Identify the procedure for filing the death certificate at the proper agency and obtaining related permits if required.
14.05	Identify equipment necessary for the removal of an adult, child or infant from a hospital, residence or other place of death.
14.06	Identify all equipment appropriate for any funeral service.
14.07	Identify the procedure for properly receiving those who make a visitation to the funeral home.
14.08	Identify the procedures for dressing and casketing the remains.
14.09	Identify the procedures for placing the deceased in a visitation room.
14.10	Identify equipment needed to accomplish interment, inurnment, and entombment.
14.11	Identify the procedures for the completion of insurance forms.
14.12	Complete the recording of information in a register book.
15.0	Apply business principles and practices to funeral service. The student will be able to:
15.01	Prepare a financial memorandum pertaining to services provided, merchandise selected, cash advances, and supplemental items.
15.02	Define and properly use the terminology associated with funeral merchandise, merchandise display, and funeral supplies.
15.03	Identify, define, and describe the various types of outer enclosures.
15.04	Differentiate between Functional, Unit, Bi-Unit and Itemization methods of quoting the price(s) of funeral service.
15.05	Apply basic accounting principles in keeping mortuary records.
15.06	Identify the major items of income and expenses which should be included in the budget of a funeral home.
15.07	Define basic accounting terms.
15.08	Analyze financial data, make financial decisions, and recognize the effects of economies on existing funeral services.
15.09	Identify the dual role of the funeral director, and list the major responsibilities of each role.
15.10	Distinguish between the direct and indirect approaches in helping clients to select merchandise, and list the advantages and disadvantages of each method.
15.11	Identify the insurance needs of a funeral director, and funeral service practice.
15.12	Identify the application of the Federal Truth in Lending Act to funeral service.
15.13	Identify the importance of purchase disclosures.

15.14	Identify the applications of the Federal Wage and Hour Act to funeral service.
15.15	Distinguish a cognovit from a promissory note.
16.0	Recognize the importance of inter-professional and intra-professional relationship and responsibilities. The student will be able to:
16.01	Identify common interest areas existing between funeral directors, florists, cemeterians, monument dealers, news media, the legal profession, the judiciary, hospital administrators, governmental agencies, and local police.
16.02	Identify common concerns inherent in physician-funeral director relationships.
16.03	Name the major funeral director associations.
16.04	Describe the structure and function of the International Conference of Funeral Service Examining Boards, Inc.
16.05	Describe the structure of "multi-unit" funeral home organizations-
16.06	Describe the structure and function of the Commission of Schools of the American Board of Funeral Service Education.
16.07	Describe the structure and function of the American Board of Funeral Service Education.
16.08	Describe the membership structure of the National Funeral Home Associations.
17.0	Recognize the procedures for becoming an active member of the community and participating in community affairs. The student will be able to:
17.01	Identify the necessary items to be considered in establishing a funeral home-public relations program.
17.02	Distinguish between institutional and funeral home advertising and state the primary purpose of each.
18.0	Demonstrate and understanding of entrepreneurship. The student will be able to:
18.01	Define entrepreneurship.
18.02	Describe the importance of entrepreneurship to the American economy.
18.03	List the advantages and disadvantages of business ownership.
18.04	Identify the risks involved in ownership of a business.
18.05	Identify the necessary personal characteristics of a successful entrepreneur.
18.06	Identify the business skills needed to operate a business efficiently and effectively.

Additional Information

Laboratory Activities

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

Special Notes

The intended outcomes are the same as the adopted curricular objectives of the American Board of Funeral Service Education, which must be endorsed by accredited programs as curricular standards.

General Education Course Requirements for AS and AAS Degrees

State Board of Education Rule 6A-14.030(4), F.A.C., identifies 15 credit hours as the minimum amount of general education coursework required in the Associate of Science (AS) degree and the Associate of Applied Science (AAS) degree. In addition, Rule 6A-14.0303, F.A.C., implements s. 1007.25, F.S., and requires students entering a technical education degree program in the 2022-2023 academic year, and thereafter, to complete at least one identified core course in each subject area as part of the general education course requirements (15 credit hours total) before a degree is awarded) The core subject areas include:

- Communication.
- Humanities.
- Mathematics.
- Natural Sciences.
- Social Sciences.

Career and Technical Student Organization (CTSO)

~~SkillsUSA 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 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 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.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Florida Funeral Director (0312030102) - 31 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

**Florida Department of Education
Curriculum Framework**

Program Title: Social and Human Services
Career Cluster: Human Services

ASAssociate in Science

CIP Number	1451159901
Program Type	College Credit
Program Length	60 credit hours
CTSO	HOSA
SOC Codes (all applicable)	For program SOC codes, please see the ~~CIP to SOC Crosswalk located at~~ Program and Course Tables section of the link CTE Program Resources page linked below.
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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. The program provides a foundation preparing individuals for further education and careers in the Human Services career cluster.

This program has six tracks designed to prepare students for employment as (1) human services specialists and practitioners, (2) chemical dependency specialists and practitioners and (3) youth service specialists and practitioners, (4) domestic violence specialists, (5) elder care assistant, (Social and Human Services Assistants) or (6) community health worker (Community Health Worker) or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, personal awareness, history and present status of mental health/human services movement, interdisciplinary human services roles and functions, human growth and development, adaptive and maladaptive patterns of behavior, case management, various treatment modalities, interpersonal communications, assessment, and evaluation.

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 60 credit hours.

When developing the course sequence for the local implementation of this program, select courses that:

- Meet the skill development requirements of the standards and benchmarks of this program.
- Meet the general education core course requirements of Rule 6A-14.0303, Florida Administrative Code.
- Where reasonable and practicable, align with programs offered by your institution or other postsecondary institutions in Florida, including:
 - Related CCC and ATD credentials.
 - Baccalaureate degrees within the same career pathway and/or Federal CIP code.

Visit FloridaShines' Discover Programs website to identify other institutions that offer similar programs to review their course sequencing. Where appropriate, course alignment between institutions offering related programs can facilitate interagency student articulation.

Visit FloridaShines' Common Prerequisites Manual to identify courses that are prerequisites for admission into an upper division program. When sub-baccalaureate courses are aligned to the course admissions requirements of baccalaureate programs with the same career pathway, students can enter upper division coursework seamlessly.

Florida's Career Readiness Skills for CTE Programs

<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>
<u>02.01</u>	<u>Use critical thinking.</u>
<u>02.02</u>	<u>Use creativity.</u>
<u>02.03</u>	<u>Make sound decisions.</u>
<u>02.04</u>	<u>Solve problems.</u>
<u>02.05</u>	<u>Reason.</u>
<u>02.06</u>	<u>Plan and organize.</u>
<u>03.0</u>	<u>Manage resources within an industry project</u>
<u>03.01</u>	<u>Manage time.</u>
<u>03.02</u>	<u>Manage money or resources.</u>
<u>03.03</u>	<u>Manage materials.</u>
<u>03.04</u>	<u>Manage personnel.</u>
<u>04.0</u>	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
<u>04.01</u>	<u>Manage systems.</u>
<u>04.02</u>	<u>Monitor systems.</u>
<u>04.03</u>	<u>Improve systems.</u>
<u>05.0</u>	<u>Use information for decision making.</u>
<u>05.01</u>	<u>Locate information.</u>
<u>05.02</u>	<u>Organize information.</u>
<u>05.03</u>	<u>Use information.</u>

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

<u>Job Attainment</u>	
<u>10.0 Find, assess and apply to job opportunities.</u>	
<u>10.01 Identify online job posts relevant to his or her career aspirations.</u>	
<u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>	
<u>10.03 Define what information, documentation and writing prompts are required for the positions.</u>	
<u>11.0 Communicate personal competence, character and fit for a job opportunity.</u>	
<u>11.01 Develop a resume.</u>	
<u>11.02 Write a cover letter.</u>	
<u>11.03 Curate a professional portfolio that includes work products.</u>	
<u>11.04 Prepare for and experience a mock job interview.</u>	
<u>12.0 Cultivate and leverage relationships to professionally advance.</u>	
<u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>	
<u>12.02 Develop a plan to cultivate a professional digital footprint.</u>	
<u>12.03 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:

Social and Human Services Core

The Social and Human Services Core is a core of basic knowledge necessary for any Human Services career.

- 01.0 HISTORY: Identify the historical emergence of different human services and the various forces that influenced their development.
- 02.0 HUMAN SYSTEMS: Exhibit an understanding of the structure and dynamics of human systems as well as the nature of individuals and groups.
- 03.0 HUMAN SERVICE DELIVERY SYSTEMS: Recognize the service and delivery needs that arise in identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities.
- 04.0 INFORMATION LITERACY: Demonstrate an ability to integrate various forms of information.
- 05.0 PROGRAM PLANNING AND EVALUATION: Exhibit the ability to (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
- 06.0 CLIENT INTERVENTIONS AND STRATEGIES: Integrate the core of knowledge, theory, and skills needed to provide direct services and interventions to clients and client group.
- 07.0 INTERPERSONAL COMMUNICATIONS: Demonstrate the ability to create genuine and empathic relationships with others.
- 08.0 CLIENT-RELATED VALUES AND ATTITUDES: Apply the values and ethics intrinsic to the human services profession as governing principles of professional practice.
- 09.0 SELF-DEVELOPMENT: Develop an awareness of one's own values, cultural bias, philosophies, and style in the effective use of the professional self and understand how these personal characteristics affect clients.

Human Services Generalist - Track I

- 10.0 Understand the risk factors that lead to human services intervention.
- 11.0 Examine the theories utilized in human services.
- 12.0 Display an understanding of treatment knowledge.
- 13.0 Demonstrate competencies of practice using various interventions.

Addictions - Track II

- 14.0 Demonstrate a general knowledge and understanding of the biological aspects of addiction.
- 15.0 Examine the theories, identification, and causes of addiction.
- 16.0 Apply an understanding of treatment knowledge.
- 17.0 Demonstrate competencies of practice using various interventions.

Youth Development - Track III

- 18.0 Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments.
- 19.0 Examine the theories, principles and stages of typical human growth and development and the challenges of each stage.
- 20.0 Demonstrate a general knowledge and understanding of community characteristics.
- 21.0 Demonstrate a general knowledge and understanding of family dynamics.

- 22.0 Understand how current social issues influence children/youth.
- 23.0 Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program.
- 24.0 Display an understanding of the prevention, recognition, and reporting of child abuse and neglect.

Domestic Violence - Track IV

- 25.0 Display an understanding of the dynamics of domestic violence.
- 26.0 Examine the theories, identification, and causes of domestic violence.
- 27.0 Understand the legal system's response to domestic violence and impact of legislation on programs and services.
- 28.0 Demonstrate effective assessment and intervention techniques in working with victims of domestic violence.

Aging - Track V

- 29.0 Display a general understanding of the psychological, physical, and social aspects of the aging process.
- 30.0 Examine how factors such as health, finances, and social roles influence familial role changes and independence.
- 31.0 Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect.
- 32.0 Demonstrate effective assessment and referral techniques in working with the elderly.

Community Health Worker - Track VI

- 33.0 Assess client/family needs, strengths, and resources.
- 34.0 Assist client/families in goal setting and achievement.
- 35.0 Educate client/families.
- 36.0 Establish client/family support system.

Florida Department of Education
Student Performance Standards

Program Title: Social and Human Services
CIP Numbers: 1451159901
Program Length: 60 hours

At the completion of this program, the student will be able to:	
Social and Human Services Core	
The Social and Human Services Core is a core of basic knowledge necessary for any Human Services career.	
01.0	HISTORY: Identify the historical emergence of the different human services and the various forces that influenced their development. The student will be able to:
01.01	Discuss historical roots of human services.
01.02	Describe historical and current legislation affecting services delivery.
01.03	Explain how public and private attitudes influence legislation and the interpretation of policies related to human services.
01.04	Recognize the broader sociopolitical issues that affect human service systems.
02.0	HUMAN SYSTEMS: Exhibit an understanding of the structure and dynamics of human systems as well as the nature of individuals and groups. The student will be able to:
02.01	Apply theories of human development.
02.02	Demonstrate competence in the following small group skills: • Provide an overview of how small groups are used in human services settings. • Apply theories of group dynamics. • Demonstrate group facilitation skills.
02.03	Identify changing family structures and roles.
02.04	Describe the organizational structures of communities.
02.05	Demonstrate an understanding of the capacities, limitations, and resiliency of human systems.
02.06	Integrate the context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.
03.0	HUMAN SERVICE DELIVERY SYSTEM: Recognize the service and delivery needs that arise in identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The student will be able to:
03.01	Discuss the range and characteristics of human services delivery systems and organizations.
03.02	Identify the range of populations served and needs addressed by human services.
03.03	Apply the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.

04.0	INFORMATION LITERACY: Demonstrate an ability to integrate various forms of information. The student will be able to:
04.01	Obtain, synthesize, and clearly report information from various sources.
04.02	Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application
04.03	Uphold confidentiality and use appropriate means to share information.
04.04	Use technology to locate, evaluate, and disseminate information.
05.0	PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. The student will be able to:
05.01	Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups.
05.02	Develop goals, and design and implement a plan of action.
05.03	Display skills to evaluate the outcomes of the plan and the impact on the client or client group.
06.0	CLIENT INTERVENTIONS AND STRATEGIES: Integrate the core of knowledge, theory, and skills needed to provide direct services and interventions to clients and client groups. The student will be able to:
06.01	Apply theory and knowledge bases of prevention, intervention, and maintenance strategies.
06.02	Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research.
06.03	Demonstrate competence in providing the following interventions to clients and client groups: • Case management • Intake interviewing • Helping skills • Identification and use of appropriate resources and referrals • Group facilitation and counseling • Use of consultation
07.0	INTERPERSONAL COMMUNICATION: Demonstrate the ability to create genuine and empathic relationships with others. The student will be able to:
07.01	Clarify expectations.
07.02	Deal effectively with conflict.
07.03	Establish rapport with clients.
07.04	Develop and sustain behaviors that are congruent with the values and ethics of the profession.
08.0	CLIENT-RELATED VALUES AND ATTITUDES: Apply the values and ethics intrinsic to the human services profession as governing principles of professional practice. The student will be able to:
08.01	Endorse a policy of the least intrusive intervention in the least restrictive environment.

08.02	Validate and encourage client self-determination.
08.03	Maintain confidentiality of information.
08.04	Affirm the worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.
08.05	Uphold the belief that individuals, services systems, and society can change.
08.06	Value interdisciplinary team approaches to problem solving.
08.07	Maintain appropriate professional boundaries.
08.08	Integrate the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education.
09.0	SELF-DEVELOPMENT: Develop an awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self and understand how these personal characteristics affect clients. The student will be able to:
09.01	Demonstrate conscious use of self.
09.02	Clarify personal and professional values.
09.03	Develop an awareness of diversity.
09.04	Practice strategies for self-care.
09.05	Reflect on professional self (e.g., journaling, development of a portfolio, or project-demonstrating competency).
Human Services Generalist - Track I	
This module prepares students for the occupational completion point of Human Services Generalist. Graduates will be eligible for employment as practitioners in vocational applications, which assist towards wholeness for individuals suffering from mental health and social deprivation and/or developmental disability.	
10.0	Understand the risk factors that lead to human services intervention.
11.0	Examine the theories utilized in human services.
12.0	Display an understanding of treatment knowledge.
13.0	Demonstrate competencies of practice using various interventions.
Addictions - Track II	
This module prepares human service practitioners/professionals to work with persons who have been affected by addictions. Track I must be completed in addition to Track II. Persons completing this program will be eligible for employment as addictions specialists and equivalent jobs.	
14.0	Demonstrate a general knowledge and understanding of the biological aspects of addiction. The student will be able to:
14.01	Identify psychoactive substances associated with substance use disorders and describe their effects on the brain, body, and behavior.

14.02	Recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance use disorders (i.e. dual diagnoses).
14.03	Demonstrate familiarity with medical and pharmacological resources in the treatment of substance use disorders.
15.0	Examine the theories, identification, and causes of addiction. The student will be able to:
15.01	Demonstrate a general knowledge and understanding of a variety of models and theories of addiction and other problems related to substance use.
15.02	Examine subjective and objective measures to assess for addiction and problematic use.
15.03	Recognize the social, political, economic, and cultural context within which addiction and substance use disorder exist, including risk and resiliency factors that characterize individuals and groups and their living environments.
15.04	Describe knowledge of the behavioral, psychological, biological, and social effects of psychoactive substance addiction on the user and significant others.
15.05	Analyze how problem substance use impacts family dynamics and functioning.
16.0	Apply an understanding of treatment knowledge. The student will be able to:
16.01	Demonstrate a general knowledge and understanding of the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems.
16.02	Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
16.03	Demonstrate a general knowledge and understanding of the importance of research and outcome data and their application in clinical practice.
16.04	Recognize the value of an interdisciplinary approach to addiction prevention and treatment.
16.05	Demonstrate a general knowledge and understanding of the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.
17.0	Demonstrate competencies of practice using various interventions. The student will be able to:
17.01	Describe a variety of helping strategies for reducing the negative effects of substance use and substance use disorders.
17.02	Provide culturally sensitive treatment services appropriate to the culture identity and personal characteristic of the client which include ethnicity, language, gender, age, sexual orientation, etc.
17.03	Provide treatment services appropriate to the personal characteristics of the client which include ethnicity, language, gender, age, sexual orientation, etc.
17.04	Demonstrate a general knowledge and understanding of the history of drug policy and maintain currency with all changes.
17.05	Demonstrate a familiarity with drug court procedures, the needs of mandated clients, and techniques for effective treatment within the criminal justice system.
17.06	Illustrate an understanding of suicide protective and risk factors and knowledge of suicide assessment protocol, including gaining access to supervision to ensure the safety of the clients presenting with suicidal ideation, behaviors, intent and/or previous attempts.
Youth Development - Track III	

This module prepares human service practitioners/professionals to work with youth. Track I must be completed in addition to Track III. Persons completing this program will be eligible for employment as youth specialists and equivalent jobs.	
18.0	Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments. The student will be able to:
18.01	Describe the role of the youth worker as they relate to the management, organization and development of effective youth organizations.
18.02	Distinguish between the asset and deficit models of adolescent development.
18.03	Identify social problems unique to adolescent development.
18.04	Identify characteristics of a successful youth organization.
18.05	Design a youth program and intervention strategy consistent with the needs of youth and available resources.
18.06	Evaluate programs based upon the needs of youth and available resources.
19.0	Examine the theories, principles and stages of typical human growth and development and the challenges of each stage. The student will be able to:
19.01	Compare differences among theoretical perspectives on human growth and development.
19.02	Demonstrate an understanding of the varying influences on the domains of human development.
19.03	Demonstrate an understanding of and describe changes in cognitive, bio-psychosocial, and psychosexual development across the lifespan.
19.04	Define and identify potential threats to normal human growth and development across the lifespan.
20.0	Demonstrate a general knowledge and understanding of community characteristics. The student will be able to:
20.01	Identify and recognize the cultural diversity of the community when providing human services.
20.02	Demonstrate knowledge of agencies and resources that meet the needs of youth in the community.
21.0	Demonstrate a general knowledge and understanding of family dynamics. The student will be able to:
21.01	Demonstrate knowledge of how family factors can influence youth development.
22.0	Understand how current social issues influence children/youth. The student will be able to:
22.01	Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement.
22.02	Recognize the social problems within society that affect children/youth (i.e., crime, juvenile delinquency, socio-economics, etc.).
23.0	Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program. The student will be able to:
23.01	Compare and contrast age appropriate curriculum that reflects the families, children and youth served in the community.
23.02	Develop an understanding of how strategic planning, goal setting, needs assessment and program evaluation promote program improvement and sustainability.
24.0	Display an understanding of the prevention, recognition, and reporting of child abuse and neglect. The student will be able to:

24.01	Define the different kinds of abuse and neglect of children (physical, sexual, psychological, neglect, abandonment, exploitation, substance abuse, etc.).
24.02	Identify symptoms of parental/guardian stress that could lead to child abuse/neglect.
24.03	Identify ways to prevent child abuse and neglect.
24.04	Recognize signs of child abuse and neglect.
24.05	Identify steps to proper reporting of child abuse and neglect.
Domestic Violence - Track IV This module prepares human service practitioners/professionals to work with persons who have been affected by domestic violence and with agencies and programs that provide prevention. Track I must be completed in addition to Track IV. Persons completing this program will be eligible for employment as domestic violence specialists and equivalent jobs.	
25.0	Display an understanding of the dynamics of domestic violence. The student will be able to:
25.01	Describe the scope and breadth of domestic violence both nationally and internationally.
25.02	Discuss the healthcare implications of domestic violence.
25.03	Identify the different types of domestic abuse and family violence.
25.04	Identify the incidence and prevalence of domestic violence.
25.05	Compare psychological impacts of domestic violence on women and children.
25.06	Discuss the prevalence impact of domestic violence on male victims.
26.0	Examine the theories, identification, and causes of domestic violence. The student will be able to:
26.01	Understand the history and scope of domestic violence, theories of why people abuse, and the cycle of violence.
26.02	Recognize the signs and symptoms of domestic violence.
26.03	Explain the relevance of factors such as family history of violence, substance abuse, and medical and mental health in cause and continuation of violence.
26.04	Identify issues relating to children who are at risk of exposure to domestic violence.
27.0	Understand the legal system's response to domestic violence and impact of legislation on programs and services. The student will be able to:
27.01	Identify and recognize ethical issues in family law as it pertains to domestic violence.
27.02	Evaluate the benefits and shortcomings of the various legal remedies that are available to victims of domestic violence.
27.03	Explore mandatory reporting and state and federal requirements (to include the Violence Against Women Act (VAWA) of 1994).
27.04	Discuss the impact of legislation on programs and services for victims of domestic violence.
28.0	Demonstrate effective assessment and intervention techniques in working with victims of domestic violence. – The student will be able to:

28.01	Contrast forms of crisis intervention and trauma responses.
28.02	Understand the nature of screening for domestic violence and safety planning in order to improve client counseling.
28.03	Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement.
28.04	Identify the community services available to support and protect victims of domestic violence.
28.05	Model effective assessment and support techniques for intake, counseling, and termination.
Aging - Track V	
This module prepares human service practitioners/professionals to work with the aging population. Track I must be completed in addition to Track V. Persons completing this program will be eligible for employment as elder care assistant and equivalent jobs.	
29.0	Display a general understanding of the psychological, physical, and social aspects of the aging process. The student will be able to:
29.01	Discuss the psychological changes that may occur with aging such as issues with self-esteem, regret, depression, and loneliness.
29.02	Discuss the physical changes that may occur with aging such as appearance, strength, stamina, cognition, and resistance.
29.03	Identify ways to maximize psychological health in the aging process.
29.04	Discuss the impact of ethnicity, gender, and spirituality in the aging process.
30.0	Examine how factors such as health, finances, and social roles influence familial role changes and independence. The student will be able to:
30.01	Discuss the impact of the role reversal between parent and child on both parties.
30.02	Discuss the relationships with doctors and case managers and the impact of the healthcare industry on the elderly.
30.03	Identify potential risk factors in planning for retirement, health care costs, adequacy of savings for retirement, and financing of long-term care.
30.04	Analyze grief reactions such as the stages of death and dying.
30.05	Identify issues relating to sexual functioning, intimacy, and affection for older adults.
31.0	Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect. The student will be able to:
31.01	Define the different kinds of abuse and neglect of the elderly (physical, sexual, psychological, neglect, abandonment, financial or material exploitation, and self-neglect).
31.02	Identify symptoms of caregiver stress that could lead to abuse or neglect.
31.03	Identify ways to prevent abuse and neglect.
31.04	Recognize signs of abuse and neglect.
31.05	Identify steps to proper reporting of elder abuse and neglect.
32.0	Demonstrate effective assessment and referral techniques in working with the elderly. The student will be able to:
32.01	Model effective assessment and support techniques for intake, counseling, and referring of the elderly.

32.02	Discuss the role of community services and social support groups in aging.
32.03	Identify services designed to help older adults cope with dying, death, bereavement, and other psychological challenges of aging.
32.04	Identify services designed to help with cognitive and physical ailments that are specific to the elderly.
32.05	Identify services designed to help family members of the elderly.
Community Health Worker - Track VI This module prepares human service practitioners/professionals to work in community health. Track I must be completed in addition to Track VI. Persons completing this program will be eligible for employment as community health workers and equivalent jobs.	
33.0	Assess client/family needs, strengths, and resources. The student will be able to:
33.01	Apply typical methods used for assessment and screening to assess a client/family's strengths and areas of need.
33.02	Distinguish between the strengths-based and deficit models of family development.
33.03	Assess family's immediate environment, including living conditions, housing stability, risk for substance abuse, child abuse, neglect, and domestic violence.
33.04	Recognize barriers to services and access appropriate resources to care.
34.0	Assist client/families in goal setting and achievement. The student will be able to:
34.01	Explore family goals and assist families in prioritizing.
34.02	Assist client/family in developing a plan with measurable goals and assist the family in monitoring the implementation of the plan.
34.03	Provide client/family-centered care and family-directed services.
35.0	Educate client/families. The student will be able to:
35.01	Educate clients/families regarding available community agencies and resources.
35.02	Provide culturally appropriate information and social supports to members of the community seeking health/social services.
35.03	Educate families in how to advocate for themselves within systems.
36.0	Establish client/family support system. The student will be able to:
36.01	Assess support provided by family members, neighbors and friends.
36.02	Assist clients/family to develop skills to increase their own capacity to access needed health/social services.
36.03	Refer families to support groups (e.g., parenting, substance abuse, counseling, spiritual, etc.).

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.

General Education Course Requirements for AS and AAS Degrees

State Board of Education Rule 6A-14.030(4), F.A.C., identifies 15 credit hours as the minimum amount of general education coursework required in the Associate of Science (AS) degree and the Associate of Applied Science (AAS) degree. In addition, Rule 6A-14.0303, F.A.C., implements s. 1007.25, F.S., and requires students entering a technical education degree program in the 2022-2023 academic year, and thereafter, to complete at least one identified core course in each subject area as part of the general education course requirements (15 credit hours total) before a degree is awarded) The core subject areas include:

- Communication.
- Humanities.
- Mathematics.
- Natural Sciences.
- Social Sciences.

Career and Technical Student Organization (CTSO)

~~HOSA: Future Health Professionals is the~~ CTSOs are 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 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 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.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

- Addiction Services (0451150100) – 24 credits
- Aging Services (0451159902) – 18 credits
- Community Health Worker (0451150400) – 18 credits
- Domestic Violence Services (0451159904) – 18 credits
- Human Services Generalist (0451159905) – 18 credits
- Youth Development Services (0451159906) – 18 credits

Standards for the above certificate programs are contained in separate curriculum frameworks.

Florida Department of Education
Curriculum Framework

The standards and/or benchmarks for this program were updated for the 2026-27 academic year.

Program Title: **Cosmetology**
 Program Type: **Career Preparatory**
 Career Cluster: **Human Services**

Career Certificate Program

Program Number	D500100	
CIP Number	0612040102	
Grade Level	30, 31	
Program Length	1200 hours	
Teacher Certification	Refer to the Program Structure section.	
CTSO	SkillsUSA	
SOC Codes (all applicable)	For program SOC codes , please see the ~~CIP to SOC Crosswalk located at~~ Program and Course Tables section of the link CTE Program Resources page linked below.	
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 8	Communications (Reading and Language Arts): 8

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 Human 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 Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student ~~completing who completes~~ the Cosmetology program is prepared for employment as a licensed ~~Hairdressers, Hairstylists and Cosmetologists. Instruction~~ [cosmetologist, opening numerous career opportunities in the industry. This instructional program](#) is designed to qualify students for employment ~~upon after they~~ successfully ~~obtaining a~~ [obtain their](#) cosmetology license. [According to Florida Statute 477.013\(4\), the practice of cosmetology is defined as "the mechanical or chemical treatment of the head, face, and scalp for aesthetic rather than medical purposes." This includes, but is not limited to, services such as hair shampooing, hair cutting, hair arranging, hair coloring, permanent waving, and hair relaxing for compensation.](#)

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the cosmetology/nails specialist/facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of cosmetology/nails specialist and facials specialist occupations.

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

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

Program Structure

This program consists of one occupational completion point. Students must complete the core or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
A	CSP0009	Grooming and Salon Services Core, Facials and Nails	COSMETOL @7 7G	225 hours
	COS0002	Cosmetologist and ~~Hairdresser~~ Hairstylist 1		300 hours
	COS0003	Cosmetologist and ~~Hairdresser~~ Hairstylist 2		300 hours
	COS0009	Cosmetologist and ~~Hairdresser~~ Hairstylist 3		375 hours

Regulated Programs

This program is regulated by the Florida Department of Business & Professional Regulation, Florida Board of Cosmetology.

Students wishing to complete the Cosmetology program, OCP A – Cosmetologist and ~~Hairdresser~~[Hairstylist](#), shall complete the requirements listed in Rule 61G5-22, F.A.C., that outline the basic curriculum which shall be used in cosmetology schools in the State of Florida. This curriculum

includes definitions, level of acceptable competency, knowledge of Florida law, ~~and sanitation and sterilization practices.~~ Additional curriculum requirements are listed in the table below: – infection control.

Florida's Career Readiness Skills for CTE Programs

<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 mathematical strategies and procedures.</u>
<u>01.05</u>	<u>Use scientific principles and procedures.</u>
<u>02.0</u>	<u>Design a solution to an industry problem.</u>
<u>02.01</u>	<u>Use critical thinking.</u>
<u>02.02</u>	<u>Use creativity.</u>
<u>02.03</u>	<u>Make sound decisions.</u>
<u>02.04</u>	<u>Solve problems.</u>
<u>02.05</u>	<u>Reason.</u>
<u>02.06</u>	<u>Plan and organize.</u>
<u>03.0</u>	<u>Manage resources within an industry project</u>
<u>03.01</u>	<u>Manage time.</u>
<u>03.02</u>	<u>Manage money or resources.</u>
<u>03.03</u>	<u>Manage materials.</u>
<u>03.04</u>	<u>Manage personnel.</u>
<u>04.0</u>	<u>Oversee the subcomponents, operations and output of a technical or organizational system.</u>
<u>04.01</u>	<u>Manage systems.</u>
<u>04.02</u>	<u>Monitor systems.</u>
<u>04.03</u>	<u>Improve systems.</u>
<u>05.0</u>	<u>Use information for decision making.</u>
<u>05.01</u>	<u>Locate information.</u>

<u>05.02</u>	<u>Organize information.</u>
<u>05.03</u>	<u>Use information.</u>
<u>05.04</u>	<u>Analyze information.</u>
<u>05.05</u>	<u>Communicate information.</u>
<u>06.0</u>	<u>Apply relevant technology to workplace scenarios to aid productivity.</u>
<u>06.01</u>	<u>Use technology.</u>
<u>07.0</u>	<u>Interpret and express interpersonal communication.</u>
<u>07.01</u>	<u>Communicate verbally.</u>
<u>07.02</u>	<u>Listen actively.</u>
<u>07.03</u>	<u>Comprehend written material.</u>
<u>07.04</u>	<u>Convey information in writing.</u>
<u>07.05</u>	<u>Communicate nonverbally.</u>
<u>07.06</u>	<u>Interpret nonverbal communication.</u>
<u>08.0</u>	<u>Interact with others to accomplish workplace goals.</u>
<u>08.01</u>	<u>Collaborate with others in a team.</u>
<u>08.02</u>	<u>Respond to customer needs.</u>
<u>08.03</u>	<u>Exercise leadership.</u>
<u>08.04</u>	<u>Negotiate to resolve conflict.</u>
<u>08.05</u>	<u>Respect others.</u>
<u>09.0</u>	<u>Manage personal behavior to maximize productivity and professional growth.</u>
<u>09.01</u>	<u>Demonstrate responsibility and self-discipline.</u>
<u>09.02</u>	<u>Adapt and show flexibility.</u>
<u>09.03</u>	<u>Work independently.</u>
<u>09.04</u>	<u>Demonstrate a willingness to learn.</u>
<u>09.05</u>	<u>Demonstrate integrity.</u>
<u>09.06</u>	<u>Demonstrate professionalism.</u>
<u>09.07</u>	<u>Take initiative.</u>

<u>09.08</u>	<u>Display positive attitude.</u>
<u>09.09</u>	<u>Take responsibility for professional growth.</u>
<u>Job Attainment</u>	
<u>10.0</u>	<u>Find, assess and apply to job opportunities.</u>
<u>10.01</u>	<u>Identify online job posts relevant to his or her career aspirations.</u>
<u>10.02</u>	<u>Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
<u>10.03</u>	<u>Define what information, documentation and writing prompts are required for the positions.</u>
<u>11.0</u>	<u>Communicate personal competence, character and fit for a job opportunity.</u>
<u>11.01</u>	<u>Develop a resume.</u>
<u>11.02</u>	<u>Write a cover letter.</u>
<u>11.03</u>	<u>Curate a professional portfolio that includes work products.</u>
<u>11.04</u>	<u>Prepare for and experience a mock job interview.</u>
<u>12.0</u>	<u>Cultivate and leverage relationships to professionally advance.</u>
<u>12.01</u>	<u>Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>12.02</u>	<u>Develop a plan to cultivate a professional digital footprint.</u>
<u>12.03</u>	<u>Develop a networking plan for a specific industry of interest.</u>

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 career opportunities.
- 02.0 Demonstrate ~~the importance of~~ health, safety, and environmental ~~management systems in organizations and their importance to organizational performance and regulatory~~ compliance.
- 03.0 Employ safe, sanitary, and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- 06.0 Demonstrate science, knowledge and ~~skills~~application.
- 07.0 ~~Explain the importance of~~Demonstrate employability ~~skills~~ and ~~entrepreneurship skills~~professional development.
- 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 09.0 Demonstrate personal ~~money management concepts, procedures, and strategies~~financial literacy.
- 10.0 ~~Describe the importance of~~Demonstrate professional ethics and legal responsibilities.
- 11.0 ~~Describe the roles within teams, work units, departments, organizations, inter-~~Describe organizational and industry systems, ~~and the larger environment.~~
- 12.0 Use information technology ~~tools~~application.
- 13.0 Solve problems using critical thinking ~~skills~~, creativity, and Innovation.
- 14.0 Use oral and written communication skills ~~in creating, expressing and interpreting information and ideas~~.
- 15.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.
- 16.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals.
- 17.0 Identify shampoo/hair conditioners and scalp treatments. Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders. Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, and rinses with water and each other. Demonstrate an understanding of electrical current, transfer of energy and how it affects the skin. Demonstrate application of shampoo, manipulations and rinsing.
- 18.0 Identify and perform hair shaping (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 19.0 Identify and perform hairstyles. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 20.0 Identify and prepare hairpieces, wigs and hair attachments. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 21.0 Identify and perform permanent waving/reconstruction and curl/ chemical relaxing. Identify the proper chemical to be prescribed and understand the way chemicals affect the hair shaft and skin. ~~Be able to~~ Demonstrate proper procedure and application of chemicals.

- 22.0 Identify and apply temporary/semi-permanent ~~and~~ permanent color/~~bleach~~, lightener and specialty color techniques. Identify the proper chemical to be prescribed. Understand the chemicals that affect the hair shaft and skin ~~and be able to describe~~, Identify, measure, and predict chemical reactions. ~~Demonstrate~~ Perform proper ~~procedures including the measurement, mixing~~ procedure and application of chemicals.

Florida Department of Education
Student Performance Standards

Program Title: Cosmetology
Career Certificate Program Number: D500100

Course Number: CSP0009
Occupational Completion Point: A
Grooming and Salon Services Core, Facials and Nails – 225 Hours

01.0 Identify career opportunities. The student will be able to:

01.01 Identify career opportunities within the program's industry sector.

~~01.01~~ 01.02 Identify ~~career employment settings, entrepreneurial opportunities in the grooming, and salon services field.~~ emerging career trends.

01.03 Examine licensing, certification, and credentialing requirements related to the program area.

02.0 Demonstrate ~~the importance of~~ health, safety, and environmental management ~~systems in organizations and their importance to organizational performance and regulatory compliance.~~ practices. The students will be able to:

02.01 Describe personal, workplace, and ~~jobsite~~ regulatory safety rules ~~and regulations~~ that maintain safe and healthy ~~work~~ environments.

02.02 Explain emergency procedures ~~to follow~~ in response to ~~workplace~~ accidents, injuries, fires, and natural disasters.

02.03 ~~Create a disaster~~ Develop and/or implement an emergency response plan.

02.04 Describe and comply with federal and state safety laws including Right-to-Know regulations.

03.0 Employ safe, sanitary ~~and~~ efficient work practices. The student will be able to:

03.01 ~~Using~~ Apply standard/universal ~~precaution, identify decontamination procedures~~ precautions to ~~insure the~~ ensure safety of ~~the client~~ clients and ~~student in the classroom and laboratory~~ students.

03.02 ~~Set~~ Safely set up and operate clean, maintain, and store tools and equipment ~~and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions~~ according to manufacturer's instructions ~~and regulatory requirements.~~

~~03.03 Clean, maintain, and proper storage of implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C.~~

~~03.04~~ 03.03 ~~Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills.~~ Mix, handle, store, and dispose of chemical products according to manufacturer specifications and safety data sheets (SDS).

~~03.05~~ 03.04 ~~Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin and nails through cleanliness, nutrition, and healthful living.~~ Demonstrate knowledge of anatomy, physiology, diseases, and disorders related to the program area.

	03.05 Communicate proper client care, home maintenance, hygiene, nutrition, and wellness practices.
	03.06 Demonstrate professionalism, cultural awareness, and ethical workplace behavior.
04.0	Demonstrate language arts knowledge and skills. The students will be able to:
04.01	Locate, comprehend and evaluate key elements of oral and written information.
04.02	Draft, revise, and edit written documents using correct grammar, ~~punctuation~~ and ~~vocabulary~~ . industry terminology.
04.03	Present information formally and informally for specific purposes and audiences.
05.0	Demonstrate mathematics knowledge and skills. The students will be able to:
05.01	~~Identify math skills as it applies to grooming and salon services.~~ Apply mathematical skills to industry-related tasks (e.g., measurement, ratios, pricing, scheduling).
05.02	~~Demonstrate knowledge of~~ Perform arithmetic operations ~~accurately.~~
05.03	Analyze and apply data and measurements to solve problems ~~and interpret documents.~~
05.04	~~Construct~~ Develop and interpret charts, ~~tables,~~ and graphs ~~using functions and data.~~
06.0	Demonstrate science, knowledge and skills. The students will be able to:
06.01	~~Discuss the role of creativity in constructing scientific questions, methods and explanations.~~ Apply principles of chemistry as related to products and services in the program area.
06.02	~~Formulate scientifically investigable questions, construct investigations, collect and evaluate data and develop scientific recommendations based on findings.~~ Apply principles of anatomy and physiology relevant to services performed.
06.03	~~Identify science as it applies to decontamination~~ Apply principles of microbiology and infection control.
06.04	~~Identify chemistry as it applies~~ Apply scientific reasoning to evaluate products ~~used in the salon,~~ tools, and procedures
	~~06.05 Identify science as it applies to anatomy and physiology.~~
	~~06.06~~ 06.05 Identify science as it applies to principles of electricity ~~and,~~ light therapy ~~to perform appropriate treatment, and related technologies where applicable.~~
07.0	~~Explain the importance of~~ Demonstrate employability ~~skills~~ and ~~entrepreneurship skills.~~ professional development. The students will be able to:
07.01	~~Identify and~~ Demonstrate positive work behaviors ~~needed to be employable, and~~ professional conduct.
07.02	Develop a personal career plan ~~that includes~~ including goals, objectives, and strategies ~~to include re-booking clients to maintain and grow your business.~~
	~~07.03 Examine licensing, certification, and industry credentialing requirements.~~

07.04	~~07.03~~	Maintain a <u>professional and digital</u> career portfolio, ~~including digital portfolio to document knowledge, skills and experience.~~
07.05	~~07.04~~	Evaluate ~~and compare~~ employment <u>and advancement</u> opportunities ~~that match career goals.~~
07.06	~~07.05~~	Identify and exhibit traits for retaining employment. <u>Demonstrate teamwork and collaboration skills.</u>
07.07		~~Identify opportunities and research requirements for career advancement.~~
07.08		~~Research the benefits of ongoing professional development, in all areas of the field to coincide with the current trends of the industry.~~
07.09		~~Examine and describe entrepreneurship opportunities as a career planning option.~~
07.10		~~Project a professional image.~~
07.11		~~Work individually and cooperatively as a member of a homogenous or culturally diverse team.~~
07.12	~~07.06~~	Utilize proper <u>Demonstrate effective</u> verbal and written communication ~~skills applicable to the clients, product knowledge, co-workers and business professionals in the industry~~ <u>professional settings.</u>
07.13		~~Balance personal and professional life.~~
07.14		~~Use and conserve resources and energy.~~
07.15		~~Define entrepreneurship management skills.~~
07.16		~~Describe the importance of entrepreneurship to the American economy.~~
07.17		~~List the advantages and disadvantages of business ownership.~~
07.18	~~07.07~~	~~Identify the~~ <u>Explain entrepreneurship concepts, including</u> risks ~~involved in ownership~~ <u>and rewards</u> of a business <u>ownership.</u>
07.19	~~07.08~~	Identify ~~the necessary personal~~ characteristics of a successful ~~entrepreneur.~~ <u>entrepreneurs.</u>
07.20	~~07.09~~	Identify ~~the~~ business <u>management</u> skills ~~needed~~ <u>necessary</u> to operate a small business ~~efficiently and effectively.~~
07.10		<u>Project and maintain a professional image.</u>
07.11		<u>Demonstrate strategies for balancing personal and professional responsibilities.</u>
07.12		<u>Use and conserve resources responsibly.</u>
08.0		Demonstrate leadership and teamwork skills ~~needed to accomplish team goals and objectives.~~ The students will be able to:
08.01		~~Employ~~ <u>Apply</u> leadership skills to accomplish individual and organizational goals ~~including tracking, monitoring and re-evaluation of goals and objectives.~~

08.02	Establish and maintain effective working relationships ~~with others in order to accomplish objectives and tasks.~~
08.03	~~Conduct and~~ Participate in <u>and conduct</u> meetings ~~to accomplish work tasks.~~ <u>effectively.</u>
08.04	~~Employ~~ <u>Apply</u> mentoring <u>and coaching</u> skills ~~to inspire and teach others~~ <u>where appropriate.</u>
09.0	Demonstrate personal ~~money management concepts, procedures and strategies.~~ <u>financial literacy.</u> The students will be able to:
	<u>09.01 Develop a personal budget and financial goals.</u>
	~~09.01~~ <u>09.02</u> ~~Identify and describe the~~ <u>Describe</u> services and ~~legal~~ responsibilities of financial institutions.
	<u>09.03 Maintain financial records and reconcile statements.</u>
	~~09.02~~ <u>09.04</u> ~~Describe~~ <u>Explain</u> the ~~effect~~ <u>impact</u> of ~~money management~~ <u>financial decisions</u> on personal and career goals.
	~~09.03~~ <u>09.05</u> ~~Develop a personal budget and financial goals.~~ <u>Compare savings and investment options.</u>
10.0	~~Describe the importance of~~ <u>Demonstrate</u> professional ethics and legal responsibilities. The students will be able to:
10.01	Demonstrate ~~working~~ knowledge of ~~current~~ <u>applicable</u> Florida ~~Law, Chapter 477, F.S.~~ <u>Laws and administrative codes regulating the profession.</u>
10.02	Demonstrate ~~an~~ understanding of ~~the modes of transmission~~ infection control, ~~clinical management and prevention of~~ <u>including</u> HIV ~~and /AIDS.~~ <u>education as required by law.</u>
10.03	Evaluate ~~and justify~~ decisions ~~based on~~ <u>using</u> ethical reasoning.
10.04	Evaluate ~~alternative responses to~~ workplace situations based on ~~personal, professional~~ <u>legal</u> , ethical, ~~legal responsibilities~~ and employer policies.
10.05	Identify ~~and explain personal and long term~~ consequences of unethical or illegal ~~behaviors in the workplace.~~ <u>behavior.</u>
10.06	Interpret ~~and explain~~ written organizational policies and procedures.
	~~10.07 Describe "Right to Know" Law as recorded in 29 CFR 1910.1200.~~
11.0	Describe ~~the roles within teams, work units, departments, organizations, inter-~~ organizational <u>and industry</u> systems ~~and the larger environment.~~ The students will be able to:
11.01	Describe ~~the nature and~~ types of business organizations, and ~~the~~ roles of <u>employer and</u> employee ~~vs employer.~~
11.02	Explain the effect of ~~key~~ organizational systems on performance and quality.
11.03	~~List and~~ Describe quality ~~control systems and/or~~ <u>assurance</u> practices common to the ~~workplace.~~ <u>industry.</u>
11.04	Explain the impact of the global economy ~~on business organizations.~~ <u>and industry trends.</u>

12.0	Use information technology ~~tools.~~ <u>application.</u> The students will be able to:
12.01	<u>Use personal information management tools to increase efficiency.</u>
~~12.01~~ 12.02	~~Employ technological tools to expedite workflow including~~ <u>Use</u> word processing, ~~databases, reports,~~ spreadsheets, ~~multimedia presentations, electronic calendar, contacts, email~~ <u>databases,</u> and ~~internet applications.~~ <u>presentation software.</u>
~~12.02~~	~~Employ computer operations applications to access, create, manage, integrate and store information.~~
12.03	Use ~~personal information~~ <u>scheduling, client</u> management ~~(PIM) applications to increase workplace efficiency.~~ <u>and payment processing technologies.</u>
12.04	~~Employ~~ <u>Use</u> collaborative/ ~~groupware applications~~ <u>digital tools</u> to ~~facilitate group work.~~ <u>support teamwork.</u>
13.0	Solve problems using critical thinking ~~skills,~~ creativity, and innovation. The students will be able to:
13.01	~~Employ~~ <u>Apply</u> critical thinking skills independently and ~~in teams to solve problems and make decisions, including the impact of the industry on the environment.~~ <u>collaboratively.</u>
13.02	~~Employ critical thinking and~~ <u>Resolve conflicts using effective</u> interpersonal skills ~~to resolve conflicts.~~
13.03	~~Identify~~ <u>Establish, monitor,</u> and ~~document workplace~~ <u>evaluate</u> performance goals ~~and monitor progress toward those goals.~~
13.04	Conduct technical research to ~~gather information necessary for~~ <u>support</u> decision-making.
14.0	Use oral and written communication skills ~~in creating, expressing and interpreting information and ideas.~~ The students will be able to:
14.01	~~Select and employ~~ <u>Apply</u> appropriate communication ~~concepts and strategies to enhance oral and written communication in the workplace.~~ <u>professional settings.</u>
14.02	~~Locate,~~ Organize and reference ~~written~~ information from ~~various~~ <u>multiple</u> sources.
14.03	~~Design, develop and~~ Deliver formal and informal presentations ~~using appropriate media to engage and inform diverse audiences.~~
14.04	Interpret verbal and nonverbal ~~cues/behaviors that enhance~~ communication.
14.05	Apply active listening skills ~~to obtain and clarify information.~~
14.06	~~Exhibit~~ <u>Demonstrate customer service and</u> public relations skills ~~that aid in achieving customer satisfaction.~~
14.07	<u>Develop and interpret</u> ~~tables and charts~~ <u>visual data</u> to support ~~written and oral communications.~~ <u>communication.</u>
15.0	Demonstrate the practice of performing manicures, pedicures and ~~apply~~ <u>applying</u> artificial nails/nail wraps identifying the proper procedure and application of chemicals ~~(students are only required to perform 20 nails procedures to obtain a cosmetology license, refer to~~ <u>Evaluate performance based on competency</u> rule 61G5-22.0125, F.A.C.) ~~.~~ The student will be able to:
15.01	Clean ~~and, disinfect,~~ maintain, ~~and properly store~~ implements by using ~~appropriately mixed chemicals (appropriate~~ EPA ~~approved and registered~~ hospital ~~grades)~~ <u>grade disinfectant</u> and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C. Assemble, set up and operate equipment according to manufacturer's instructions.

15.02	Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail. ~~Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail.~~
15.03	Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail.
15.04	Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails.
15.05	Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions.
15.06	Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions.
15.07	Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet.
15.08	Prepare the natural nail for the application of an artificial nail by utilizing knowledge of anatomy of nails and hands and product reaction on the nails.
15.09	Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions.
15.10	Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails and chemistry of products and their effect on the skin and nails.
15.11	Demonstrate the correct application procedure of nail forms and caps by following all safety and sanitation procedures.
15.12	Correctly apply artificial material to the natural nail following all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements, equipment and knowledge of angles and shapes to mold into a natural looking nail. Follow all manufacturers' directions.
15.13	Following all manufactures directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and or to the full natural nail. Demonstrate knowledge of diseases and disorders of the nail and relationships of size to mold the artificial nail into a natural looking nail.
15.14	Following the manufacturer's directions and knowledge of safety procedures, demonstrate knowledge of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail.
15.15	Applying knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client. Demonstrate ability create artful scenes on a minute surface.
15.16	Demonstrate knowledge of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance.
16.0	Perform facials, manipulation and related massage, make-up, hair removal and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals ~~(students are only required to perform 10 facial procedures to obtain a cosmetology license, refer to~~ <u>Evaluate performance based on competency</u> rule 61G5-22.006, F.A.C). The student will be able to:

16.01	Choose <u>and assemble</u> the ~~proper~~ <u>appropriate</u> supplies, products, and equipment based on skin analysis and client consultation ~~and adhere to client privacy policies.~~
16.02	Demonstrate knowledge of action and reaction of chemical products used for the ~~cleansing of the face and neck.~~ <u>facial treatment.</u>
16.03	Demonstrate knowledge of available treatments <u>including manual extractions</u> and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client.
16.04	Demonstrate ability and knowledge to ~~properly do a final cleansing of~~ <u>correctly treat</u> the face, <u>neck</u> and ~~neck~~ <u>décolleté</u> using product knowledge of reactions to chemicals on the different ~~textures of skin~~ <u>types and conditions</u> .
16.05	Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur. <u>as per manufactures directions.</u>
16.06	Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur.
16.07	Shape eyebrows by tweezing ~~and~~ , waxing, <u>threading and sugaring</u> incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs.
16.08	<u>Demonstrate competence in performing various hair removal techniques including tweezing, waxing, threading, and/or sugaring using safety and sanitary.</u>
16.09	<u>Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires. Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias. Use active listening to communicate with the client and understanding of factors that influence the determination of strategies necessary to meet individual client needs.</u>
16.10	<u>Perform a color analysis and determine ideal facial shape.</u>
~~16.08~~ 16.11	Apply <u>basic, corrective, evening and/or glamour</u> make-up based on ~~the~~ client's needs and desires, using proper safety procedures and appropriate application procedures and products; and utilizing knowledge of color theory and chemical reactions to the skin before application.
~~16.09~~	~~Identify bone structure, face shapes and fashion trends to fulfill client's needs and desires.~~
~~16.10~~ 16.12	Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G-5.002 (2), F.A.C., and dispose of "single use" items.

Course Number: COS0002

Occupational Completion Point: A

Cosmetologist and ~~Hairdresser~~ Hairstylist 1 – 300 Hours

17.0	Identify shampoo/hair conditioners and scalp treatments. Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders. Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners and rinses with water and each other. Demonstrate an understanding of electrical current, transfer of energy and how it affects the skin. Demonstrate application of shampoo, manipulations and rinsing. <u>Evaluate performance based on competency</u> . The student will be able to:
17.01	Prepare the client for service <u>following infection control standards while using proper draping techniques.</u>

17.02	Analyze and evaluate the hair's chemical composition and structure.
17.03	Identify different compositions of shampoos. Utilize problem-solving skills to determine the appropriate products and applications and communicate an understanding of factors that influence the choice of products to meet client's needs.
17.04	~~Understand~~ <u>Identify</u> the chemical reaction of the shampoo molecule on the hair and scalp and utilize proper manipulations.
17.05	Rinse shampoo thoroughly from hair and scalp. ~~Understand~~ <u>Recognize</u> the chemical reaction of shampoo with water composition, temperature and electrostatic force of each.
17.06	Identify different compositions of conditioners. Utilize problem solving skills determine the appropriate products and applications to communicate an understanding of factors that influence the choice of products to meet client's needs.
17.07	Apply treatment or conditioner according to manufacturer's directions.
17.08	Demonstrate the proper manipulation based on the scalp analysis and client consultation.
17.09	~~Have working~~ <u>Demonstrate</u> knowledge of the effects of electricity and light as it deals with the scalp chemically and physically.
17.10	~~Application, processing~~ <u>Apply process</u> , and ~~removal~~ <u>remove</u> of all types of ~~conditioner~~ <u>conditioners</u> including bond building repair pre/post treatments, ~~if required~~ . ~~Understand~~ . <u>Identify</u> the chemical reaction of conditioners/treatments with the water, manufacturing recommendations, and client's needs.
18.0	Identify and ~~perform~~ <u>achieve various</u> hair ~~shaping~~ <u>shapings</u> (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs. The student will be able to:
18.01	Select and utilize hair cutting implements and techniques using scissors, razors, clippers, texturizing implements and utilizing universal precautions. Select proper implements, identify implement parts and utilize implements properly by using knowledge of hair structure and condition of the hair.
18.02	~~Make~~ <u>Develop</u> a ~~decision~~ <u>plan</u> using active listening and knowledge of hair to determine desired implementation and results. Divide the head into sections according to head structure of client for desired haircut (dry/wet). Use appropriate elevation and proceed with hair cut to obtain desired results (solid form, graduated, layered, over-directed and combinations thereof).
18.03	Edge and clean neckline using the bone structure of the head and texture of the hair to the appropriate shape and length, using the razor, clipper or scissors.
18.04	<u>Cross-</u> Check completed haircut for blends by analyzing the relationship between the hairs remaining on the client's head to the stature of the client using the different degree of elevation of hair.
18.05	~~Decontaminate~~ <u>Disinfect</u> , and maintain cutting implements using appropriately mixed ~~chemicals~~ (EPA approved and hospital grade) ~~and disinfectant~~ following the manufacturer's directions ~~and~~ <u>while following</u> the procedure for decontamination and proper storage of tools per 61G5-22.005, F.A.C.

Course Number: COS0003**Occupational Completion Point: A****Cosmetologist and ~~Hairdresser~~Hairstylist 2 – 300 Hours**

19.0	Identify and perform hairstyles. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing hairstyles on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs. Evaluate performance based on competency . The student will be able to:
19.01	Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs by demonstration of knowledge of planes, angles, anatomy and law of color.
19.02	Perform “wet set” using principles of design (i.e., hair sculpturing, rollers and finger waves).
19.03	Set up equipment and perform thermal styling using blow dryers, flat irons, curling irons, crimping irons, pressing combing, using principles of design.
19.04	Demonstrate the principles of styling the client's hair utilizing knowledge of anatomy, angles and planes in "combing-out" various hairstyles.
19.05	Demonstrate knowledge of braiding natural hair techniques by utilizing knowledge of anatomy and mathematics.
19.06	Demonstrate ability in styling individual hairpieces by utilizing knowledge of chemistry, angles and planes.
20.0	Identify and prepare hairpieces, wigs and hair attachments. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs. The student will be able to:
20.01	Determine and identify the geometric shapes of artificial hair, including wigs and hairpieces. Calculate the relationships of color theory and its chemical make-up necessary to achieve the desired result.
20.02	Measure client's head form as it relates to the similarity and proportionality of the individual wig or hairpiece.
20.03	Cleanse and cut artificial hair utilizing chemical theory and practical application necessary to achieve the desired result.
20.04	Secure and intertwine artificial hair to the scalp or hair using chemical bonding compound or by interlocking with a needle or hook to achieve the desired style.
20.05	Demonstrate ability to create hairstyles by incorporating, attaching and blending hairpieces into the desired hairstyle.

Course Number: COS0009**Occupational Completion Point: A****Cosmetologist and ~~Hairdresser~~Hairstylist 3 – 375 Hours**

21.0	Identify and perform permanent waving, reconstructed curl and chemical relaxing. Identify the proper chemical to be prescribed and understand the way chemicals affect the hair shaft and skin. ~~Be able to~~ Demonstrate proper procedure and application of chemicals. Evaluate based on competency . The student will be able to:

21.01	Analyze scalp and hair for skin or hair disease or disorders to avoid adverse reaction and determine that proper chemical for the client.
21.02	<u>Demonstrate the proper procedure for chemical service draping and identify the necessary precautions needed to be taken to maintain safety for the client for the duration of the procedure.</u>
~~21.02~~ 21.03	Select appropriate solution and strength, by measuring and mixing, according to hair texture and desired results.
~~21.03~~ 21.04	Demonstrate knowledge of chemical and physical changes.
~~21.04~~ 21.05	Demonstrate knowledge of possible adverse chemical reactions to the skin. Apply a protective barrier cream to avoid client injury.
~~21.05~~ 21.06	Apply the proper chemicals required for a re-arranger or chemical relaxer to achieve desired result.
~~21.06~~ 21.07	Demonstrate knowledge of the chemical reaction of chemical relaxer, reconstructive curl and smoothing treatments to determine the necessary processing time.
~~21.07~~ 21.08	Read, analyze and perform rinsing or shampooing as per manufacturer's instructions to avoid adverse chemical reactions.
~~21.08~~ 21.09	Demonstrate knowledge of the proper selection of rods and wrapping techniques to achieve desired results.
~~21.09~~ 21.10	Demonstrate the ability to apply the processing solution for the appropriate time and perform test curl.
~~21.10~~ 21.11	Demonstrate the ability to rinse, blot, shampoo and/or neutralize all chemical solutions.
~~21.11~~ 21.12	Demonstrate the ability to remove rods and apply knowledge of chemicals to condition, normalize and style hair to the desired result and to record the results.
~~21.12~~ 21.13	Demonstrate chemical knowledge and application of leave-in treatments and record the results.
22.0	Identify and apply temporary, semi-permanent, permanent color, lightener and specialty color techniques. Identify the proper chemical to be prescribed. Understand the chemicals that affect the hair shaft and skin. Identify, measure, and predict chemical reactions. Demonstrate proper procedure and application of chemicals. The student will be able to:
22.01	Perform an FDA mandated patch test (predisposition, skin, and allergy test), to determine client sensitivity to product. Decide whether to apply patch test and use appropriate application procedure. Mix chemicals following manufacturer's directions.
22.02	Demonstrate the practice of effective draping of the client to ~~insure~~ ensure safety in the workplace and community. Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
22.03	Describe, observe, identify and analyze the functions, structures, diseases and disorders of the scalp and hair.
22.04	Analyze the hair's texture, density, elasticity, porosity and condition to determine the appropriate solutions needed to perform the service and obtain the desired results. Select and assemble all needed materials after analysis.
22.05	Divide the hair into appropriate sections to visualize the scalp for proper application of product.

<u>22.06</u> <u>Analyze and differentiate among temporary, semi-permanent, demi-permanent, and permanent hair color types, including their chemical compositions, applications, and appropriate uses. Demonstrate the ability to apply each color type individually or in combination to create desired color effects and meet client needs.</u>
~~22.06~~ <u>22.07</u> Mix, if required, and apply appropriate color, toner, and/or bleach according to manufacturer's directions. Use proper safety equipment to safeguard the student, operator and client.
~~22.07~~ <u>22.08</u> Perform a strand test to determine desired color using proper procedures. Follow all safety and sanitation procedures.
~~22.08~~ <u>22.09</u> Identify and perform specialty-coloring techniques using the knowledge of ratios and proportions to analyze the density and texture of the client's hair and determine the techniques needed to properly section and apply product. <u>to achieve desired outcome..</u>
~~22.09~~ <u>22.10</u> Choose the appropriate shampoo to cleanse the hair using knowledge of shampoo chemistry before or after applying color according to manufacturer's instructions. Remove unwanted color stains on the skin if needed using appropriate products and complete the client consultation data.
~~22.10~~ <u>22.11</u> Analyze the hair to determine if a conditioner or normalizing conditioner, bond building repair is needed either before, during, or after shampooing using the knowledge of the chemistry of conditioners. Follow manufacturer's directions. Complete the client consultation 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)

~~SkillsUSA 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.

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.

Basic Skills

In Career Certificate Programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Computation (Mathematics) and Communications (Reading and Language Arts). These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02, Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01, F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College System Institution must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91, F.S.

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: Advanced Esthetics
Program Type: Career Preparatory
Career Cluster: Human Services

Career Certificate Program

Program Number	D500200	
CIP Number	0612040902	
Grade Level	30, 31	
Program Length	600 hours	
Teacher Certification	Refer to the Program Structure section.	
CTSO	SkillsUSA	
SOC Codes (all applicable)	For program SOC codes, please see the ~~CIP to SOC Crosswalk located at~~ Program and Course Tables section of the link CTE Program Resources page linked below.	
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 8	Communications (Reading and Language Arts): 8

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 Human 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 Human Services career cluster.

A student completing the Advanced Esthetics program is prepared for employment as a licensed Facials/Skin Care Specialist within the spa industry, medical offices including dermatologic and plastic surgeons, and the new medi-spa industry. The program is designed for registered Facials/Skin Care Specialist who would like to add training to update their skills and become current with the new trends in the field of esthetics. It will help meet rising consumer demand for personalized care and therapeutic treatment by highly skilled skin care professionals.

The content includes, but is not limited to: communication, leadership, human relations, and employability skills; safe and efficient work practices; Florida cosmetology law and rules; spa therapies; chemical peels; exfoliators; microdermabrasion equipment; advanced esthetics; advanced European treatments; and esthetics chemistry. Students will also become familiar with appropriate medical terminology and first aid. Nutrition and its effects on the body and appearance will also be studied.

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

Program Structure

This program consists of ~~a~~one occupational completion point. ~~Students must complete the core,~~ or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
A	CSP0105	Advanced Skin Care I	COSMETOL @7 7 G FACIAL TEC 7 G	150 hours
	CSP0106	Advanced Skin Care II		150 hours
	CSP0264	Facial Treatments		150 hours
	CSP0930	Specialty Topics		60 hours
	CSP0505	Ethical Business Practices		30 hours
	CSP0940	Internship		60 hours

This program is designed for registered Facials/Skin Care Specialist within the State of Florida who wish to enhance their skillset in order to be employable by the spa industry, medical offices including dermatology and plastic surgery, and the new Medi spa industry.

CommonFlorida'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.

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

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

<u>11.03 Curate a professional portfolio that includes work products.</u>
<u>11.04 Prepare for and experience a mock job interview.</u>
<u>12.0 Cultivate and leverage relationships to professionally advance.</u>
<u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>12.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>12.03 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 Demonstrate knowledge and understanding of principles found in advanced bacteriology.
- 02.0 Demonstrate knowledge and understanding of advanced electrical equipment and their usage and purpose within the esthetics field.
- 03.0 Demonstrate understanding of the field of advanced techniques and procedures with emphasis on medical terminology and bodily health.
- 04.0 Demonstrate a clear understanding of cosmetic surgery and the esthetician.
- 05.0 Demonstrate a clear understanding of Botox®, dermal fillers and sclerotherapy.
- 06.0 Demonstrate and have a working knowledge of how to build your medi spa business.
- 07.0 Demonstrate advanced knowledge of skin and its physiology and histology as a basic requirement of knowledge for the advanced skin care professional.
- 08.0 Demonstrate the usage of products in the field of advanced esthetics.
- 09.0 Demonstrate the techniques, precautions and procedures of mask application.
- 10.0 Demonstrate understanding of the field of microdermabrasion techniques, precautions and procedures.
- 11.0 Demonstrate competence in the field of chemical peel techniques, precautions, and procedures.
- 12.0 Demonstrate a strong foundation of treatment plans for individual client needs which ensures an optimal outcome in skin care.
- 13.0 Demonstrate understanding of specialty topic, their legal and regulatory implications, and be able to apply this knowledge in the work setting.
- 14.0 Develop entrepreneurial business practices.
- 15.0 Demonstrate working knowledge of the industry itself.

**Florida Department of Education
Student Performance Standards**

Program Title: **Advanced Esthetics**
Career Certificate Program Number: **D500200**

Course Number: -CSP0105
Occupational Completion Point: -A
Advanced Skin Care I (Esthetician) – 150 Hours

01.0	Demonstrate knowledge and understanding of principles found in advanced bacteriology. The student will be able to:
01.01	Demonstrate basic understanding of the importance of sanitary precautions in the work environment.
01.02	Demonstrate basic knowledge of bacteria according to State Board of Cosmetology. Using universal/standard precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory (NOTE: staph and MRSA must be reviewed).
01.03	Students will be able to follow procedures for decontamination of tools per 61G5-22.002, F.A.C.
01.04	Be able to prepare clients and assemble sanitized materials.
01.05	Describe, observe, identify, and analyze the functions, structures, and diseases and disorders of skin.
01.06	Demonstrate and communicate to the client the proper care of skin, through cleanliness, nutrition, and healthy living.
01.07	Apply teamwork procedures and social skills in following the rules for professional ethics.
01.08	Demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills.
02.0	Demonstrate knowledge and understanding of advanced electrical equipment and their usage and purpose within the esthetics field. The student will be able to:
02.01	Explain the principles of electricity as used within the esthetics field.
02.02	Have a clear understanding of electric modalities and benefits.
02.03	Be able to identify appropriate equipment based on the identification of bone structure, face shapes, and fashion trends to fulfill client's needs and desires.
02.04	Have a clear understanding of the proper use of equipment and proper treatment protocols concerning advanced care.
02.05	Be able to set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared rays).
02.06	Have a clear understanding of the safety and the use of all equipment and machines in a medi spas environment.
02.07	Describe the effects of electricity and light as it deals with the skin chemically and physically.

02.08	Define the basics of atoms, neutrons, and electrons as it applies to the esthetics field.
02.09	Explain the difference between mechanical and chemical exfoliation medical grades.
02.10	Have a clear working knowledge of galvanic and iontophoresis of serum concentrates.
02.11	Have a clear working knowledge of high frequency applications and techniques.
02.12	Demonstrate an understanding of advanced face and body treatments in accordance with state guidelines.
02.13	Utilize problem-solving skills to determine the proper procedure to meet client's needs.
03.0	Demonstrate understanding of the field of advanced techniques and procedures with emphasis on medical terminology and bodily health. The student will be able to:
03.01	Develop an understanding of and place in context with the esthetics industry a brief history of medicine.
03.02	Develop an understanding of some major contributions to the medical field involving issues within the esthetics industry.
03.03	Know the history of medical terminology as it pertains to the esthetics industry.
03.04	Understand and identify common drug side effects used within the esthetics industry.
03.05	Demonstrate an understanding of how prescription and illegal drugs affect the skin.
03.06	Demonstrate the effect of drugs on skin conditions such as acne and how others can cause dryness and allergic reactions on the skin's surface.
03.07	Explain to clients the effects of drugs and how they interfere with the body's intake of oxygen thus effecting healthy cell growth.
03.08	Explain the effect of lifestyles and the impact on the health of the skin.
04.0	Demonstrate a clear understanding of cosmetic surgery and the esthetician. The student will be able to:
04.01	Identify and demonstrate a clear understanding of post- and pre-op surgical procedures under a physician's supervision.
04.02	Identify which procedures a Facial/Skin Care Specialist by Florida Statute/Rule can perform under a doctor's supervision.
04.03	Identify surgical procedures that can be performed by plastic surgeons and dermatologists only.
04.04	Understand and apply protocols involved with patient recovery.
04.05	Understand and apply working knowledge of wound care for proper healing of surgical procedures.
04.06	Explain career opportunities that are available in the medi spas side of esthetics.

05.0	Demonstrate a clear understanding of Botox®, dermal fillers, and sclerotherapy. The student will be able to:
05.01	Explain the history and benefits of Botox® and other dermal fillers.
05.02	Explain the importance of training as it pertains to Botox® and dermal fillers.
05.03	Identify the licensure and liability issues associated with Botox® and other injectables.
06.0	Demonstrate and have a working knowledge of how to build your medi spas business. The student will be able to:
06.01	Identify and define a medi spas clinical setting and the services that are performed in that setting.
06.02	Understand the importance of innovation within the medi spas industry.
06.03	Describe how medi spas integrate surgical and nonsurgical procedures.
06.04	Describe how medi spas monitor patient recovery.
06.05	Discuss how medi spas organize and monitor medi spas treatments and which must be under the care and supervision of a physician.
06.06	Explain the licensure and liability issues associated with the medi spas industry and how corporations use this industry for preventative care options.

Course Number: -CSP0106**Occupational Completion Point: -A****Advanced Skin Care II (Esthetician) – 150 Hours**

07.0	Demonstrate advanced knowledge of skin and its physiology and histology as a basic requirement of knowledge for the advanced skin care professional. The student will be able to:
07.01	Demonstrate advanced knowledge of skin, its physiology and histology.
07.02	Be able to identify and explain the basic layers of the skin.
07.03	Be able to identify the effects of hormones on the skin.
07.04	Describe the function of the skin and how it gets its color through melanin.
07.05	Define and have an understanding of collagen and elasticity.
07.06	Demonstrate a clear understanding of the dermatological treatment of sun damage and sun protection of the skin.
07.07	Explain the aging process of the skin.
07.08	Have a clear understanding of free radical damage.

07.09	Be able to identify the structures, functions and disorders of the skin and be able to advise on a wide variety of appropriate protocols.
07.10	Distinguish between different types of chronic disorders of the skin and suggestions on appropriate protocols.
07.11	Describe the changes in skin (normal, oily, dry, and combination) in advanced skin care protocols.
08.0	Demonstrate the usage of products in the field of advanced esthetics. The student will be able to:
08.01	Identify skin type and aging classifications with treatment plans in mind for proper protocol specific to both male and female clients.
08.02	Describe the basic products used in advanced facials.
08.03	Recognize and understand the benefits of many ingredients.
08.04	Understand product chemistry and product components in formulating advanced skin care products.
08.05	List and describe the main categories of advanced professional skin care products, e.g. derma fillers, medical grade chemical peels, keratolytic agents, etc.
08.06	Be able to understand and apply different product formulations for different skin types.
08.07	Explain FDA regulations regarding cosmetic claims and product safety.
08.08	Have a clear understanding of the history of aromatherapy and spa therapies.
08.09	Be able to appropriately use aromatherapy oils.
08.10	Know and apply safety precautions regarding use of aromatherapy oils within the esthetics industry.
09.0	Demonstrate the techniques, precautions and procedures of mask application. The student will be able to:
09.01	Demonstrate a clear understanding of mask application.
09.02	Communicate skills and knowledge of mask treatment protocols to others.
09.03	Demonstrate preparation and procedures for advanced facial mask techniques.
09.04	Identify treatments for different skin conditions which include dryness, oiliness, or redness and the appropriate mask formula which will work best for these skin types.
09.05	Understand contraindications and indications of facial treatments with the use of masks.
09.06	Be able to describe, observe, identify and analyze the functions, structures, and diseases and disorders of skin.
09.07	Have a clear understanding of sanitization and sterilization in reference to advanced mask (e.g., medical-grade) usage and safety procedures for all forms of decontaminations and autoclave.

09.08	Using universal/standard precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory.
09.09	Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions.
09.10	Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per 61G5-22.002, Florida Administrative Code (F.A.C.).
09.11	Demonstrate and communicate to the client the proper care of skin through cleanliness, nutrition, and healthy living.
10.0	Demonstrate understanding of the field of microdermabrasion techniques, precautions and procedures. The student will be able to:
10.01	Summarize the history of microdermabrasion.
10.02	Understand the value of clinical training for microdermabrasion.
10.03	Know and apply the Florida Administrative Code (F.A.C.), regulations and insurance requirements for licensure which apply to equipment used in the field of microdermabrasion.
10.04	Know and be able to apply indications, applications, contraindications, and mechanism of action of microdermabrasion.
10.05	Understand the benefits of the use of microdermabrasion and patient recovery time under physician care.
10.06	Be able to identify various career options available with microdermabrasion.
10.07	Understand how professional ethics apply to the field of microdermabrasion treatments.
10.08	Demonstrate a working knowledge in Microdermabrasion applications, safety, and procedures.
11.0	Demonstrate competence in the field of chemical peel techniques, precautions, and procedures. The student will be able to:
11.01	Know and apply indications, applications, contraindications, and mechanisms of action of chemical peeling agents that are medical grade.
11.02	Identify chemical peel classifications in terms of peel depth.
11.03	Understand and apply the principles of patient selection, pre- and post-treatment precautions, and treatment alternatives for chemical peels.
11.04	Understand and be able to implement clinical protocols for the following chemical peeling agents to obtain optimal results with medical grade retinoic acid, enzyme peels, alpha hydroxy acid, beta hydroxy acid, and trichloroacetic acid.
11.05	Prevent and manage chemical peel complications, types of wounds and compromises.
11.06	Demonstrate a clear understanding of post- and pre-opt surgical procedures under a physician's supervision.
11.07	Be able to identify various career options available with chemical peels.
11.08	Understand and be able to advise and act ethically with clients regarding chemical peels.

Course Number: -CSP0264

Occupational Completion Point: -A

Facial Treatments (Esthetician) – 150 Hours

12.0 Demonstrate a strong foundation of treatment plans for individual client needs which ensures an optimal outcome in skin care. The student will be able to:

12.01 Discuss the importance and the advantages of giving a facial without the aid of machines in the salon for cost effectiveness.

12.02 Explain the procedures that can be done in the salon with the different types of skin and benefits of each.

12.03 Discuss the benefits for having a strong foundation of step-by-step procedures for each skin type and to be able to meet individual needs.

12.04 Demonstrate the treatment protocol for dry skin.

12.05 Demonstrate the treatment protocol for normal skin.

12.06 Demonstrate the treatment protocol for oily skin.

12.07 Demonstrate the treatment protocol for acne skin.

12.08 Demonstrate the treatment protocol for mature and aging skin.

12.09 Demonstrate the treatment protocol for combination skin.

12.10 Demonstrate the treatment protocol for couperose skin.

12.11 Demonstrate the treatment protocol for skin that is affected by rosacea.

12.12 Demonstrate the treatment protocol for males.

12.13 Demonstrate the treatment protocol for ethnic skin.

Course Number: -CSP0930

Occupational Completion Point: -A

Specialty Topics (Esthetician) – 60 Hours

13.0 Demonstrate understanding of specialty topic, their legal and regulatory implications, and be able to apply this knowledge in the work setting. The student will be able to:

13.01 Explain the importance of the specialty topic such as permanent make-up and other related specialties in the industry.

13.02 Explain the benefits to clients of the specialty topic.

13.03	Explain the legal and regulatory issues involved with the specialty topic.
13.04	Explain the indications and contraindications of use of the specialty topic on clients.
13.05	Demonstrate competences and techniques in specialty topics such as air brush make-up, spray tans, body wraps, and spa techniques.
13.06	Demonstrate an understanding of any safety precautions involved with the specialty topic.
13.07	Explain economic or business decisions involved with the specialty topic. - Identify career opportunities involved with the specialty topic. - Describe any personal or salon safety rules impacted by the specialty topic.

Course Number: -CSP0505
Occupational Completion Point: -A
Ethical Business Practices (Esthetician) – 30 Hours

14.0	Demonstrate a fundamental understanding product management and sales with business principles. The student will be able to:
14.01	Understand and apply appropriate product management and sales techniques with a client.
14.02	Demonstrate understanding of business promotion.
14.03	Demonstrate understanding of environmental and safety regulations involved with this industry.
14.04	Demonstrate knowledge and principles of staff management and ethical behaviors.
14.05	Demonstrate knowledge and application of products.
14.06	Understand and implement marketing strategies which lead to business growth.
14.07	Understand similarities and differences between traditional salons, spas, and medi spas.
14.08	Describe the importance of entrepreneurship to the American economy.
14.09	List the advantages and disadvantages of business ownership.
14.10	Identify the risks involved in ownership of a business.
14.11	Identify the necessary personal characteristics of a successful entrepreneur.
14.12	Define entrepreneurship-management skills.
14.13	Identify the business skills needed to operate a small business efficiently and effectively.

Course Number: -CSP0940
Occupational Completion Point: -A
Internship (Esthetician) – 60 Hours

15.0	Demonstrate working knowledge of the industry itself. The student will be able to:
15.01	Demonstrate high level of work place skills to potential employers.
15.02	Demonstrate readiness for advanced positions within the esthetics industry.
15.03	Demonstrate effective communication skills with clients and others that allow the client to understand the factors that influence the determination of treatment strategies necessary to meet his/her needs.
15.04	Acquire additional skills as the industry changes and matures.

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)

~~SkillsUSA 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.

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.

Basic Skills

In Career Certificate Programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Computation (Mathematics) and Communications (Reading and Language Arts). These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02, Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01, F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College System Institution must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91, F.S.

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: Barbering
Program Type: Career Preparatory
Career Cluster: Human Services

Career Certificate Program

Program Number	I120403	
CIP Number	0612040202	
Grade Level	30, 31	
Program Length	900 hours	
Teacher Certification	Refer to the Program Structure section.	
CTSO	SkillsUSA	
SOC Codes (all applicable)	For program SOC codes, please see the ~~CIP to SOC Crosswalk located at~~ Program and Course Tables section of the link CTE Program Resources page linked below.	
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 9	Communications (Reading and Language Arts): 9

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 Human 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 Human Services career cluster.

The purpose of this program is to prepare students for employment as barbers. Instruction is designed to qualify students for employment upon successfully passing the Florida Barber License Examination.

The content includes but is not limited to communication skills, leadership skills, human relations skills and employability skills, safe and efficient work practices; Florida barber law and rules, knowledge of barbering and its related chemistry, bacteriology, anatomy and physiology; development of skill in performing the manipulative technique required in the practice of barbering.

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 one occupational completion point.

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
A	COS0160	Barber 1A	BARBERING 7 G	320 hours
	COS0161	Barber 2A		150 hours
	COS0162	Barber 3A		300 hours
	COS0163	Barber 4A		130 hours

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation, Florida Barbers' Board.

Please refer to 61G3-16.001, F.A.C., for educational and training requirements.

61G3-16.001, F.A.C.

1. Florida Laws and Rules	225 Hours
2. Safety, Sanitation, and Sterilization	270 Hours
3. Hair Structure and Chemistry	90 Hours
4. Hair Cutting a. Taper Cuts I. Freehand II. Shear over comb III. Clipper over comb b. Style Cuts (to include blow drying)	135 Hours
5. Shampooing	45 Hours
6. Chemical Services to include permanent weaving, color and bleaching, and hair relaxing and curling	90 Hours
7. Shaving, Beard and Mustache Trimming	45 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.~~

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.

<u>02.0 Design a solution to an industry problem.</u>
<u>02.01 Use critical thinking.</u>
<u>02.02 Use creativity.</u>
<u>02.03 Make sound decisions.</u>
<u>02.04 Solve problems.</u>
<u>02.05 Reason.</u>
<u>02.06 Plan and organize.</u>
<u>03.0 Manage resources within an industry project</u>
<u>03.01 Manage time.</u>
<u>03.02 Manage money or resources.</u>
<u>03.03 Manage materials.</u>
<u>03.04 Manage personnel.</u>
<u>04.0 Oversee the subcomponents, operations and output of a technical or organizational system.</u>
<u>04.01 Manage systems.</u>
<u>04.02 Monitor systems.</u>
<u>04.03 Improve systems.</u>
<u>05.0 Use information for decision making.</u>
<u>05.01 Locate information.</u>
<u>05.02 Organize information.</u>
<u>05.03 Use information.</u>
<u>05.04 Analyze information.</u>
<u>05.05 Communicate information.</u>
<u>06.0 Apply relevant technology to workplace scenarios to aid productivity.</u>
<u>06.01 Use technology.</u>
<u>07.0 Interpret and express interpersonal communication.</u>
<u>07.01 Communicate verbally.</u>
<u>07.02 Listen actively.</u>

<u>07.03 Comprehend written material.</u>
<u>07.04 Convey information in writing.</u>
<u>07.05 Communicate nonverbally.</u>
<u>07.06 Interpret nonverbal communication.</u>
<u>08.0 Interact with others to accomplish workplace goals.</u>
<u>08.01 Collaborate with others in a team.</u>
<u>08.02 Respond to customer needs.</u>
<u>08.03 Exercise leadership.</u>
<u>08.04 Negotiate to resolve conflict.</u>
<u>08.05 Respect others.</u>
<u>09.0 Manage personal behavior to maximize productivity and professional growth.</u>
<u>09.01 Demonstrate responsibility and self-discipline.</u>
<u>09.02 Adapt and show flexibility.</u>
<u>09.03 Work independently.</u>
<u>09.04 Demonstrate a willingness to learn.</u>
<u>09.05 Demonstrate integrity.</u>
<u>09.06 Demonstrate professionalism.</u>
<u>09.07 Take initiative.</u>
<u>09.08 Display positive attitude.</u>
<u>09.09 Take responsibility for professional growth.</u>
<u>Job Attainment</u>
<u>10.0 Find, assess and apply to job opportunities.</u>
<u>10.01 Identify online job posts relevant to his or her career aspirations.</u>
<u>10.02 Compare and contrast the job posts' required qualifications, job duties, compensation, benefits and employers.</u>
<u>10.03 Define what information, documentation and writing prompts are required for the positions.</u>
<u>11.0 Communicate personal competence, character and fit for a job opportunity.</u>
<u>11.01 Develop a resume.</u>

<u>11.02 Write a cover letter.</u>
<u>11.03 Curate a professional portfolio that includes work products.</u>
<u>11.04 Prepare for and experience a mock job interview.</u>
<u>12.0 Cultivate and leverage relationships to professionally advance.</u>
<u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>12.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>12.03 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 ~~01.0~~—Demonstrate safe, sanitary and efficient work practices.
- 02.0 ~~02.0~~—Identify and perform shampoo/hair conditioners and scalp treatment.
- 03.0 ~~03.0~~—Identify and perform trimming/shaping of hair (cutting) with the use of scissor, clipper, and razor.
- 04.0 ~~04.0~~—Identify and perform hairstyles.
- 05.0 ~~05.0~~—Identify and perform mustache and beard design.
- 06.0 ~~06.0~~—Demonstrate shaving the face.
- 07.0 ~~07.0~~—Demonstrate appropriate understanding of basic science.
- 08.0 ~~08.0~~—Identify and perform facial treatments.
- 09.0 ~~09.0~~—Demonstrate knowledge of professional development (employability skills).
- 10.0 ~~10.0~~—Demonstrate knowledge of Florida law and State Board requirements.
- 11.0 ~~11.0~~—Demonstrate an understanding of entrepreneurship.
- 12.0 ~~12.0~~—Identify and prepare hairpieces, wigs and hair attachments.
- 13.0 ~~13.0~~—Identify and perform permanent wave/reconstruction curl/chemical relaxing.
- 14.0 ~~14.0~~—Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques.

**Florida Department of Education
Student Performance Standards**

Program Title: **Barbering**
Career Certificate Program Number: **I120403**

Course Number: COS0160
Occupational Completion Point: A
Barber 1A – 320 Hours

01.0	Demonstrate safe, sanitary and efficient work practices. The student will be able to:
01.01	Observe and apply sanitation and shop safety rules and practices in all skill procedures.
01.02	Set up and operate equipment and utilize materials.
01.03	Analyze and recognize hair, skin and scalp conditions.
01.04	Analyze hair, skin and scalp products using pH scale.
01.05	Identify the histology of skin and hair.
01.06	Exhibit professional occupational skills.
02.0	Identify and perform shampoo/hair conditioners and scalp treatment. The student will be able to:
02.01	Prepare the client for service.
02.02	Analyze and recognize hair and scalp condition.
02.03	Apply shampoo and manipulate to cleanse hair and scalp, then rinse.
02.04	Select professional products, understand the importance of professional product recommendations and product use.
02.05	Apply treatment or conditioner according to manufacturer's directions.
02.06	Set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared).
03.0	Identify and perform trimming/shaping of hair (cutting) with scissor, clipper, and razor. The student will be able to:
03.01	Prepare the client and determine needs and desires (consultation).
03.02	Select and utilize hair cutting implements and techniques (shears, razor, clippers, texturizing implements).
03.03	Section hair and proceed with wet or dry hair cut utilizing all elevations (solid form, graduated, layered, over-directed) and

combinations with or without blends.
03.04 Edge and clean neckline with razor, clipper, or shears
03.05 Check completed cut.
03.06 Sanitize cutting implements using universal sanitation procedures.

Course Number: COS0161
Occupational Completion Point: A
Barber 2A – 150 Hours

04.0 Identify and perform hair styles the student will be able to:
04.01 Identify and perform wet set using principles of design (hair sculpting, rollers, and finger waves).
04.02 Prepare and perform thermal styling using blow dryers, curling irons, thermo-pressing combing, wand, and etc.
05.0 Identify and perform mustache and beard design. The student will be able to:
05.01 Demonstrate suitable mustache and/or beard design and cutting based on facial structure.
06.0 Demonstrate shaving the face. The student will be able to:
06.01 Perform the shaving of the patron's face.
06.02 Perform the final cleansing of face and neck.

Course Number: COS0162
Occupational Completion Point: A
Barber 3A – 300 Hours

07.0 Demonstrate appropriate understanding of basic science. The student will be able to:
07.01 Identify health-related problems that may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for ventilating and handling such materials.
07.02 Understand molecular reactions of skin and hair as a result of physical and chemical changes.
08.0 Identify and perform facial treatments. The student will be able to:
08.01 Cleanse face and neck, perform designated treatment, and final cleansing of face and neck.

09.0	Demonstrate knowledge of professional development (employability skills). The student will be able to:
09.01	Locate opportunities for employment through social media, job sites on the internet, and word of mouth.
09.02	Understand practical application of the license to the job market.
09.03	Work individually and cooperatively as a member of regular or culturally diverse team.
09.04	Utilize math skills applicable to the industry.
10.0	Demonstrate knowledge of Florida Law and State Board requirements. The student will be able to:
10.01	Demonstrate working knowledge of Florida Law, Chapter 476.
10.02	Demonstrate universal HIV-AIDS precaution procedures for the salon and knowledge of appropriate behavior in dealing with persons who may have the virus or syndrome.
10.03	Demonstrate an understanding of the Federal "Right-To-Know" Law as stated in 29 C.F.R. 1910.1200.
11.0	Demonstrate an understanding of entrepreneurship. The student will be able to:
11.01	Describe the importance of entrepreneurship to the American economy.
11.02	Identify advantages and disadvantages of business ownership as relates efficiently and effectively to the barbering industry.

Course Number: COS0163
Occupational Completion Point: A
Barber 4A – 130 Hours

12.0	Identify and prepare hair pieces, wigs, and hair attachments. The student will be able to:
12.01	Determine and identify styles and colors of wigs and hairpieces.
12.02	Measure the head and fit wig or hairpiece.
12.03	Clean, shape, style and attach hair pieces/extensions into desired style according to client's features.
13.0	Identify and perform permanent wave/reconstruction curl/chemical relaxing. The student will be able to:
13.01	Prepare client and determine needs and desired style (consultation).
13.02	Analyze hair and scalp to select appropriate solution strength according to hair texture, desired results.
13.03	Apply protective cream or lotion prior to rearranger or straightener as required for desired results following curl or chemical relaxer.

13.04	Strand test for straightness if performing reconstruction curl or chemical relaxer.
13.05	Rinse or shampoo according to manufacturer's directions.
13.06	Select rods and wrap hair, if required, according to manufacturer's directions.
13.07	Apply processing solution and process, take test curls, rinse, blot, shampoo and/or neutralize.
13.08	Remove rods, condition and style, apply leave-on treatment, if required. Record results.
14.0	Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques. The student will be able to:
14.01	Perform patch test (pre-disposition), perform consultation, analyze hair and scalp
14.02	Select and assemble appropriate solutions according to hair texture and desired results.
14.03	Mix, if required, and apply color, toner, and/or bleach according to manufacturer's directions
14.04	Identify and perform specialty-coloring techniques.
14.05	Perform strand test. Shampoo before or after applying color according to manufacturer's directions. Record results.
14.06	Understand molecular reactions as a result of physical and chemical changes.

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)

~~SkillsUSA 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.

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.

Basic Skills

In Career Certificate Programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Computation (Mathematics) and Communications (Reading and Language Arts). These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02, Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01, F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College System Institution must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91, F.S.

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

The standards and/or benchmarks for this program were updated for the 2026-27 academic year.

Program Title: **Nails Specialty**
 Program Type: **Career Preparatory**
 Career Cluster: **Human Services**

Career Certificate Program

Program Number	I120415
CIP Number	0612041005
Grade Level	30, 31
Program Length	180 hours
Teacher Certification	Refer to the Program Structure section.
CTSO	SkillsUSA
SOC Codes (all applicable)	For program SOC codes, please see the ~~CIP to SOC Crosswalk located at~~ Program and Course Tables section of the link CTE Program Resources page linked below.
CTE Program Resources	~~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
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human 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 Human Services career cluster.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the nail specialist and the related chemistry; bacteriology, anatomy and physiology; and development of skills in performing the techniques required in the practice of nails specialist occupations.

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 one occupational completion point. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
A	CSP0016	Manicure and Pedicure Specialist	NAIL TEC 7 G COSMETOL @7 7 G	180 hours

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation, Florida Board of Cosmetology.

Please refer to 61G5-22.016, F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of hours of services students must complete within the program.

A student completing the Nails Specialty program is prepared for employment as a licensed Manicurist and Pedicurist. Instruction is designed to qualify students for employment upon successfully obtaining a Nails Specialty Certification.

61G5-22.016, F.A.C., Minimum Curriculum for Nail Specialty Training.

Topic	Hours
(a) Florida Cosmetology laws and rules	4
(b) Sanitation	8
(c) Ethics	2
(d) Nail theory, practice, and related subjects including disorders and disease	76

Type of Service	Hours Required
(a) Manicures	15
(b) Pedicures	10
(c) Tips and Overlay	15
(d) Sculpting Using A Form	10
(e) Nail Wraps and/or Mending	10
(f) Nail Fill-Ins	10
(g) Artificial Nail Removal	5
(h) Polishing and Nail Art	10
(i) Gel Nails	5

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.~~

~~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>

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

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

<u>11.03 Curate a professional portfolio that includes work products.</u>
<u>11.04 Prepare for and experience a mock job interview.</u>
<u>12.0 Cultivate and leverage relationships to professionally advance.</u>
<u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>12.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>12.03 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 Identify career opportunities.
- 02.0 Demonstrate ~~the importance of~~ health, safety, and environmental ~~management systems in organizations and their importance to-~~
~~organizational performance and regulatory~~ compliance.
- 03.0 Employ safe, sanitary, and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- ~~04.0~~06.0 Demonstrate science knowledge and ~~skills~~application.
- ~~05.0~~07.0 ~~Explain the importance of~~Demonstrate employability ~~skills~~ and ~~entrepreneurship skills~~professional development.
- ~~06.0~~08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- ~~07.0~~09.0 Demonstrate personal ~~money management concepts, procedures, and strategies~~financial literacy.
- ~~08.0~~10.0 ~~Describe the importance of~~Demonstrate professional ethics and legal responsibilities.
- 11.0 Describe organizational and industry systems.
- ~~09.0~~12.0 Use information technology ~~tools~~application.
- ~~10.0~~13.0 Solve problems using critical thinking ~~skills~~, creativity and innovation.
- ~~11.0~~14.0 Use oral and written communication skills ~~in creating, expressing and interpreting information and ideas~~.
- ~~12.0~~15.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.

Florida Department of Education
Student Performance Standards

Program Title: Nails Specialty
Career Certificate Program Number: I120415

Course Number: CSP0016
Occupational Completion Point: A
Manicure and Pedicure Specialist – 180 Hours

01.0	Identify career opportunities. The student will be able to:
01.01	Identify career opportunities ~~in~~ <u>within</u> the ~~nail care~~ <u>program's</u> industry <u>sector</u> .
01.02	<u>Identify employment settings, entrepreneurial opportunities, and emerging career trends.</u>
01.03	<u>Examine licensing, certification, and credentialing requirements related to the program area.</u>
02.0	Demonstrate ~~the importance of~~ health, safety, <u>and</u> environmental management ~~systems, and regulatory compliance.~~ <u>practices</u> . The students will be able to:
02.01	Describe personal, <u>workplace</u> , and ~~jobsite standards~~ <u>regulatory safety rules</u> that maintain ~~a~~ safe and healthy ~~work-~~ <u>environment</u> <u>environments</u> .
02.02	Explain emergency procedures ~~to follow~~ in response to ~~workplace~~ -accidents, <u>injuries, fires, and natural disasters</u> .
02.03	~~Create a disaster~~ <u>Develop</u> and/or <u>implement an</u> emergency response plan.
02.04	<u>Describe and comply with federal and state safety laws including Right-to-Know regulations.</u>
03.0	Employ safe, sanitary ~~and~~ , efficient work practices. The student will be able to:
03.01	~~Using~~ <u>Apply</u> standard/ <u>universal</u> precautions, ~~identify decontamination procedures to insure the~~ <u>ensure</u> safety of ~~the client~~ <u>clients</u> and ~~student in the classroom and salon~~ <u>students</u> .
03.02	~~Set~~ <u>Safely set up and</u> , operate, <u>clean, maintain, and store tools and</u> equipment ~~and utilize materials by mixing chemicals (EPA-approved hospital level) in appropriate proportions~~ according to manufacturer's instructions <u>and regulatory requirements</u> .
03.03	~~Clean and maintain implements by using appropriately mixed chemicals and following the procedures for disinfection of tools per Chapter 61G-20.002, F.A.C.~~ <u>Mix, handle, store, and dispose of chemical products according to manufacturer specifications and safety data sheets (SDS).</u>
01.01	~~Demonstrate cultural awareness of hygiene and socialized differences aby using active listening skills.~~
03.04	~~Describe, observe, identify and analyze the functions, structures, and diseases and disorders of skin and nails. Demonstrate and communicate to the client the proper care of skin, and nails through cleanliness, nutrition, and healthful living.~~ <u>Demonstrate knowledge of anatomy, physiology, diseases, and disorders related to the program area.</u>

03.05	~~Demonstrate and communicate to the client the~~ <u>Communicate</u> proper <u>client</u> care ~~of skin and nails through cleanliness, home~~ <u>maintenance, hygiene, nutrition, and healthful living</u> <u>wellness practices.</u>
03.06	<u>Demonstrate professionalism, cultural awareness, and ethical workplace behavior.</u>
04.0	<u>Demonstrate language arts knowledge and skills. The students will be able to:</u>
04.01	<u>Locate, comprehend and evaluate key elements of oral and written information.</u>
04.02	<u>Draft, revise, and edit written documents using correct grammar and industry terminology.</u>
04.03	<u>Present information formally and informally for specific purposes and audiences.</u>
05.0	<u>Demonstrate mathematics knowledge and skills. The students will be able to:</u>
05.01	<u>Apply mathematical skills to industry-related tasks (e.g., measurement, ratios, pricing, scheduling).</u>
05.02	<u>Perform arithmetic operations accurately.</u>
05.03	<u>Analyze and apply data and measurements to solve problems.</u>
05.04	<u>Develop and interpret charts, tables, and graphs.</u>
~~04.0~~ 06.0	<u>Demonstrate science, knowledge and skills. The students will be able to:</u>
~~04.04~~ 06.01	~~Understand and identify~~ <u>Apply principles of</u> chemistry as ~~it applies~~ <u>related</u> to products ~~used~~ <u>and services</u> in the ~~salon~~ <u>program area.</u>
06.02	<u>Apply principles of anatomy and physiology relevant to services performed.</u>
06.03	<u>Apply principles of microbiology and infection control.</u>
06.04	<u>Apply scientific reasoning to evaluate products, tools, and procedures</u>
~~04.02~~ 06.05	~~Understand and identify science as it applies to~~ <u>Identify principles of</u> electricity ~~and,~~ light therapy ~~to perform appropriate treatment,~~ and related technologies where applicable.
07.0	<u>Demonstrate employability and entrepreneurship Skills. The students will be able to:</u>
07.01	<u>Demonstrate positive work behaviors and professional conduct.</u>
07.02	<u>Develop a personal career plan including goals, objectives, and strategies.</u>
07.03	<u>Maintain a professional and digital career portfolio.</u>
07.04	<u>Evaluate employment and advancement opportunities.</u>

<u>07.05 Demonstrate teamwork and collaboration skills.</u>
<u>07.06 Demonstrate effective verbal and written communication in professional settings.</u>
<u>07.07 Explain entrepreneurship concepts, including risks and rewards of business ownership.</u>
<u>07.08 Identify characteristics of successful entrepreneurs.</u>
<u>07.09 Identify business management skills necessary to operate a small business.</u>
<u>07.10 Project and maintain a professional image.</u>
<u>07.11 Demonstrate strategies for balancing personal and professional responsibilities.</u>
<u>07.12 Use and conserve resources responsibly.</u>
<u>08.0 Demonstrate leadership and teamwork Skills. The students will be able to:</u>
<u>08.01 Apply leadership skills to accomplish individual and organizational goals.</u>
<u>08.02 Establish and maintain effective working relationships.</u>
<u>08.03 Participate in and conduct meetings effectively.</u>
<u>08.04 Apply mentoring and coaching skills where appropriate.</u>
<u>09.0 Demonstrate personal financial literacy. The students will be able to:</u>
<u>09.01 Develop a personal budget and financial goals.</u>
<u>09.02 Describe services and responsibilities of financial institutions.</u>
<u>09.03 Maintain financial records and reconcile statements.</u>
<u>09.04 Explain the impact of financial decisions on personal and career goals.</u>
<u>09.05 Compare savings and investment options.</u>
<u>10.0 Demonstrate professional ethics and legal responsibilities. The students will be able to:</u>
<u>10.01 Demonstrate knowledge of applicable Florida laws and administrative codes regulating the profession.</u>
<u>10.02 Demonstrate understanding of infection control including HIV/AIDS education as required by law.</u>
<u>10.03 Evaluate decisions using ethical reasoning.</u>

<u>10.04 Evaluate workplace situations based on legal, ethical, and employer policies.</u>
<u>10.05 Identify consequences of unethical or illegal behavior.</u>
<u>10.06 Interpret written organizational policies and procedures.</u>
<u>11.0 Describe organizational and industry systems. The students will be able to:</u>
<u>11.01 Describe types of business organizations and roles of employer and employee.</u>
<u>11.02 Explain the effect of organizational systems on performance and quality.</u>
<u>11.03 Describe quality assurance practices common to the industry.</u>
<u>11.04 Explain the impact of the global economy and industry trends.</u>
<u>12.0 Use information technology application. The students will be able to:</u>
<u>12.01 Use personal information management tools to increase efficiency.</u>
<u>12.02 Use word processing, spreadsheets, databases, and presentation software.</u>
<u>12.03 Use scheduling, client management, and payment processing technologies.</u>
<u>12.04 Use collaborative digital tools to support teamwork.</u>
<u>13.0 Solve problems using critical thinking, creativity, and innovation. The students will be able to:</u>
<u>13.01 Apply critical thinking skills independently and collaboratively.</u>
<u>13.02 Resolve conflicts using effective interpersonal skills.</u>
<u>13.03 Establish, monitor, and evaluate performance goals.</u>
<u>13.04 Conduct technical research to support decision-making.</u>
<u>14.0 Use oral and written communication skills. The students will be able to:</u>
<u>14.01 Apply appropriate communication strategies in professional settings.</u>
<u>14.02 Organize and reference information from multiple sources.</u>
<u>14.03 Deliver formal and informal presentations.</u>
<u>14.04 Interpret verbal and nonverbal communication.</u>

<u>14.05 Apply active listening skills.</u>
<u>14.06 Demonstrate customer service and public relations skills.</u>
<u>14.07 Develop and interpret visual data to support communication.</u>

~~02.0 Explain the importance of employability skills and entrepreneurship skills. The students will be able to:~~
~~02.01 Identify and demonstrate positive work behaviors needed to be employable.~~
~~02.02 Develop personal career plan that includes goals, objectives, and strategies.~~
~~02.03 Identify and exhibit traits for retaining employment.~~
~~02.04 Research the benefits of ongoing professional development.~~
~~02.05 List the advantages and disadvantages of business ownership.~~
~~03.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. The students will be able to:~~
~~03.01 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.~~
~~03.02 Employ mentoring skills to inspire and teach others.~~
~~03.03 Apply teamwork procedures and social skills in following rules of professional ethics.~~
~~04.0 Demonstrate personal money management concepts, procedures, and strategies. The students will be able to:~~
~~04.01 Develop a personal budget and/or financial goals.~~
~~04.02 Maintain financial records.~~
~~04.03 Research, compare and contrast investment opportunities.~~
~~05.0 Describe the importance of professional ethics and legal responsibilities. The students will be able to:~~
~~05.01 Demonstrate working knowledge of Board of Cosmetology Florida Statutes, Chapter 477.~~
~~05.02 Demonstrate knowledge of the Florida "Right-to-know" Law, Chapter 442.~~
~~05.03 Evaluate and justify decisions based on ethical reasoning.~~
~~05.04 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.~~
~~05.05 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.~~
~~05.06 Interpret and explain written organizational policies and procedures.~~
~~06.0 Use information technology tools. The students will be able to:~~
~~06.01 Use personal information management (PIM) applications to increase workplace efficiency.~~
~~06.02 09.02 Demonstrate the use of current technology such as computers, electronic devices, scheduling and payment processing.~~

~~07.0~~	~~Solve problems using critical thinking skills, creativity, and innovation. The students will be able to:~~
~~07.01~~	~~Demonstrate critical thinking skills independently and in teams to solve problems and make decisions.~~
~~07.02~~	~~Demonstrate critical thinking and interpersonal skills to resolve conflicts.~~
~~07.03~~	~~Identify and document workplace performance goals and monitor progress toward those goals.~~
~~07.04~~	~~Conduct technical research to gather information necessary for decision making.~~
~~08.0~~	~~Use oral and written communication skills in creating, expressing and interpreting information and ideas. The students will be able to:~~
~~08.01~~	~~Design, develop, and deliver formal and informal presentations, by possibly using appropriate media to engage and inform diverse audiences.~~
~~08.02~~	~~Interpret verbal and nonverbal cues/behaviors that enhance communication.~~
~~08.03~~	~~Apply active listening skills to obtain and clarify information.~~
~~05.0~~ <u>15.0</u>	Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals. The student will be able to:
~~05.01~~ <u>15.01</u>	Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails.
~~05.02~~ <u>15.02</u>	Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions.
~~05.03~~ <u>15.03</u>	Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions.
~~05.04~~ <u>15.04</u>	Perform proper Procedures for disinfection of pedicure equipment and maintaining a log book as required in 61G5-20.002(4)(G), F.A.C.
~~05.05~~ <u>15.05</u>	12.05 Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions.
~~05.06~~ <u>15.06</u>	Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails.
~~05.07~~ <u>15.07</u>	Demonstrate the correct application procedure of nail forms by following all safety and sanitation procedures.
~~05.08~~ <u>15.08</u>	Following all manufacturers' directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and/or to the full natural nail. Follow all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of relationships of size, angles and shapes to mold into a natural looking nail.
~~05.09~~ <u>15.09</u>	Following the manufacturer's directions and knowledge of safety procedures, demonstrate knowledge of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail.

~~08.04—Applying knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client. Demonstrate ability create artful scenes on a minute surface.~~
~~08.05—Demonstrate knowledge of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance.~~

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.

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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

The standards and/or benchmarks for this program were updated for the 2026-27 academic year.

Program Title: **Facials Specialty**
Program Type: **Career Preparatory**
Career Cluster: **Human Services**

Career Certificate Program	
Program Number	I120425
CIP Number	0612040806
Grade Level	30, 31
Program Length	220 hours
Teacher Certification	Refer to the Program Structure section.
CTSO	SkillsUSA
SOC Codes (all applicable)	Please see the CIP to SOC Crosswalk located at the link below.
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human 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 Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Facials Specialist program is prepared for employment as a licensed Facials/Skin Care Specialist. Instruction is designed to qualify students for employment upon successfully obtaining a Facials Specialty Certification.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of facials specialist occupations.

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

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 one occupational completion point.

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

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
A	CSP0266	Facials Specialist	FACIAL TEC 7 G COSMETOL @7 7 G	220 hours

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation, Florida Board of Cosmetology.

Please refer to 61G5-22.017, F.A.C., for specific hours of instruction in the indicated theory items as well as the required number of hours of services a student must complete within the program.

61G5-22.017, F.A.C., Minimum Curriculum for Facial Specialty Training.

Topic	Hours
Florida Laws and Rules	4
Sanitation	10
Ethics	2
Basics of Electricity	2
Facial Techniques and Contraindications	50
Product Chemistry	8
Hair Removal	5
Makeup	1
Skin Theory, Disease and Disorders of the Skin	67

Type of Service	Hours Required
Facials, manual and mechanical, including masks, packs, or treatments which must be performed on a variety of skin types, including normal, oily, dry, combination, problem, and mature.	30
Set up, use, and maintenance of electrical devices.	1
Hair removal, including tweezing, waxing, threading, and sugaring.	10
Makeup applications for both daytime and nighttime looks.	10
Lash and brow tinting.	2
Eyelash application, individual lashes, and semi-permanent lashes.	12
Manual extractions	6

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.~~

~~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>

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

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

<u>11.03 Curate a professional portfolio that includes work products.</u>
<u>11.04 Prepare for and experience a mock job interview.</u>
<u>12.0 Cultivate and leverage relationships to professionally advance.</u>
<u>12.01 Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.</u>
<u>12.02 Develop a plan to cultivate a professional digital footprint.</u>
<u>12.03 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 Identify career opportunities.
- 02.0 Demonstrate ~~the importance of~~ health, safety, and environmental ~~management systems in organizations and their importance to organizational performance and regulatory~~ compliance.
- 03.0 Employ safe, sanitary and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- ~~04.0~~06.0 Demonstrate science knowledge and ~~skills~~application.
- ~~05.0~~07.0 ~~Explain the importance of~~Demonstrate employability skills and ~~entrepreneurship skills~~professional development.
- ~~06.0~~08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- ~~07.0~~09.0 Demonstrate personal ~~money management concepts, procedures, and strategies~~financial literacy.
- ~~08.0~~10.0 ~~Describe the importance of~~Demonstrate professional ethics and legal responsibilities.
- 11.0 Describe organizational and industry systems.
- ~~09.0~~12.0 Use information technology ~~tools~~application.
- ~~10.0~~13.0 Solve problems using critical thinking skills, creativity and innovation.
- ~~11.0~~14.0 Use oral and written communication skills ~~in creating, expressing and interpreting information and ideas~~.
- ~~12.0~~15.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measure and predicted. Demonstrate proper procedure and application of chemicals.

Florida Department of Education
Student Performance Standards

Program Title: Facials Specialty
Career Certificate Program Number: I120425

Course Number: CSP0266
Occupational Completion Point: A
Facials Specialists – 220 Hours

01.0	Identify career opportunities. The student will be able to:
	01.01 Identify career opportunities within the program's industry sector.
~~01.04~~	~~01.02~~ Identify ~~career employment settings, entrepreneurial opportunities in the grooming, and salon services field~~ emerging career trends.
	01.03 Examine licensing, certification, and credentialing requirements related to the program area.
02.0	Demonstrate ~~the importance of~~ health, safety, and environmental management ~~systems in organizations and their importance to organizational performance and regulatory compliance.~~ practices. The students will be able to:
02.01	Describe personal, workplace , and ~~jobsite~~ regulatory safety rules ~~and regulations~~ that maintain safe and healthy ~~work~~ environments.
02.02	Explain emergency procedures ~~to follow~~ in response to ~~workplace~~ accidents, injuries, fires, and natural disasters .
02.03	~~Demonstrate awareness and practice the institutions disaster~~ Develop and/or implement an emergency response plan.
	02.04 Describe and comply with federal and state safety laws including Right-to-Know regulations.
03.0	Employ safe, sanitary ~~and~~ efficient work practices. The student will be able to:
03.01	~~Using~~ Apply standard/ universal precautions, ~~identify decontamination procedures to insure the~~ ensure safety of ~~the client~~ clients and ~~student in the classroom and laboratory~~ students .
03.02	~~Set~~ Safely set up and operate, clean, maintain, and store tools and equipment ~~and utilize materials by mixing chemicals (EPA-approved and hospital strength levels) in appropriate proportions~~ according to manufacturer's instructions and regulatory requirements.
	~~01.01 Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5.002(2), F.A.C.~~
03.03	~~Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills.~~ Mix, handle, store, and dispose of chemical products according to manufacturer specifications and safety data sheets (SDS).
03.04	~~Describe, observe, identify and analyze the functions, structures, and~~ Demonstrate knowledge of anatomy, physiology, diseases, and disorders ~~of scalp and skin~~ related to the program area.

03.05	~~Demonstrate and communicate to the client the~~ <u>Communicate</u> proper <u>client</u> care ~~of scalp and skin through cleanliness, home~~ <u>maintenance, hygiene, nutrition, and healthful living</u> <u>wellness practices.</u>
03.06	<u>Demonstrate professionalism, cultural awareness, and ethical workplace behavior.</u>
04.0	<u>Demonstrate language arts knowledge and skills. The students will be able to:</u>
04.01	<u>Locate, comprehend and evaluate key elements of oral and written information.</u>
04.02	<u>Draft, revise, and edit written documents using correct grammar and industry terminology.</u>
04.03	<u>Present information formally and informally for specific purposes and audiences.</u>
05.0	<u>Demonstrate mathematics knowledge and skills. The students will be able to:</u>
05.01	<u>Apply mathematical skills to industry-related tasks (e.g., measurement, ratios, pricing, scheduling).</u>
05.02	<u>Perform arithmetic operations accurately.</u>
05.03	<u>Analyze and apply data and measurements to solve problems.</u>
05.04	<u>Develop and interpret charts, tables, and graphs.</u>
~~04.0~~ 06.0	<u>Demonstrate science, knowledge and skills. The students will be able to:</u>
~~04.01~~ 06.01	~~Understand and identify~~ <u>Apply principles of</u> chemistry as ~~it applies~~ <u>related</u> to products ~~used~~ <u>and services</u> in the ~~salon~~ <u>program</u> <u>area.</u>
~~04.02~~ 06.02	~~Understand and identify science as it applies to~~ <u>Apply principles of</u> anatomy and physiology <u>relevant to services performed.</u>
06.03	<u>Apply principles of microbiology and infection control.</u>
06.04	<u>Apply scientific reasoning to evaluate products, tools, and procedures</u>
~~04.03~~ 06.05	~~Understand and identify science as it applies to~~ <u>Identify principles of</u> electricity ~~and,~~ light therapy ~~to perform appropriate~~ <u>treatment, and related technologies where applicable.</u>
07.0	<u>Demonstrate employability and professional development. The students will be able to:</u>
07.01	<u>Demonstrate positive work behaviors and professional conduct.</u>
07.02	<u>Develop a personal career plan including goals, objectives, and strategies.</u>
07.03	<u>Maintain a professional and digital career portfolio.</u>
07.04	<u>Evaluate employment and advancement opportunities.</u>

<u>07.05 Demonstrate teamwork and collaboration skills.</u>
<u>07.06 Demonstrate effective verbal and written communication in professional settings.</u>
<u>07.07 Explain entrepreneurship concepts, including risks and rewards of business ownership.</u>
<u>07.08 Identify characteristics of successful entrepreneurs.</u>
<u>07.09 Identify business management skills necessary to operate a small business.</u>
<u>07.10 Project and maintain a professional image.</u>
<u>07.11 Demonstrate strategies for balancing personal and professional responsibilities.</u>
<u>07.12 Use and conserve resources responsibly.</u>
<u>08.0 Demonstrate leadership and teamwork skills. The students will be able to:</u>
<u>08.01 Apply leadership skills to accomplish individual and organizational goals.</u>
<u>08.02 Establish and maintain effective working relationships.</u>
<u>08.03 Participate in and conduct meetings effectively.</u>
<u>08.04 Apply mentoring and coaching skills where appropriate.</u>
<u>09.0 Demonstrate personal financial literacy. The students will be able to:</u>
<u>09.01 Develop a personal budget and financial goals.</u>
<u>09.02 Describe services and responsibilities of financial institutions.</u>
<u>09.03 Maintain financial records and reconcile statements.</u>
<u>09.04 Explain the impact of financial decisions on personal and career goals.</u>
<u>09.05 Compare savings and investment options.</u>
<u>10.0 Demonstrate professional ethics and legal responsibilities. The students will be able to:</u>
<u>10.01 Demonstrate knowledge of applicable Florida laws and administrative codes regulating the profession.</u>
<u>10.02 Demonstrate understanding of infection control including HIV/AIDS education as required by law.</u>
<u>10.03 Evaluate decisions using ethical reasoning.</u>

<u>10.04 Evaluate workplace situations based on legal, ethical, and employer policies.</u>
<u>10.05 Identify consequences of unethical or illegal behavior.</u>
<u>10.06 Interpret written organizational policies and procedures.</u>
<u>11.0 Describe organizational and industry systems. The students will be able to:</u>
<u>11.01 Describe types of business organizations and roles of employer and employee.</u>
<u>11.02 Explain the effect of organizational systems on performance and quality.</u>
<u>11.03 Describe quality assurance practices common to the industry.</u>
<u>11.04 Explain the impact of the global economy and industry trends.</u>
<u>12.0 Use information technology application. The students will be able to:</u>
<u>12.01 Use personal information management tools to increase efficiency.</u>
<u>12.02 Use word processing, spreadsheets, databases, and presentation software.</u>
<u>12.03 Use scheduling, client management, and payment processing technologies.</u>
<u>12.04 Use collaborative digital tools to support teamwork.</u>
<u>13.0 Solve problems using critical thinking, creativity, and innovation. The students will be able to:</u>
<u>13.01 Apply critical thinking skills independently and collaboratively.</u>
<u>13.02 Resolve conflicts using effective interpersonal skills.</u>
<u>13.03 Establish, monitor, and evaluate performance goals.</u>
<u>13.04 Conduct technical research to support decision-making.</u>
<u>14.0 Use oral and written communication skills. The students will be able to:</u>
<u>14.01 Apply appropriate communication strategies in professional settings.</u>
<u>14.02 Organize and reference information from multiple sources.</u>
<u>14.03 Deliver formal and informal presentations.</u>
<u>14.04 Interpret verbal and nonverbal communication.</u>

<u>14.05 Apply active listening skills.</u>
<u>14.06 Demonstrate customer service and public relations skills.</u>
<u>14.07 Develop and interpret visual data to support communication.</u>
<u>15.0 Perform facials, manipulation and related massage, make-up, hair removal and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals. Evaluate performance based on competency rule 61G5-22.006, F.A.C). The student will be able to:</u>

~~02.0—Explain the importance of employability skills and entrepreneurship skills. The students will be able to:~~
~~02.01 Identify and demonstrate positive work behaviors needed to be employable.~~
~~02.02 Develop personal career plan that includes goals, objectives, and strategies.~~
~~02.03 Identify and exhibit traits for retaining employment.~~
~~02.04 Research the benefits of ongoing professional development.~~
~~02.05 List the advantages and disadvantages of business ownership.~~
~~03.0—Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. The students will be able to:~~
~~03.01 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.~~
~~03.02 Employ mentoring skills to inspire and teach others.~~
~~03.03 Apply teamwork procedures and social skills in following rules of professional ethics.~~
~~04.0—Demonstrate personal money-management concepts, procedures, and strategies. The students will be able to:~~
~~04.01 Develop a personal budget and/or financial goals.~~
~~04.02 Maintain financial records.~~
~~04.03 Research, compare and contrast investment opportunities.~~
~~05.0—Describe the importance of professional ethics and legal responsibilities. The students will be able to:~~
~~05.01 Demonstrate working knowledge of Florida Law, Chapter 477, F.S.~~
~~05.02 Demonstrate knowledge of the Florida “Right-to-know” Law, Chapter 442.~~
~~05.03 Evaluate and justify decisions based on ethical reasoning.~~
~~05.04 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.~~
~~05.05 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.~~
~~05.06 Interpret and explain written organizational policies and procedures.~~
~~06.0—Use information technology tools. The students will be able to:~~
~~06.01 Use personal information management (PIM) applications to increase workplace efficiency.~~

~~06.02 Demonstrate the use of current technology such as computers, electronic devices, scheduling and payment processing.~~
~~07.0 Solve problems using critical thinking skills, creativity and innovation. The students will be able to:~~
~~07.01 Demonstrate critical thinking skills independently and in teams to solve problems and make decisions.~~
~~07.02 Demonstrate critical thinking and interpersonal skills to resolve conflicts.~~
~~07.03 Identify and document workplace performance goals and monitor progress toward those goals.~~
~~07.04 Conduct technical research to gather information necessary for decision making.~~
~~08.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. The students will be able to:~~
~~08.01 Design, develop and deliver formal and informal presentations by possibly using appropriate media to engage and inform diverse audiences.~~
~~08.02 Interpret verbal and nonverbal cues/behaviors that enhance communication.~~
~~08.03 Apply active listening skills to obtain and clarify information.~~
~~09.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals. The student will be able to:~~
~~04.04~~ <u>15.01</u> Choose and assemble the appropriate supplies, products, and equipment based on skin analysis and client consultation.
~~04.05~~ <u>15.02</u> Demonstrate knowledge of action and reaction of chemical products used for the facial treatment.
~~04.06~~ <u>15.03</u> Demonstrate knowledge of available treatments including manual extractions and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client.
~~04.07~~ <u>15.04</u> Demonstrate ability and knowledge to correctly treat the face, neck and décolleté using product knowledge of reactions to chemicals on the different skin types and conditions.
~~04.08~~ <u>15.05</u> Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur, as per manufactures directions.
~~04.09~~ <u>15.06</u> Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur.
~~04.10~~ <u>15.07</u> Shape eyebrows by tweezing, waxing, threading and sugaring incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs.
<u>15.08 Demonstrate competence in performing various hair removal techniques including tweezing, waxing, threading, and/or sugaring using safety and sanitary.</u>
~~04.14~~ <u>15.09</u> Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires. Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias. Use active listening to communicate with the client ~~an~~ <u>and</u> understanding of factors that influence the determination of strategies necessary to meet individual client needs.

~~04.12~~ <u>15.10</u>	Perform a color analysis and determine ideal facial shape.
~~04.13~~ <u>15.11</u>	Apply basic, corrective, evening and/or glamour make-up based on client's needs and desires, using proper safety procedures and appropriate application procedures and products and utilizing knowledge of color theory and chemical reactions to the skin before application.
<u>15.12</u>	<u>Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G-5.002 (2), F.A.C., and dispose of “single use” items.</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

Career and Technical Student Organization (CTSO)

~~SkillsUSA 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.

Cooperative Training – OJT

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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.

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